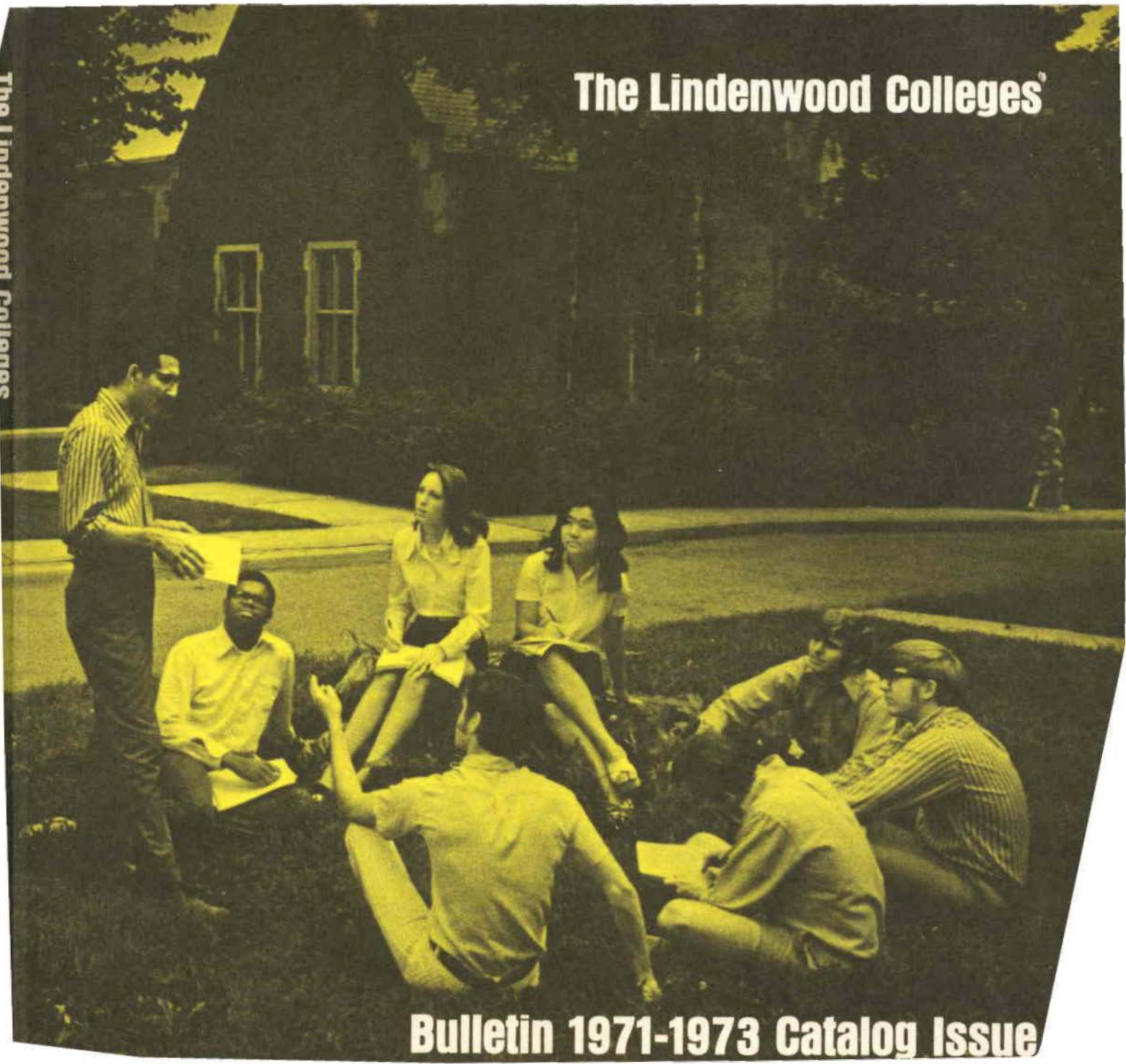


The Lindenwood Colleges[®]



Bulletin 1971-1973 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, and Bachelor of Science—programs 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.

THE LINDENWOOD COLLEGES BULLETIN, Volume 144, No. 10, September, 1971. The Bulletins, of which this catalog issue is a part, are published monthly except June, by The Lindenwood Colleges, St. Charles, Missouri, 63301. Second Class postage paid at St. Charles, Missouri.



88

Contents

Academic Policies and Procedures	69
Administrative Staff	81
Admissions	73
Art	23
Biology	44
Buildings and Memorials	8
Business Institute	53
Calendars	4, 5, 6
Campus Map	7
Center for the Undergraduate Study of Mathematics	47
Chemistry	46
Classical Civilization	25
Common Course	21
Communication Arts	27
Computer Science	47
Course Numbering	20
Directory of the Colleges	77
Economics	55
Education	56
English	30
Faculty	79
Financial Aid	73
French	39
German	37
Greek	27

Contents

History	60
Humanities Division	22
Latin	26
Lindenwood Common	21
Location	8
Mathematics	47
Major Fields of Study	18
Modern Languages	34
Music	38
Objectives	17
Philosophy and Religion	41
Physical Education	49
Physics	48
Policies and Objectives	12
Political Science	62
Psychology	63
Sciences and Mathematics Division	44
Social Science Division	52
Sociology	65
Spanish	35
Special Academic Programs	67
Tuition and Fees	75

LINDENWOOD COLLEGE FOR

WOMEN	83
Admissions Council	90
Degrees and Honors	91
Degree Requirements	85
Directors	89

LINDENWOOD COLLEGE II	93
Athletics	95
Degrees and Honors	96
Degree Requirements	94
Scholarships and Grants	95
Trustees	96

GIFTS TO THE LINDENWOOD COLLEGES

Individuals desiring to make gifts to The Lindenwood Colleges are invited to discuss giving opportunities with the president or other officers of the colleges.

Gifts may be made subject to a life income for the donor. The tax advantages of such "deferred" gifts make it possible for many persons to assist in the education of today's young people.

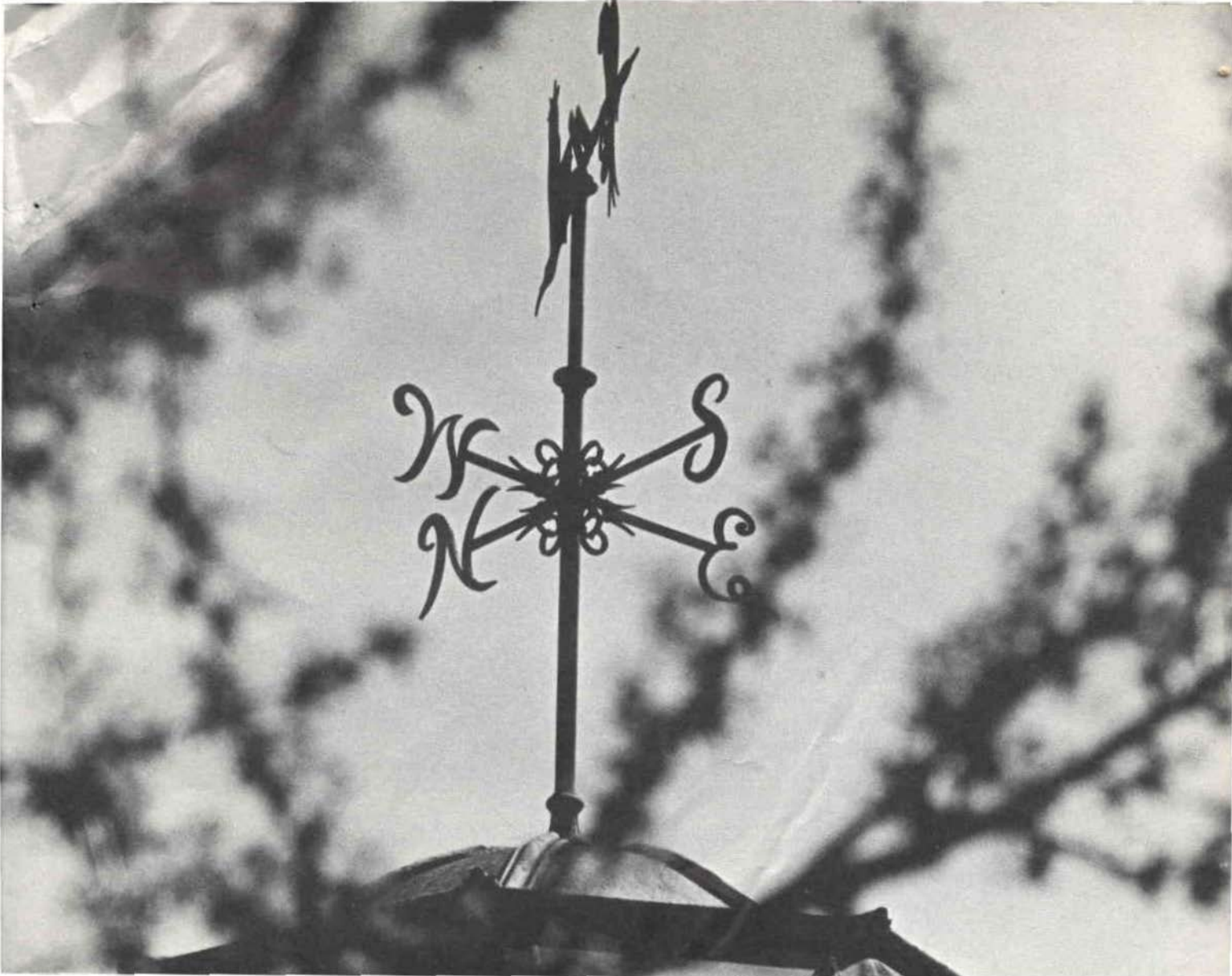
Gifts may be made in the form of cash, securities, or property. Gifts of appreciated property and securities provide the donor with a charitable deduction at current market value while frequently avoiding the tax liabilities that would incur if the property or securities were sold by the donor.

Gifts may also be made by will. The following form may be used by your attorney for inclusion in your will when making a bequest to one of The Lindenwood Colleges:

I give, bequeath and devise to Lindenwood Female College (and/or Lindenwood College II Corporation) a corporation located in St. Charles, Missouri, the sum of dollars (or here insert a description of the property given). The purpose of this legacy is to aid the College generally and, accordingly, the principal thereof as well as the income therefrom shall be used for such of the general purposes and needs of the College as its proper authorities may in their discretion deem advisable.

If the bequest is residuary, it should read: all the rest, residue and remainder of my real and personal estate, I devise and bequeath to Lindenwood Female College (and/or Lindenwood College II Corporation) (et cetera).

If desired, bequests may be allocated to a specific fund or purpose. An officer of the Colleges will be happy to discuss this matter with you.



Calendar 1971-1972

SEPTEMBER **FALL TERM**
Saturday 4 New students arrive
Sunday 5 Orientation; open houses
Monday 6 Freshman testing; registration
Tuesday 7 Registration
Wednesday 8 Wednesday classes meet
Friday 10 Convocation
Wednesday 15 Last day to change classes

OCTOBER
Monday-Friday 25-29 January Term registration

NOVEMBER
Monday-Friday 15-19 Spring Term course adjustments
Wednesday-Monday 24-29 Thanksgiving Recess or Reading Period on campus
Tuesday 30 Classes resume

DECEMBER
Thursday 9 Last day of classes
Friday-Wednesday 10-15 Reading day and final examinations
Sunday 12 Christmas Vespers
Thursday 16 Christmas Vacation begins

JANUARY **JANUARY TERM**
Monday 3 Classes begin
Thursday 6 Last day to change classes
Friday 28 Classes end

FEBRUARY **SPRING TERM**
Wednesday 2 Wednesday classes meet
Wednesday 9 Last day to change classes

MARCH
Wednesday 29 Spring Recess begins

APRIL
Monday 10 Classes resume
Monday-Friday 10-14 Pre-registration for January 1973 off-campus courses

MAY
Monday-Friday 1-5 Pre-registration for 1972-73
Wednesday 3 Honors Convocation
Thursday 11 Last day of classes
Friday-Wednesday 12-17 Reading day and final examinations
Wednesday 17 Commencement rehearsal
Friday 19 Baccalaureate, 7:30 p.m.
Saturday 20 Commencement, 10:30 a.m.
Monday 22 All-faculty seminar, 10:00 a.m. to 3:30 p.m.

JUNE **SUMMER TERM**
Monday 5 Summer Session begins

JULY
Friday 28 Summer Session ends

Calendar 1972-1973

SEPTEMBER FALL TERM

Wednesday 6 New students arrive
Monday 11 Classes begin

DECEMBER

Thursday 21 Christmas Vacation begins

JANUARY JANUARY TERM

Monday 8 Classes begin

FEBRUARY

Friday 2 January classes end

SPRING TERM

Wednesday 6 Spring classes begin

APRIL

Saturday 14 Spring recess begins
Wednesday 25 Spring recess ends

MAY

Friday 25 Baccalaureate
Saturday 26 Commencement

JUNE SUMMER TERM

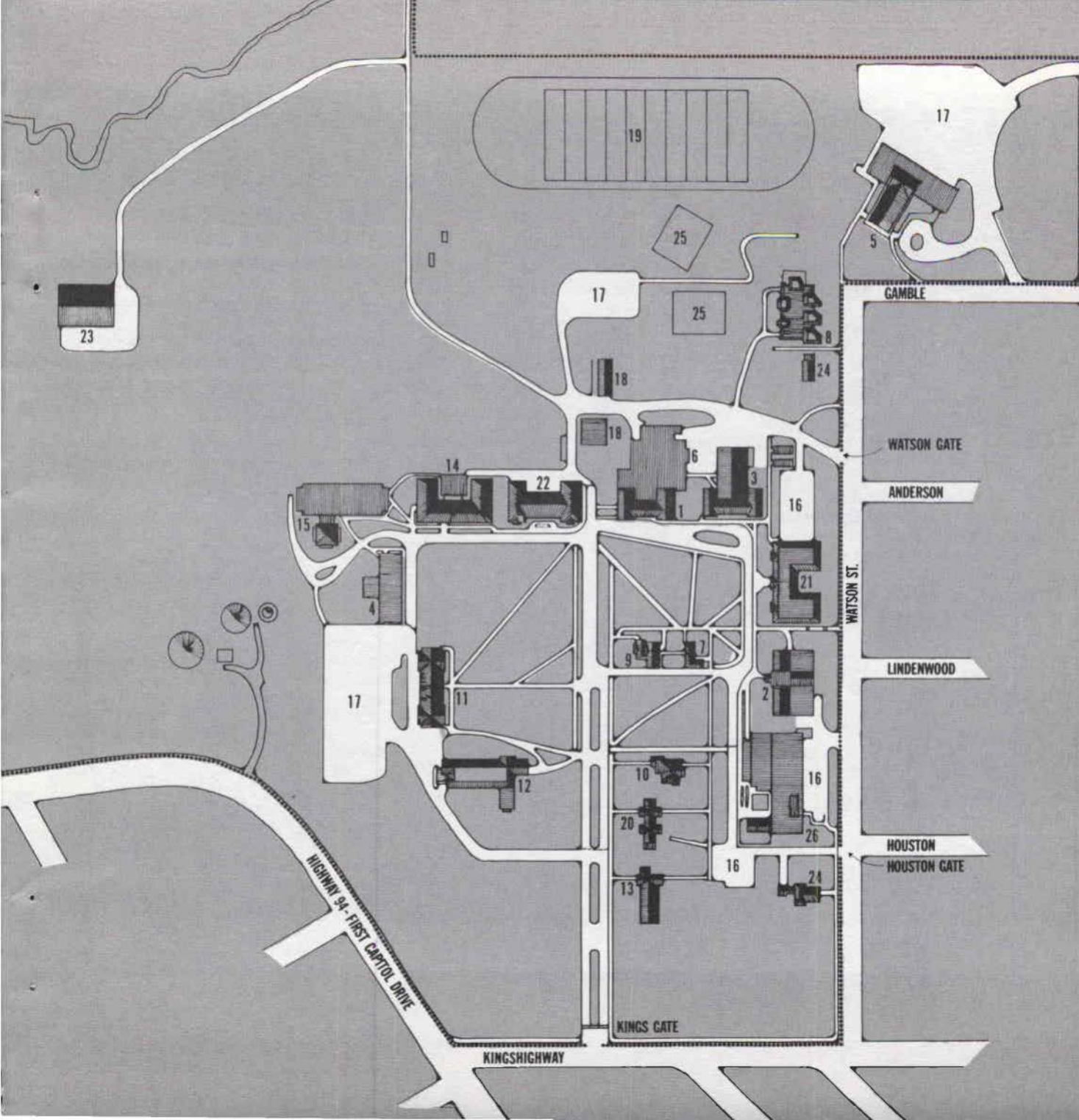
Monday 11 Classes begin

AUGUST

Friday 3 Classes end

The Lindenwood Colleges Campus

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



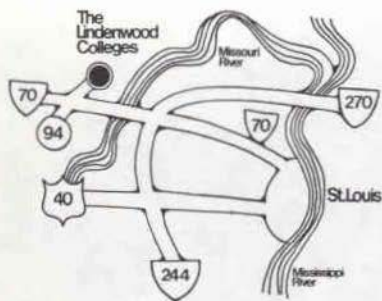
Campus Buildings and Memorials

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, 1971 the Library had 63,000 volumes catalogued and subscriptions to more than 265 periodicals. Library hours are from 7:50 a.m. to 10:45 p.m. Monday through Thursday; from 7:50 a.m. to midnight on Fridays; from 9:00 a.m. to midnight on Saturdays; and from 10:00 a.m. to 10:45 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



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.

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 student center with offices for student publications.

THE IDA BELLE McCLUER GUEST AND FACULTY 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 provides dining and meeting facilities for faculty and guests.

THE B. KURT STUMBERG HEALTH CENTER 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 rooms for patients.

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; new 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.

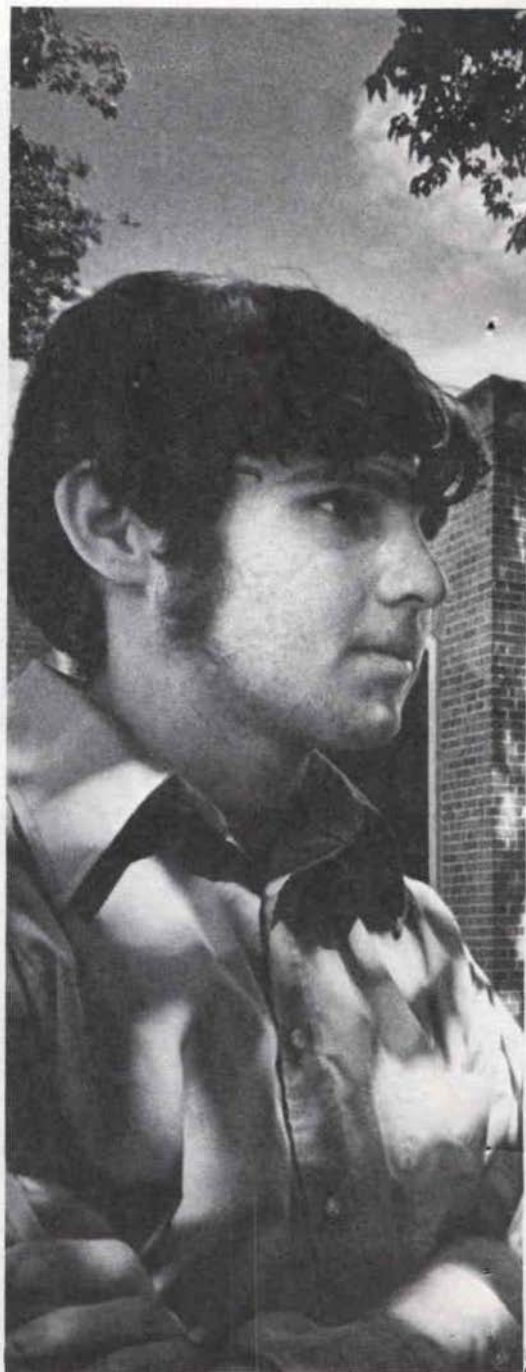
COBBS HALL—Completed in 1949 and named in honor of Thomas Harper Cobbs, prominent St. Louis attorney and a member of Lindenwood's Board of Directors from 1917 until his death in 1959. Residence capacity: 71 students.

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.





Policies and Objectives

JOINT STATEMENT OF POLICY ON ACADEMIC FREEDOM, INDIVIDUAL RIGHTS, AND THE SAFETY OF PERSONS AND PROPERTY AT THE LINDENWOOD COLLEGES

I. PREAMBLE

We, the students, faculty, administration, trustees, and directors of The Lindenwood Colleges, declare that this is our institution and set forth this statement of governance of our colleges as it relates to academic freedom, individual rights and the safety of persons and property.

Academic freedom may be delineated as the freedom to teach and the freedom to learn. To make certain that these freedoms do indeed exist, that the transmission of knowledge and pursuit of truth take place in an environment where critical judgment and intellectual independence may be exercised without fear, Lindenwood College* and Lindenwood College II* have undertaken to provide, to the best of their ability, appropriate opportunities and conditions in the classroom, on the campus, and in their relations to the larger community. In support of these objectives, the following policies are established as guides and regulations for the exercise of the rights of citizenship by members of the Lindenwood Colleges Community.

II. FREEDOM OF EXPRESSION AND INQUIRY

All members of The Lindenwood Colleges are free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They are free to support causes by orderly means which do not disrupt the regular and essential operation of the colleges. At the same time, it must be made clear to the academic and larger community that in their public expressions or demonstrations, all members of the academic community speak only for themselves; such expressions do not necessarily imply approval or endorsement by The Lindenwood Colleges.

III. PROTECTION OF FREEDOM OF EXPRESSION

A. General Statement. To make possible the advocacy of causes by orderly means, The Lindenwood Colleges must assure their members that they will be free from actions which endanger individual safety and which, by physical force or disruptive noise, would prevent the exercise of their freedom to speak. All members of The Lindenwood Community are under a strong obligation to protect its processes from these tactics. The administration of The Lindenwood Colleges has the particular responsibility, with appropriate consultation and regard for due academic process, to institute disciplinary proceedings against those who adopt such tactics. Any member of The Lindenwood Colleges who deliberately uses such tactics shall be subject to various levels of disciplinary action including in serious cases suspension or dismissal. The ranking officer of the colleges taking such action shall immediately file a detailed report with the Council of The Colleges for its review.

B. The Classroom. The professor in the classroom and in conference shall en-

courage free discussion, inquiry, and expression. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

1. Students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
2. Any member of The Lindenwood Colleges who disrupts activities in the classroom by such methods as physical obstruction to the entrance, destruction of property, physical attack on the professor or other students, or tactics of harassment that prevent the normal functioning of the class shall be subject to various levels of disciplinary action including in serious cases suspension or dismissal. The ranking officer of the colleges taking such action shall immediately file a detailed report with the Council of The Colleges for its review.

C. Guest Speaker Policy. The Lindenwood Colleges are dedicated to freedom of inquiry in the search for truth. Each college is thereby committed to encourage the presentation of all those responsible points of view and claims of truth which presume to be knowledge and which compete for the assent of man. The Lindenwood campus shall therefore be open to all public speakers, and all shall be welcome, subject only to the full responsibilities of sponsorship by recognized student (III. E.), faculty and administrative organizations within the campus community and to the availability of facilities. In order to ensure an orderly scheduling of facilities, to provide

*Each or both hereafter referred to as The Lindenwood Colleges or The Lindenwood Community.

adequate preparations for the public guest speaker, to ensure public safety, and to meet the obligations of group sponsorship, the event must be registered with the Office of the Dean of the College. It is further understood that The Lindenwood Community functions as an arena of freedom where ideas must stand on their merit alone and that The Lindenwood Colleges do not necessarily endorse the ideas therein presented.

1. Public guest speakers who are duly registered by the Office of the Dean shall be accorded the same freedom of expression and inquiry (II) and the protection therefore, (III. A.) accorded to any member of The Lindenwood Community.
2. Any member of The Lindenwood Colleges who does not properly register a public speaker will be in violation of college guest speaker policy and will be subject to disciplinary action by the judicial board of the appropriate college.
3. Administrative officers of The Lindenwood Colleges reserve the right to direct any public speaker who is not duly sponsored or registered to leave the campus property, or when public safety is threatened, to terminate a meeting and to request participants to disperse.
4. Orderly presentation of contrary views is a right only as long as it does not interfere with the right of others to hear the duly registered speaker.

D. Student Communications Media. Official student communications are basic to an atmosphere for free and responsible discussion and for intel-

lectual exploration on campus. They bring student concerns to the attention of the faculty and the institutional authorities and help formulate student opinion on various issues. Because of their financial and legal dependence, they are under the jurisdiction of the officers of The Lindenwood Colleges. The role of publisher is delegated by the officers of the college to the Publications Board, a body composed of students, faculty and administrators. The board appoints editors, may recall them, and may serve as a review board. Editors are free from any advance approval of copy and are guaranteed sufficient editorial freedom and financial autonomy to maintain their medium's integrity of purpose as a vehicle for free inquiry and free expression in the academic community. Student editors have the same responsibility toward their publisher and public as do all journalists, e.g., the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and harassment or slanderous innuendo.

Editors of student publications are protected from arbitrary suspension and removal because of student, faculty, administrative or public disapproval of editorial policy or content. The failure of the Publications Board and its appointed editors, however, to maintain the level of responsibility described above may lead to suspension of publication. Editors deliberately misusing their freedom in the judgment of the Publications Board may be dismissed. When, in the judgment of the Publications Board, further disciplinary action is warranted, the matter will be referred to the appropriate disciplinary jurisdiction.

All student publications must explicitly state that the opinions therein expressed are not necessarily those of either of The Lindenwood Colleges.

E. Recognition of Campus Association and Organizations. Recognizing that members of the campus community arrive with a variety of established interests and that they develop new interests as members of the community, The Lindenwood Colleges guarantee the freedom to organize and to join associations for the pursuit of common concerns.

1. A committee composed of all student members of the Council of the Colleges officially recognizes student organizations on behalf of the colleges. The committee establishes its own criteria for the granting and revocation of official recognition consistent with the general policies of the colleges. However, organizations which draw their membership solely from one college shall obtain official recognition from the student government of that particular college.
2. No organization shall be required to submit a list of members as a condition of campus recognition.
3. While student organizations are encouraged to seek faculty participation in their activities, they shall not be required to do so as a condition of institutional recognition.
4. Affiliation with an extramural organization will not of itself disqualify a campus organization from institutional recognition.
5. Only such persons as hold *bona fide* membership in the community of The Lindenwood Colleges shall be members of recognized college organizations.
6. Each association and organization bears responsibility for the conduct and financial support of its program(s).

F. College Records. The Lindenwood Colleges, by virtue of their obligation to provide evidence of student's performance in and completion of courses and other official college programs, must maintain records of integrity and completeness. In the process of serving the student's personal and the colleges' general needs, additional files relating to disciplinary action and extracurricular participation necessarily accumulate. The colleges, through the officer specifically charged with maintaining these records, act as custodian and will allow their use only by authorized employees of the colleges and then with care for their confidentiality. The following safeguards are provided:

1. The Lindenwood Colleges will not maintain records of a student's membership in organizations.
2. The student's transcript will contain only information about academic accomplishment and status. This shall be interpreted to include the recording of institutional action, such as dismissal or suspension for reasons of academic standards, health, or disciplinary action, which may affect a student's eligibility to re-register at The Lindenwood Colleges.
3. Specific records of disciplinary action and other information as may be accumulated in a student's folder, not in support of the transcript, will not be retained beyond graduation from The Lindenwood Colleges. For students who have terminated prior to graduation or transferred from The Lindenwood Colleges, the information will not be retained longer than five years.

4. Other information that may be accumulated as part of a student-placement file such as interview statements and letters of reference, shall not be released to any individual or agency, public or private, without the expressed written request and consent of the student.

Except for authorized action, (as in 3 above), any member of The Lindenwood Colleges who removes, destroys, improperly reveals the contents of, or alters the records, files, or personal property of a student, faculty member, or administrative officer shall be subject to dismissal from The Lindenwood Community and/or civil action.

G. College Property and Student Privacy. The colleges reserve the right to enter student rooms for maintenance purposes. The colleges respect the student's individual rights and will make every effort to notify the student of the maintenance problem in advance and give the student an opportunity to be present. Inspection of student rooms for any other purposes shall be made only after a warrant has been issued by an officer of the colleges with responsibility for student affairs in consultation with a student officer from the residence hall. The warrant will state the reason for the inspection, approximate time for the inspection, who is to conduct the inspection, and who requested the inspection. Validation of the warrant shall be indicated by the signature of the issuing officer, and the inspection, whenever possible, shall be conducted in the presence of the student officer who has participated in the warrant procedures.

H. Recruitment by Service and Employment Agencies.

1. Any *bona fide* Equal Opportunity Employer—governmental or private—will be permitted to use The Lindenwood Colleges Placement Office facilities.
2. No member of The Lindenwood Colleges has the right to disrupt the activities of the Placement Office, which provides a service to those who wish it, and no member of the college community will be allowed to interfere with the freedom of those who voluntarily seek its service.

I. Presence on Campus of Persons Not Affiliated with The Lindenwood Colleges. Visitors are welcomed on the campus during the time when the buildings are normally open. Guests or acquaintances who plan to be on campus beyond the hour of closing, or beyond the time when their host or hostess retires for the night, must be registered and be in quarters properly assigned to them.

Visitors shall be subject to policies and procedures stated within (I-VI). Visitors not under direct jurisdiction of The Lindenwood Colleges are expected to accept campus policies and will be asked to leave the campus if they refuse to do so. Violators of civil law will be prosecuted.

IV. MEMBERS OF THE LINDENWOOD COLLEGES AND OFF-CAMPUS FREEDOM

A. The Rights of Citizenship. Members of The Lindenwood Colleges who are citizens of the United States, as well as members of an academic community, enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy. All members of the academic community are subject to the obligations which accrue to them by virtue of this membership.

B. Institutional Authority and Civil Penalties. Members of The Lindenwood Colleges who are in violation of civil law may request institutional officials for advice, but The Lindenwood Colleges are in no way obliged to provide sanctuary or additional assistance.

Members of The Lindenwood Colleges who violate the law are subject to the penalties prescribed by civil authorities, but the authority of The Lindenwood Colleges will not be used merely to duplicate the function of general laws. Only when the interests of Lindenwood as an academic community are distinct and clearly involved will the special authority of the colleges be asserted.

The member of The Lindenwood Community who violates institutional regulations in the course of off-campus activity, such as those relating to class attendance, shall be subject to no greater and no lesser penalty than would normally be imposed under different circumstances.

V. CAMPUS SECURITY: ADDITIONAL UNDERSTANDINGS

A. Possession of Firearms and/or Explosives. Possession of firearms and/or explosives on the premises of The Lindenwood Colleges is absolutely prohibited. Violation of this regulation by a member of the college community shall lead to immediate dismissal.

B. Request for Identification. Members of The Lindenwood Community are authorized to request persons to identify themselves when, in their opinion, identification is necessary for the protection of academic freedom or individual rights, the security of personal safety or campus property. Request for proper identification shall be conducted according to two guidelines:

1. Members of The Lindenwood Community are authorized to request identification after first revealing their own identification.
2. Authorized members of the community may thereafter request that the individual or person presumed to be a student of The Lindenwood Colleges present his personal I.D. card. Students of The Lindenwood Colleges shall comply with this request. Should the student believe the request is unreasonable, a complaint may be filed with an appropriate administrative or student officer, but he shall comply with the initial request.

Failure on the part of an individual to comply with request for identification shall result in the following:

1. The authorized member of the community will automatically assume that the individual is not a student of The Lindenwood Colleges. At his personal discretion, the authorized agent may make appropriate charges against the individual with college or civil authorities.
2. If the individual is later found to be a student of The Lindenwood Colleges, he will be subject to disciplinary action, under appropriate regard for academic due process (VI).

C. Guidelines for Controlling Disruptive Tactics. (Those tactics described in III. A.)

1. At all times, members of The Lindenwood Colleges Community will attempt to maintain a sense of proportion as to the magnitude of any threat that is facing The Lindenwood Colleges.

2. In dealing with disruption, institutional officials will first make a deliberate attempt to respect and honor reason and persuasion before choosing any other mode of action which is normally antithetical to the nature of an institution of higher learning. However, failure to receive a prompt and "in kind" reply will necessarily obligate institutional officers to choose a different mode of action.

3. Institutional officials will not negotiate under conditions of duress as determined by the ranking official of the colleges. If disruptive tactics are not promptly halted after a short period in which reason and persuasion are sincerely attempted, an institutional official will inform the student that he is officially suspended from The Lindenwood Colleges. Appeal of this decision will be recognized by institutional authorities only after the disruptive tactics in question have been terminated. Scheduling of an appeal hearing will be at a time designated by institutional officials, but there must not be unreasonable delay. The appeal hearing will be conducted in executive session by The Council of the Colleges. Any member of The Council of The Colleges who was or is alleged to be involved in the disruption under question will be automatically disqualified from hearing the case.

4. Should disruption not be terminated after the student is informed of his suspension from The Lindenwood Colleges, civil authorities will be called for assistance. The specific procedure for transferring jurisdiction to civil authorities will be at the discretion of institutional officials.

VI. DISCIPLINARY STANDARDS, JUDICIAL JURISDICTION, AND SANCTIONS

A. Procedural Standards in Disciplinary Matters. In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, guidance, and admonition. At the same time, The Lindenwood Colleges have a duty and the corollary disciplinary powers to protect their educational mission through the setting of standards of scholarship and conduct for the students. In exceptional circumstances when the preferred means fail to resolve problems of student conduct, certain procedures will be taken to protect both the academic community and the student as detailed in the judicial code of the college.

B. Judicial Jurisdiction in Cases Involving Infractions of Academic Standards. Review of violation of academic standards shall come under the jurisdiction of the Appeals Board of The Lindenwood Colleges (See Student Handbook—Academic Responsibility Code).

C. Judicial Jurisdiction in Cases of Social Misconduct. The jurisdiction is defined according to procedures established by the judicial code of Lindenwood College and the judicial code of Lindenwood College II.

D. Disciplinary Sanctions. Ultimate sanctions which may be imposed by The Lindenwood Colleges are two:

1. Academic Sanctions: Clearly, the ultimate academic authority The Lindenwood Colleges have over their members is the sanction of *dismissal* from the community.
2. Civil Sanctions: Officers of The Lindenwood Colleges will seek civil sanctions against members of The Lindenwood Community as a last resort. Civil sanctions will be sought against individuals who

are not members of The Lindenwood Colleges who violate The Lindenwood Community through disruptive tactics.

VII. RATIFICATION AND AMENDMENT

A. This document shall become effective upon ratification by the Board of Directors of Lindenwood College and the Board of Trustees of Lindenwood College II.*

B. Revisions of this document may be instituted by the Council of The Colleges subject to ratification by The Board of Directors of Lindenwood College and the Board of Trustees of Lindenwood College II.

*Ratified by the Board of Directors of Lindenwood College on May 29, 1970, and by the Board of Trustees of Lindenwood College II on June 15, 1970.

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. In a time when college students must be educated to live part of their lives in the twenty-first century, those studies which give resilience to the mind claim primary importance. In a time when social, economic, and cultural changes are everyday realities, higher education must be more than preparation in specialized areas among the occupations and professions of the current decade.

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, 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 pro-

grams leading to the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees, 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-three 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
French
German
Music
Philosophy
Religion
Spanish

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

Sciences

AREAS OF CONCENTRATION LEADING TO THE B.A. DEGREE

Biology
Chemistry
Mathematics
Nursing
Physical Education

AREAS OF CONCENTRATION LEADING TO THE B.S. DEGREE

Biology
Chemistry
Mathematics
Nursing
Physical Education

Social Sciences

AREAS OF CONCENTRATION LEADING TO THE B.A. DEGREE

American Studies
Economics
History
Political Science
Psychology
Sociology

AREAS OF CONCENTRATION LEADING TO THE B.S. DEGREE

American Studies
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 ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$) 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: In certain departments, students may earn regular course credits through apprenticeship or in-

ternship experiences. These may carry independent study or regular course-name designations.

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 and Bachelor of Science degrees, three courses from each of the divisions are required. The objective is to enable the student to explore a discipline before choosing his area of concentration and to broaden the base of his college program.

Courses of Instruction

COURSE NUMBERING

-
- 0- 99 Fractional courses not involving independent study.
-
- 100-189 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 Senior Synthesis course.
-

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: D. Eckert, Art, Director; D. Anderson, Biology; J. Bartholomew, Sociology; R. Betts, Religion; V. Jellech, English; N. King, Psychology; J. Nichols, Mathematics; T. Welch, Chemistry.

LCC 101, 102 VALUES IN CONTEMPORARY SOCIETY

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 1971-72 academic year is *Values in Contemporary Society*. The selection of this theme is predicated on the belief that a critical appraisal of our personal and community systems of values is an initial step in finding viable solutions to present-day problems and in preparing for a tolerable and meaningful future. The Common approach to this examination of contemporary society begins with an investigation of the origin and nature of values and of the manner in which values become institutionalized in society. Study continues with an appraisal of self in relation to the formulation of personal values, an exploration of the meaning and significance of community, and an analysis of the way in which the quality of life is determined by our value systems. The Common seeks to suggest alternatives for the solution of contemporary problems based on values which have been examined and interpreted.

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, *Values in Contemporary Society*, will be followed by all students and instructors. The basic unit of the Common is the discussion group consisting of approximately 20 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.

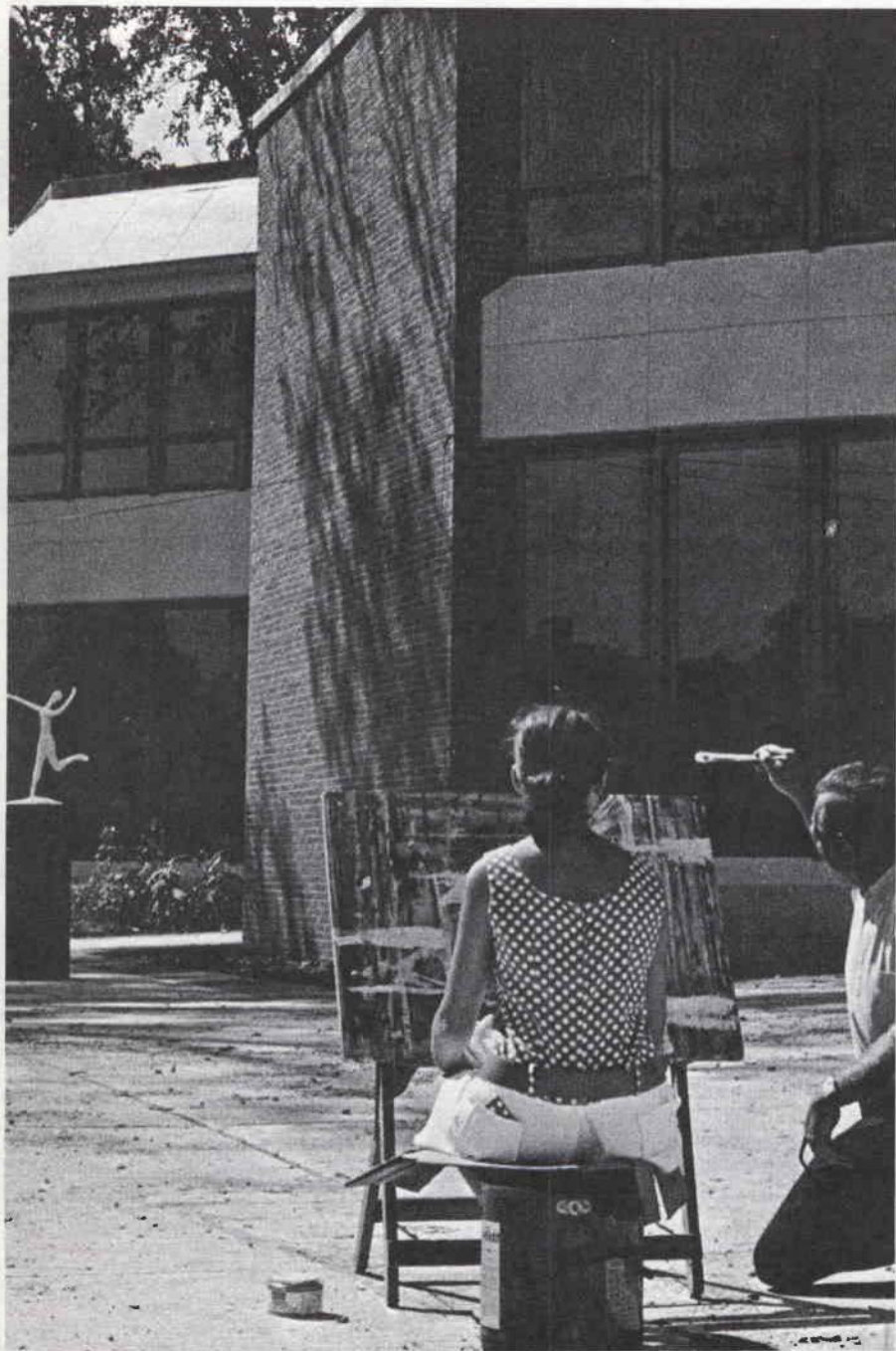
THE WORKSHOPS:

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. Examples of topics which might be explored in the workshops include: ecological problems, the urban environment, social structures in the community, the nature of creativity, esthetic values in contemporary society, and contemporary theological issues. 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

THE DIVISION OF HUMANITIES

Dr. Hazel Toliver, Chairman

The Division of the Humanities offers areas of concentration in Art History, Studio Art, Classical Civilization, Communication Arts, English, Music, French, German, Spanish, 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.

Interdepartmental offerings:

HUMANITIES 400 SENIOR SYNTHESIS

A capstone course designed to summarize and focus the materials and discipline of college studies in the context of questions concerning the student's life purposes. Staff.

Art

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

Part-time: F. Leonard, H. C. Proffer.

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

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

The history of art concentration requires a minimum of two studio courses (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 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.

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.

STUDIO COURSES

100 BASIC ART

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. Proffer. (\$15 fee)

*225 PHOTOGRAPHY (January)

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 consent of instructor. Wehmer, Kanak.

301 a-h DESIGN

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

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 100, any course in dance, or consent of instructor. Staff.

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. (\$5 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. Leonard. (\$10 fee)

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

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

*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. 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 and any studio art course numbered 300 or above. Wehmer.

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. 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.

*372 VISUAL ENVIRONMENTS AND DANCE (January)

Prerequisite: Art 100.

380 a-h CREATIVE DANCE (Available optionally as ½ course: 4 hours dance per week with no lectures)

The student electing the course for full credit will be involved in creative dance, dance philosophy, history of dance, composition and accompaniment. A student wishing to emphasize dance in his area of concentration should expect to repeat this course each term at progressively advanced levels beyond the freshman year and to implement it with Open Studio or Independent Study. A student electing the ½ course option will be involved in only a selected number of the above experiences. Prerequisite: Art 100 or consent of instructor. Amonas

ART HISTORY COURSES

111,112 WORLD ART AND LITERATURE

A chronological study of the development of art forms in visual art and literature from pre-history to modern times with emphasis on stylistic periods as they reveal universal human values. Hendren, Feely.

*232 PRIMITIVE ART

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

*241 ART OF THE ANCIENT NEAR EAST

The study of the art of Egypt and the 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.

*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 defines 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.

*394 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.

**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 357 (Ancient Art); English 327 (Classical Foundations of Literary Criticism); Philosophy 301 (History of Philosophy); Communication Arts 171 (History of the Theatre I); 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.

A cooperative program with St. Louis University and with Maryville College makes the Classics courses at both those institutions available to Lindenwood students.

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.

***200 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 (January)**

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 (January)**

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.

***280 ETHICAL CONCEPTS IN ANCIENT AND MODERN TRAGEDY (January)**

In this course a number of Greek tragedies are read together with their modern counterparts. Present ethical problems and attitudes are considered in relation to those found in ancient drama. Toliver.

300 GREEK HISTORY AND ARCHAEOLOGY (In Greece) (January)

A study of archaeological remains on the mainland of Greece and on Crete with visits to Minoan, Mycenaean, and classical sites and to museums at these sites and in Athens. Prerequisite: Classics 165 or permission of instructor. 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.

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.

°°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 alternate years.*
***Offered on demand.*

Communication Arts

Staff: C. Carlson, Chairman; M. Boyer, D. Hume, J. Fields.

Adjunct instructors: D. Jeffries, Film; R. Phillips, Advertising; J. Butler, Radio.

Part time: M. A. Smith, Theatre

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 proscenium productions on the stage of Roemer Auditorium, plays in-the-round, creative writing and journalism, film history and production, television production, theoretical and

practical experience on KCLC-FM and AM radio and related courses, interpersonal and mass communications, areas of individualized study in Communication Arts and related fields of study, and cooperative programs with St. Louis radio and television stations and advertising firms complement the curriculum. A sequence of supporting courses may be arranged by the student upon consultation with his faculty advisor.

51,52 PRINCIPLES OF BROADCASTING (½)

Communication of ideas, using the campus radio stations as the medium. Boyer.

121 BROADCASTING TODAY

An examination of the history, structure and function of radio and television. Boyer.

***132 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. Boyer.

171,172 HISTORY OF THE THEATRE I, II

The Theatre from the viewpoint of the audience in different countries and eras with reference to the interaction of man and his culture. Hume.

173 HISTORY AND CRITICISM OF THE FILM I

Students will view films from the early pioneering efforts of the Edison Studios, Mellies, Griffin, Chaplin, Eisenstein and Pudovkin to the sound era. Emphasis will be placed on the graphic history and the aesthetic theory of film. Fields. (\$10 lab fee).

***175 HISTORY OF THE THEATRE III**

The extension of the European Theatre to the Americas, with particular em-

phasis on its development within the United States. Hume.

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. Carlson.

***200 THE AVANT-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. Hume.

***210 CONTINUITY FOR THE BROADCAST MEDIA**

Writing of various types of continuity. Emphasis upon the preparation of news copy. Boyer.

211 WRITER'S WORKSHOP

An intensive course in writing for the media. The student can select projects in writing film scripts, drama for broadcasting or for television, or mixed media presentations. Emphasis is on learning critical skills and stimulating the creative process. Students are advised to take Art 100 concurrently with or before this course. Carlson.

213 HISTORY AND CRITICISM OF THE FILM II

Students will view films from the sound era to the present. Emphasis will be placed on the development of surrealism, German Expressionism, Italian Neo-Realism, French New Wave and Underground Films. Fields (\$10 lab fee).

***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. Boyer.

***219 TELEVISION WORKSHOP**

A beginning course in television production. Students will write and produce various types of television program material using Lindenwood's television laboratory facilities. Boyer. (\$10 lab fee).

***220 TELEVISION PRODUCTION**

A study of television, its programming and the process by which it is translated to the screen of the viewer. Classes will be held on the campus and in the studios of KMOX-TV, CBS owned and operated station in St. Louis. Admission by consent of the instructor. Boyer. (\$10 lab fee).

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. Boyer.

***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. Hume.

***240 NEW YORK DRAMA
(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. Communication Arts 314 or English 235 are prerequisite. Fields.

***241 RADIO THEATRE (January)**

The class involves the techniques of the production of radio drama. Students will produce and tape a series of plays for KCLC-FM. Boyer.

***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. Boyer.

**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.

***249 THE ACTOR AND THE PLAY**

Appreciation and understanding of the play and the performance with emphasis on the actor. Hume.

***250 PHONETICS**

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

***253 THE ACTOR AND THE
THEATRE**

Appreciation and understanding of theatre art; the play and the performance with emphasis on the actor. Hume.

**266 RESTORATION AND EIGH-
TEENTH 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.

***270 FICTION INTO FILM
(January)**

Students will study the problems involved in transferring fiction to the visual medium through reading selected novels, short stories and plays and viewing the motion pictures that were made from them. Fields.

***272 SPEECH FOR BROADCAST-
ING**

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.

**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. Hume.

**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. Fields. (\$15 lab fee).

***298 INTERPERSONAL
COMMUNICATION**

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

308 ORAL INTERPRETATION

The study, analysis and oral presentation of various types of literature. Both informal and formal situations will be considered. Hume.

***312 BROADCAST SEMINAR**

An inquiry into the programming policies of the broadcast media. The responsibility of licensees will be defined. Programming at the network and local level will be studied and the role of the advertiser and listener-viewer evaluated. Students will develop their own concepts of creative programming. Boyer.

***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. Communication Arts 171, 172 or 175 are prerequisite. Fields.

**322 INTERNSHIPS IN ADVERTIS-
ING, BROADCASTING, FILM,
JOURNALISM AND THEATRE
(Fall, January, Spring)**

Arranged for the advanced student at a cooperating agency, broadcast station, T.V. studio, newspaper or theatre. Admission by consent of the Chairman of the Department.

***351 THE COMPLETE THEATRE**

Synthesis of the polygenetic arts of the theatre as conceived and realized by the director-producer. Communication Arts 253 or 249 are prerequisite. Hume.

**Offered in alternate years.*

362 SEMINAR IN WRITING FOR THE MEDIA

The student will write and produce either drama for broadcasting or for television and mixed media. The student may select writing a film scenario. Admission by consent of the instructor or CA 211. Carlson.

INDIVIDUALIZED STUDY

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.

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 Buñuel, Jean Cocteau or Michelangelo Antonioni. Admission by consent of the instructor. Carlson.

301T PAINTING AND POETRY IN NINETEENTH-CENTURY ENGLAND

A study of the interrelationships between the English school of painters, such as Hogarth, Reynolds, Gainsborough and Blake and the romantic poets. Prerequisite: Art 254 or consent of the instructor. Carlson.

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.

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 298. Carlson.

305T RACE AND THE NEWS MEDIA

An investigation of various reasons for and uses of racial directed news media. Admission by consent of the instructor. Carlson.

English

Staff: J. Feely, Chairman; H. Barnett, C. Carlson, J. Fields, V. Jellech, A. Sibley.

Part time: R. Banks.

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. Carlson.

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. Carlson.

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. Jellech.

***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. Carlson.

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. Carlson.

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.

**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. Jellech.

***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 BRITISH NOVEL I**

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 BRITISH NOVEL II**

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. Carlson.

***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.

246 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. Banks.

***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. Carlson.

***252 JAMES JOYCE**

A study of the man and his writing. Students will also read Homer's *Odyssey* and Shakespeare's *Hamlet* in order to study their relationships to Joyce's works. Carlson.

***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. Carlson.

***255 W. B. YEATS**

A study of the man and his poetry. Students will also read selected Renaissance and Romantic poets in order to study their relationships to Yeats' works. Carlson.

***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. Staff.

***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. Staff.

***266 RESTORATION AND EIGHTEENTH 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.

***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 EIGHTEENTH 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.

***326 CHAUCER**

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

***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. Carlson.

**Offered in alternate years.*

INDIVIDUALIZED STUDY

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

300T SURREALISM, THE NOVEL AND THE FILM

See C.A. 300T. Carlson.

301T PAINTING AND POETRY IN NINETEENTH CENTURY ENGLAND

See C.A. 301T. Carlson.

304T YEATS' LITERARY USE OF BLAKE

An examination of poetic influence and Blake's impact on Yeats' art and criticism. Both Blake's visual and literary work is studied. Prerequisites: English 255 and 261. Carlson.

305T INDIVIDUALIZED STUDY IN MEDIEVAL ROMANCE

The origins and development of romance from Ovid, Virgil, and Statius to Sir Thomas Malory. Reading can emphasize the work of a selected author or trace the development of particular themes and conventions of the medieval romance. Jellech.

306T RADICAL NOVEL IN AMERICA

A concentrated study of the novel of social protest from 1900 to the present. Students will examine the social, political and intellectual thought of America through the protest novels. Lincoln Steffens, Frank Norris, Jack London, Upton Sinclair, Richard Wright, John Steinbeck, Jerry Rubins will be read in addition to social and historical documents that illuminate the period. Admission by consent of instructor. Fields.

Modern Languages

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

Part-time: A. Perry.

The Humanities Major with an Area of Concentration in either French, German 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. Permission of the instructor and the chairman of the department is required in French and Spanish. Individualized study in German requires the prerequisite course German 370. The student, meeting periodically with his instructor, works at his own rate.

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.

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.

330 CONTEMPORARY FRENCH SHORT STORY (January)

Reading of representative short stories of leading French writers of fiction from 1950 to the present. Oral discussion and written reports. Prerequisite: French 302 or permission. Doherty.

331, 332 INTRODUCTION TO FRENCH LITERATURE

Critical reading of literary selections and introduction to the principal literary genres. Use of the "explication de texte" method and written compositions. Prerequisite: French 302 or permission.

***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.

340 CONTEMPORARY FRANCE (Paris) (January)

Students will study French language and civilization in the mornings at the Ecole Pratique de l'Alliance Francaise. 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.

***341 FRENCH THEATRE OF THE SEVENTEENTH CENTURY**

Reading of representative works of the great dramatists of the classical period: Corneille, Molière and Racine. Prerequisite: French 311 or permission of instructor.

***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.

***360 FRENCH LYRIC POETRY**

A study of selected works of the leading French lyric poets from Villon to the present. *Explications de texte* and written reports. Prerequisite: French 311 or permission of instructor.

***363 NINETEENTH CENTURY FRENCH PROSE**

A survey of French thought and literary expression from the early realism of Balzac to Zola and naturalism. Reading of selected novels. Prerequisite: French 311 or permission of instructor.

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.

***372 FRENCH THEATRE OF THE TWENTIETH CENTURY**

Reading of representative plays of the present century from Giraudoux to Ionesco. Prerequisite: French 311 or permission of instructor. Doherty.

***373 TWENTIETH 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.

***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.

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.

***337 SPANISH METRICS AND STYLISTICS**

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: *Amadis de Gaula*. Staff.

***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, *Guzmán 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 ESSAY OF MODERNISM AND POST-MODERNISM**

Characteristics and accomplishments of the literary current called "Modern-

ism." Selections from the works of Gutiérrez 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. García Calderón, E. González Martínez, J. E. Rodó. Staff.

***352 SPANISH AMERICAN NOVEL IN THE TWENTIETH 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 Galvés, Romulo Gallegos, Hugo Wast. Staff.

***353 SPANISH AMERICAN THEATRE IN THE TWENTIETH 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.

***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 Echeverría, G. Gómez de Avellaneda, José Marmol, D. Faustino Sarmiento, Zorrilla de San Martín, 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 Agustín 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.

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.

*305-306 GERMAN CULTURE AND CIVILIZATION

A survey of German culture from the early Germanic tribes to the 20th Century. The outstanding contributions which Germany has made to Western civilization in the plastic arts, philosophy, moral and political thought, and the art of living. Staff.

*311,312 GERMAN COMPOSITION AND CONVERSATION

Systematic grammar review and vocabulary building through readings, oral reports and written compositions. Staff.

*343 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.

361 SEMINAR ON SPECIAL TOPICS (January)

German Radio Plays, Dada Poetry, Modern German Short Stories, and Individual Authors such as Georg Buchner, Franz Kafka, or Hermann Hesse. Staff.

370 INTRODUCTION TO INDIVIDUALIZED STUDY

A brief review of German grammar coupled with a bibliographical introduction to library facilities and a discussion of techniques and problems involved in courses designed for Individualized Study. Smith.

INDIVIDUALIZED STUDY

Courses designated with a T are individualized studies. Except for periodic tutorials with the instructor, the student proceeds with the course at his own pace.

371T ENLIGHTENMENT AND STORM AND STRESS LITERATURE

A study of the leading figures in 18th century German literature with selected readings from some of their most important works. Those authors who preceded Goethe and Schiller will be emphasized. Staff.

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.

373T GERMAN LITERATURE OF THE 19TH CENTURY

Investigation into the literature and philosophy identified with the various movements in 19th century German literature, including Romanticism, Biedermeier, Young Germany, Realism, Naturalism and Expressionism. Parallels with movements in German politics and history will also be studied. 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.

378T HISTORY OF THE GERMAN LANGUAGE

The evolution of the German language from Indo-European to present-day German. Analysis of the changes which occurred in structure and syntax. Staff.

380T OPEN TOPICS

Student investigates an aspect of German language or literature in which he has a particular interest. Staff.

**Offered in alternate years.*

Music

Staff: K. Greenlaw, Chairman; G. Bitter, A. Swingen.

Part time: J. Berg, flute; S. Blankenship, theory and harp; R. Brewer, cello; R. Coleman, clarinet; M. Coon, voice; L. Greenlaw, organ; F. Sadowsky, violin; K. Schultz, horn; R. Wisneskey, bassoon; R. Woodhams, oboe.

The Music Department offers two areas of specialization: Music Education and Performance. The core of the music program is basically the same for both areas; however, the distribution of applied music will vary with the program elected by the student. A maximum of 16 area-of-specialization and supporting courses may be taken within the departmental offerings. Students wishing to specialize in the area of performance must complete a successful audition before being admitted to the program. The requirements of the Music Department for each area are listed below.

Performance

- *Music 302—1 course
- Music 303-304—2 courses
- Music 351-352—2 courses
- Music 370,371—½ course each
- Applied Music—9 courses distributed as follows:
 - Major instrument—5 courses
 - Minor instrument—1 course
 - Recital and Research—1 course
 - Ensembles—2 courses

Music Education

- *Music 302—1 course
- Music 303-304—2 courses
- Music 351-352—2 courses
- Music 385-386—2 courses
- Applied Music—7 courses distributed as follows:
 - Major instrument—2½ courses
 - Minor instrument—1½ courses
 - Instrumental Techniques—1 course
 - Ensembles—2 courses

Both the B.A. and B.S. degrees are offered in music.

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

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 choirs and orchestra, is an integral part of the music student's program.

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

One of the most successful means to achieving an understanding of music in western society, with all its inter-actions and stylistic reflections, is to visit some of the great music centers of Europe. The Music Department's annual European Music Seminar offers both music majors and non-majors the unique opportunity to visit historic concert halls, opera houses, cathedrals, palaces, and homes where great composers lived and worked. In addition to hearing many excellent performances, students in the seminar gain a keen insight into how the environment of the composers might have influenced their compositions. Observation of the European audiences and their involvement with the music makes an understanding of the temperament of the European peoples more accessible as well.

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. Greenlaw.

194 INDIVIDUAL PROJECTS IN MUSIC (January)

An approved individual study project in music off-campus. A substantial research paper is required of the student. Staff.

200 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.

*250 MUSIC OF THE 19TH CENTURY

A study of major composers of the Romantic era and their styles. Swingen.

*251 MUSIC OF THE 20TH CENTURY

An exploration of the main lines of 20th century music, through a study of the works of its most prominent composers. Bittner.

302 THEORETICAL FOUNDATIONS OF MUSIC

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

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. Blankenship.

*351-352 HISTORY OF MUSIC

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. Greenlaw.

*370 COUNTERPOINT (½)

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

*385-386 CONDUCTING

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) ¼
Bittner
2. Piano (private lessons) ¼, ½, ¾
Bittner and Swingen
3. Organ (private lessons) ¼, ½, ¾
L. Greenlaw
4. Voice (private lessons) ¼, ½, ¾
Becker and Coon
5. Orchestral Instruments (private lessons) ¼, ½, ¾
 - A. Violin, Viola—Sadowski
 - 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. Harp—Blankenship¼ credit is given for one half-hour lesson per week;
½ credit is given for one hour lesson per week;
¾ credit, available only to students concentrating in music with a performance specialization, and only in the junior and senior years, is given for one and one-half hours of private instruction per week.

The content of courses in applied music is listed below for the guidance of the student and is therefore a flexible rather than rigid description of the course requirements. All students enrolled in applied music for credit will perform before a faculty jury at the end of each long term. Admission to the music major is by jury audition, ordinarily at the end of one long term's study in the applied concentration. 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. All upper division music majors are required to perform in a solo capacity in a student recital or the equivalent each long term.

Applied music for non-music majors. Work for these students will be outlined by the instructor to meet individual needs and aims; thus, he will not be expected to follow the specific requirements below.

Applied music for music majors.

- A. Emphasis on performance: A student majoring in applied music must pass one level each year in the area of concentration and present a half recital in the junior year and a full recital in the senior year.
- B. Emphasis on music education: A student majoring in music education must pass the *second* level in the area of concentration before graduation and may, at the discretion of the instructor, present a half recital in the senior year. Work in a secondary applied area, designed to give the student proficiency so that he may use this application as a tool rather than as a medium for performance, is also required. If the applied concentration is not piano or organ the secondary area must be piano.

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 (1/4)

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

*12 INSTRUMENTAL TECHNIQUES: WOODWINDS (1/4)

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

*13 INSTRUMENTAL TECHNIQUES: BRASS (1/4)

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

*14 INSTRUMENTAL TECHNIQUES: PERCUSSION (1/4)

The teaching of percussion instruments in the classroom. Bittner.

*15 PIANO PEDAGOGY WORKSHOP (1/4)

A study of pedagogical techniques, graded literature and materials, and other problems related to the teaching of private lessons in piano. Students wishing to teach piano in the Preparatory Division of the Music Department must enroll for one term prior to any teaching assignment and must be concurrently enrolled during their teaching activities in the Division. Swingen.

388 RECITAL AND RESEARCH

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

**Offered in alternate years.*

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 WIND ENSEMBLES (1/4)

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

Philosophy and Religion

Staff: E. Johnson, Chairman;

Part-time: W. Gillespie, L. Sweeney, C. Tilley.

PHILOSOPHY

The following courses are required for the concentration in Philosophy: Philosophy 155, 301, 302, 202, 254 and one additional course in contemporary philosophy; Religion 301, 302. Three additional courses in philosophy are to be elected, making eleven courses in the area of concentration. 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. Sweeney.

*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. Sweeney.

*206 EXISTENTIALISM

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

*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. Sweeney.

*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: for 301, junior or senior standing; for 302, course 301 or 155. Staff.

315, 316 SEMINAR IN PHILOSOPHY AND THEOLOGY

See Religion 316.

RELIGION

The Humanities major with a concentration in Religion. The following courses offered in the Department of Philosophy and Religion are required: Religion 151, 152; 301, 302; and Religion 310; Philosophy 155; Philosophy 254; and Philosophy 206. Three additional courses are to be selected from the courses offered in the Department of Philosophy and 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 adviser, from courses offered in other Departments in the Division of the Humanities.

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.

201 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 INTRODUCTION TO 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 INTRODUCTION TO 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.

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.

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.

***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.

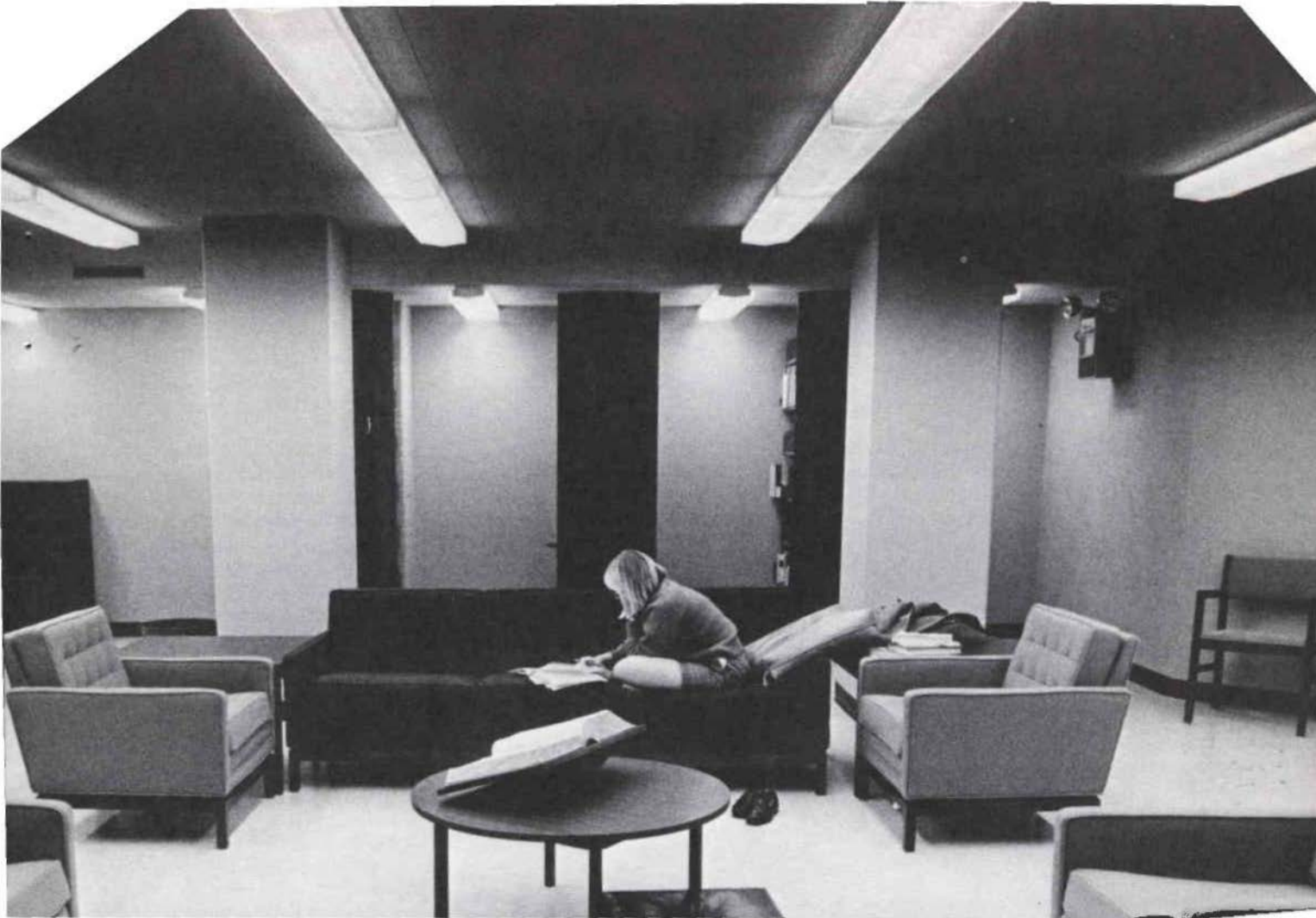
***306 THE MEANING OF JESUS FOR TODAY**

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.

**Offered in alternate years.*



Sciences and Mathematics Division

THE DIVISION OF NATURAL SCIENCE AND MATHEMATICS

D. Soda, 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: J. Ragan

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.

The main areas and courses offered are as follows:

Area I: Molecular and Cellular Biology—Cellular Physiology, Metabolism, Plant Physiology, Microbiology, Biochemistry.

Area II. Organismic Biology—Anatomy of Seed Plants, Vertebrate Anatomy and Physiology, Survey of Plants, Endocrinology.

Area III: Developmental Biology—Plant Growth and Development, Genetics, Developmental Biology, Molecular Genetics.

Area IV: Environmental Biology—Ecology, Environmental Biology, Field Biology, Biology of the Everglades, Systematics and Evolution, Marine Biology, Environmental Concepts in the Classroom.

101, 102 GENERAL BIOLOGY

An introduction to plants and animals with emphasis on the principles and facts which lead to a better appreciation of man's place in the biological world. Staff (\$10 lab fee)

105 MODERN BIOLOGY

A study of the common foundations on which all living events are ultimately based. Delaney (\$10 lab fee)

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)

*200 ANATOMY OF SEED PLANTS

A study of the structure of plants which reproduce by seeds. 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)

306 CELLULAR PHYSIOLOGY

A study of the properties and activities or 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)

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)

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. Ragan (\$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)

*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)

*317 PLANT PHYSIOLOGY

Studies of cellular metabolism, water relations and mineral nutrition of chlorophyllous plants. Prerequisite: Biology 101,102 or consent of the instructor. 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)

*320 METABOLISM

A study of the metabolic pathways which occur in cells. Special emphasis is given to the role of hormones in regulating metabolic processes. Prerequisite: consent of the instructor. Delaney (\$10 lab fee)

*325 SYSTEMATICS AND EVOLUTION

A study of the major evolutionary principles and basic facts used to ascertain relationships between organisms. Prerequisite: Biology 101,102 or consent of the instructor. Staff (\$10 lab fee)

350 MOLECULAR GENETICS

The course consists of reading of "classical" papers, current literature and selected experiments, all chosen to illustrate the molecular genetics approach to the solution of biological problems. Prerequisite: Biology 101,102 or consent of the instructor. Brescia (\$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)

*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)

394 HONORS PROJECT

*Offered in alternate years.

Chemistry

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

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

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

A concentration in chemistry requires the completion of at least eight courses in chemistry and two courses in mathematics. The student considering the possibility of graduate school should include Chemistry 372. It is recommended that the student satisfy the language requirement with German or French, in that order of preference. Both BA and BS degrees are offered in chemistry.

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. 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)

*353 CHEMICAL EQUILIBRIA

A study of chemical systems in equilibrium, including elementary thermodynamics and its uses in predicting why and to what extent reactions occur. Prerequisite: Chemistry 152. Welch (\$10 lab fee)

*354 QUANTITATIVE ANALYSIS

A study of the practice and principles of analytical chemistry with emphasis on quantitative analysis, including instrumental analysis. Prerequisite: Chemistry 152. 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)

363 BIOCHEMISTRY

(same as Biology 363)

*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 354, Chemistry 362, and Physics 304. 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. (\$10 lab fee)

**Offered in alternate years.*

Center for the Undergraduate Study of Mathematics

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

During the last half of the nineteenth and the first half of the twentieth century mathematics and mathematical thinking have 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 (including the IBM 1130 computer) 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. In addition students concentrating in mathematics may wish to "emphasize" Computer Science. Such students may complete Mathematics 180,201,202, and 380 (these being designated as Computer Science courses) in addition to a maximum of twelve mathematics courses.

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

101,102 BASIC CONCEPTS OF MODERN MATHEMATICS

The concepts of sets, relations and function are introduced and used in the study of plane geometry and the integers. Huesemann, Konstam, Nichols.

171,172 CALCULUS I, II

A first study of functions from the real number system to itself. 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 computer programming is studied and programming exercises are tested and run on the IBM 1130. Konstam.

303,304 CALCULUS III, IV

A first study of functions of several real variables, including the following subjects: the basic geometry of R^n , the gradient, the chain rule, basic linear algebra, the derivative as a linear map, the implicit function theorem, multiple integration. Prerequisite: Mathematics 172 or the equivalent. 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.

312,*322 ALGEBRAIC STRUCTURES, III

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. Konstam.

*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. Konstam.

*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. Konstam.

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.

**Offered in alternate years.*

PHYSICS

303,304 GENERAL PHYSICS I, II

Fundamental principles of mechanics, heat, sound, light, electricity and magnetism, atomic and nuclear physics. Prerequisite: Mathematics 172. Bornmann (\$10 lab fee)

Physical Education

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

Part-time: L. Volo, J. Schapp

All physical education classes are open to both men and women. The woman student who plans to teach physical education may prepare for elementary or secondary accreditation by completing the area of concentration in physical education, fulfilling education requirements for certification, and completing the following courses in the academic program:

Biology 101,102, 309,310

Chemistry 151,152

Physical Education 72,73,74, (for elementary level teaching) 205,206, 300,304,305,311,312,350 and eight Physical Education activities including Senior Life Saving and Physical Education 7: I,II,III, and IV which are offered in alternate years.

*72 FIRST AID (½)

Standard Red Cross with certificate for those who complete the course satisfactorily. Ebest.

73 HEALTH EDUCATION (¾)

Foundation course for teaching health education in both the elementary and secondary levels. Ebest.

74 PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (¾)

Curriculum planning, organization, and teaching of physical education activities for the elementary school. Lecture and activity. Ebest.

75 TECHNIQUES OF HORSEMANSHIP (½)

The course surveys the instruction of riding, breeds of horses, selection and care of horses and equipment, etc. Diseases and blemishes on horses are considered, as well as planning a horse show and other related subjects. Prerequisite: One semester of riding or the equivalent, and consent of Instructor. F. Bittner.

*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. Frossard.

*204 CAMP COUNSELING

Study of the aims, objectives, and philosophy of camping. Discussion of family, school, and organized camping; effective leadership and the role of the cabin counselor with practical experience in all aspects of camping. Frossard.

*205 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION

Survey of the development, evaluation, and application of tests in Health and Physical Education. Use and interpretation of elementary statistical techniques with application to Health and Physical Education research. Ebest and Frossard.

*206 HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION

Study of the development of the aims, objectives, and philosophy of physical education. Discussion of contemporary problems and the principles of Physical Education and Health Education as it relates to the whole field of Education. Ebest.

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.

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

*304 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION

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

*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.

*311,312 TECHNIQUES OF TEACHING SPORTS

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

*350 ADAPTIVE PHYSICAL EDUCATION

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

351 (January) EUROPEAN PHYSICAL 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. Frossard.

**Offered in 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.

Two terms of physical education are required for graduation. In the women's college these requirements are generally met during the freshman year. Regulation uniforms are required of students participating in the activities program and may be purchased in the college bookstore.

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, Creative Dance Groups, Lambda Alpha Rho, Gymnastics Club, and Karate Club.

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 each term.

FALL TERM

1. Tennis
Beginning
Intermediate
Advanced
2. Gymnastics

3. Swimming
Beginning
Advanced
Senior Life Saving
4. Creative Dance
Intermediate I and II ($\frac{1}{2}$ course)
Advanced I and II ($\frac{1}{2}$ course)
5. Archery and Badminton
6. Riding (\$85 fee)
Beginning
Intermediate
Advanced
7. Activity Lab I (1971)
Soccer, Speedball, Field Hockey,
and Paddleball
8. Activity Lab III (1972)
Flag Football and Bowling
9. Karate
Beginning
Intermediate I

JANUARY TERM

2. Gymnastics

SPRING TERM

1. Tennis
Beginning
Intermediate
Advanced
2. Gymnastics
3. Swimming
Intermediate
Water Safety Instructor
4. Creative Dance
Intermediate I and II ($\frac{1}{2}$ course)
Advanced I and II ($\frac{1}{2}$ course)
5. Riding (\$85 fee)
Beginning
Intermediate
Advanced
6. Activity Lab II (1972)
Basketball, Track and Field
7. Activity Lab IV (1973)
Volleyball and Softball
8. Golf
9. Karate
Beginning
Intermediate I
Intermediate II
10. Hunting and Shooting Education
(\$25 fee)
11. Bowling



Social Science Division

THE DIVISION OF THE SOCIAL SCIENCES

Dr. James F. Hood, Chairman.

The Division of the Social Sciences offers areas of concentration for the Bachelor of Arts degree in American Studies, Economics, History, Political Science, Psychology, and Sociology. For the Bachelor of Science degree, the concentration in Elementary Education is offered along with the other six fields.

INTERDEPARTMENTAL OFFERINGS:

Social Science 210 SOCIAL SCI- ENCE 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.

AMERICAN STUDIES

Cooperating Departments: Art, Communication Arts, Economics, English, History, Religion, Political Science and Sociology

Co-advisers: D. Eckert and D. Wigdor.

American Studies, an interdisciplinary program, offers an area of concentration leading to the B.A. or B.S. degree. The courses comprising the program have been selected to provide an understanding of the underlying tenets of social, political and intellectual thought as reflected in the history, art and literature of America. The aim of the program is to examine these fields of study in a manner which will underline the pervasive way in which the same or similar ideas find expression in the American experience.

Ten courses comprise a concentration in American Studies: English 231 and 232, Art 259, 260 and 262 (two of three courses), History 209, History 211 or 218, History 244 or 219, American Studies 300, Political Science 214, and one of the following courses: Communication Arts 180, Religion 100, Economics 204, or Sociology 201.

The student may elect the option to include six additional courses drawn from a designated group of related courses to be part of the American Studies concentration. The choice of electives is made in consultation with the adviser.

300 AMERICAN STUDIES SEMINAR (January)

An interdisciplinary course in the study of American culture. The class will explore ideas and issues in American life by drawing upon material and methods from history, literature, philosophy, art, and the social sciences. The course will consist of class discussion and the writing of essays. Admission by permission of the instructor. Wigdor.

Business Institute

BUSINESS INSTITUTE

Staff: E. Purnell, Director; D. Roman.

Part-time: E. Miller.

The Business Institute at The Lindenwood Colleges is designed to provide initial skills for beginning employment in many fields and to qualify students for:

- a. future professional preparation for business careers, including those found in traditional fields, as well as in newer, highly challenging areas
- b. high-level secretarial positions and increasing opportunities in accounting and management
- c. certification in business education for secondary teaching positions
- d. better management of personal affairs
- e. clearer understanding of our complex society and the continual improvements needed in the changing and expanding field of business

Business Institute courses lead toward a certificate but do not in themselves constitute an area of concentration. Any or all of them may be used in conjunction with an area of concentration in the Humanities, Natural Sciences, or Social Sciences Divisions.

Students desiring to obtain a Certificate In Business Studies in addition to the Bachelor of Arts or Bachelor of Science degree should include the following courses in their academic program:

Principles of Accounting I, II
Intermediate Accounting
Introduction to Business
Business Law
Fundamentals of Management
Marketing
Technical Report Writing and Business Communication

These eight courses, with a maximum of three courses in Shorthand and one course in Business Machines and Procedures, may be included among the 36 courses required for graduation.

Typewriting, Shorthand, and Business Machines and Procedures, if needed as part of the individual student's program as determined by the Director of the Business Institute, may be completed by proficiency examinations or enrollment in specific courses.

†60A-B TYPEWRITING (¼-¼)

An introductory course placing primary emphasis on correct typing techniques, appropriate speed, and accuracy. Open to beginners and those in need of a review of fundamentals. Purnell.

†61A-B TYPEWRITING (¼-¼)

An intermediate course stressing reconstruction and improvement of basic techniques, further skill in personal and business material, and organization of work. Prerequisite: Course 60B or proficiency test. Purnell.

†62A-B TYPEWRITING (¼-¼)

An advanced course including special communication forms, statistical reports, minutes of meetings, legal reports, employment tests, and concentrated speed work. Prerequisite: 61B or proficiency test. Purnell.

†63A-B TYPEWRITING (¼-¼) (By arrangement)

A terminal course, placing major emphasis on planning and typing advanced material. Speed, accuracy, and knowledge of correct usage make typewriting an invaluable personal and occupational asset. Purnell.

250 INTRODUCTION TO BUSINESS

An introduction to business fundamentals, career opportunities, and the interrelationship between business and liberal arts. Visits to representative organizations give insight into business as a dominant force in our society. Purnell.

**255-256 PRINCIPLES OF ACCOUNTING I, II

Assigned readings, discussions, problems, and laboratory practice combine to give a basic understanding of accounting theory and concept, as well as practical training. Miller.

*260 BUSINESS LAW

An introduction to the fundamental principles of business law in relation to the most common transactions and social background. Roman.

**261-262 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 Course 61B. Purnell.

†Only when both A and B of a typewriting course are completed will credit be given. This can be done in either one term or two terms.

*Offered alternate years.

**Both terms of Principles of Accounting and Elementary Shorthand must be completed before credit will be given.

***265 FUNDAMENTALS OF MANAGEMENT**

A study of the history, principles, and philosophy of effective management. The elements of management common to various fields are considered, with emphasis on current personnel practices. Roman.

270 MARKETING

A behavioral approach to basic marketing principles and decisions and their effects on individuals and society in general. Roman.

353 BUSINESS MACHINES AND PROCEDURES

A course designed to give an introduction to data processing, a working knowledge of the more frequently used business machines, and a study of indexing, records management, and other office procedures. Prerequisite: Course 61B or proficiency test. Purnell.

355 INTERMEDIATE ACCOUNTING

The development and significance of accounting principles, theories, and conventions, including current modifications and extensions; problems of balance-sheet valuation and the effect upon the income statement; impact of judgment and opinion upon financial statements; discussion of accounting, postulates, and statement analysis. Miller.

358 TECHNICAL REPORT WRITING AND BUSINESS COMMUNICATION

A study of the psychology and writing principles used in successful reports and letters, and practice in writing simply, directly, and correctly. Prerequisite: Course 61B or proficiency test. Purnell.

363 ADVANCED SHORTHAND

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

365, 366 PROFESSIONAL DICTATION: MEDICAL, LEGAL, ADVERTISING, AND OTHERS (By arrangement)

Concentrated study in the field of the student's choice. Emphasis is placed on definition of terms, shorthand outlines, and information pertinent to particular professions. Prerequisite: Courses 61B and 363 or proficiency tests. Purnell.

**Offered in alternate years.*



Economics

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.

208 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: B. DeWulf, Chairman; V. Carpenter, J. Wilhour.

Part-time: A. Bloebaum, S. Meszaros, N. Polette, L. Powell, H. C. Proffer.

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

The Council on Teacher Education consists of the members of the staff of the Education Department, the President, the Dean of the Faculty, the Deans of The Colleges, the Registrar, the Dean of Continuing Education, and staff members of other college departments. Under the leadership of the Education Department, the Council cooperatively plans or approves the programs of teacher education.

A student planning to teach in the elementary schools is encouraged to signify his intention to enter 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 signify his intention to enter the teacher education curriculum during the sophomore year.

The student is admitted to the Teacher Education Program by filing an application received from the Education Department with his adviser before the end of the sophomore year. The adviser

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 competent professional attitude, must conform to grade standards established by the Council on Teacher Education.

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, the student may fill 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 Chairman of the Education Department concerning requirements in respective states in order that proper guidance may be given.

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. Those students who have not completed the N.C.A.T.E. approved program on this campus in its entirety may not be granted the privilege of an N.C.A.T.E. recommendation.

A student in the Teacher Education Program must obtain approval of the Education Department at least one term in advance of enrollment in professional courses off-campus.

ELEMENTARY AND SECONDARY OFFERINGS

Students may prepare themselves for either elementary or secondary 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, elect a composite area of concentration in the humanities, sciences, or social sciences, or earn a Bachelor of Science degree with an area of concentration in elementary education. Students interested in teaching their major subject at the secondary level should plan an area of concentration in their subject field, completing the requirements for the Bachelor of Arts degree or the Bachelor of Science degree, including the specific course requirements for secondary teacher certification (see above).

BACHELOR OF ARTS OR SCIENCE WITH A SUBJECT AREA OF CONCENTRATION

Complete the requirements for the Bachelor of Arts, or Bachelor of Science degrees the requirements of the department for an area of concentration, and include those courses required for elementary or secondary teacher certification.

BACHELOR OF ARTS WITH A COMPOSITE AREA OF CONCENTRATION

Complete the requirements for the Bachelor of Arts degree using the following distribution of courses to satisfy the exploratory divisional elective requirement: four courses in the humanities, six courses in the sciences and mathematics, five courses in the social sciences, and two to six courses elected from within the division of concentration. The maximum and minimum number of courses elected to fulfill this requirement varies in each division. The range in humanities is from two to four courses beyond the four course lan-

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.

guage requirement. If fewer than four courses are needed to satisfy language proficiency, then additional electives should be taken for each language course which is not needed; four to six courses in science and mathematics and five to seven courses in the social sciences. Include the specific courses required for elementary teacher certification.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

The Bachelor of Science degree in elementary education is designed with a composite area of concentration, and requires the completion of the following divisional courses to satisfy the exploratory divisional elective requirement; four courses in the humanities, six courses in science and mathematics and five courses in the social sciences. Three to eight composite concentration electives are to be taken within the division of concentration within the following limits: humanities—6 to 8 courses, science and mathematics—5 to 7 courses, social sciences—3 to 5 courses.

The other requirements for the Bachelor of Science degree should be completed and the course requirements listed for elementary teacher certification should be included in the program.

COURSE REQUIREMENTS FOR ELEMENTARY TEACHING CERTIFICATION

One course in government (U.S. or State or Local), two courses in American history, one course in geography, one course in Principles of Psychology, one course in phonetics or speech for the classroom teacher, four courses in the biological and physical sciences, two courses in mathematics, one course in music and/or art, a fractional course ($\frac{1}{2}$) in health education, and the following courses in education: one course in Education in America or Philosophy of Education, two courses in Strategies and Tactics for Elementary Teaching, two courses in language arts and lit-

erature, and fractional courses, Music in Elementary Schools ($\frac{1}{2}$), Mathematics in Elementary Schools ($\frac{1}{2}$), Art in Elementary Schools ($\frac{1}{2}$), and Physical Education in Elementary Schools ($\frac{1}{2}$). All students are required to take two courses in Student Teaching and the department strongly recommends the inclusion of one-half course in piano or voice and the course on The Non-Graded School.

COURSE REQUIREMENTS FOR SECONDARY TEACHER CERTIFICATION

The successful completion of courses in the student's area of concentration as approved by that department, one course in the 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 Methods of Teaching a Major Subject, and two courses in Student Teaching. The department strongly recommends that the student also take a fractional course ($\frac{1}{2}$) in Health Education and a course in Speech for Classroom Teachers.

Although specific courses are listed, equivalent courses may be substituted with the approval of the Chairman of the Education Department. For complete information on certification requirements in the state in which you plan to teach, contact the Education Department.

Teacher Education Services and Materials Fees

Junior Year:

\$25 Education Materials Fee

Senior Year:

\$100 Education Materials and Services Fee

12 MUSIC IN ELEMENTARY SCHOOLS ($\frac{3}{4}$)

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 ($\frac{3}{4}$)

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

16 TEACHING MATHEMATICS IN ELEMENTARY SCHOOLS ($\frac{3}{4}$)

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 ($\frac{1}{2}$)

Problems of teaching the major subject in secondary schools. New materials and methods are examined, implemented and evaluated. Prerequisite: Education 300-301. Staff.

Section A, Biology

Section B, Mathematics

Section C, Modern Languages

Section D, Classics

Section E, Speech

Section F, Business

Section G, Art

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

74 PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS ($\frac{3}{4}$) (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. DeWulf.

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.

*245 SELECTION AND ACQUISITION OF AUDIO-VISUAL MATERIAL

Discussion of the types of material other than books suitable for the school library. 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. Wilhour.

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. Wilhour.

*289 PHILOSOPHY OF EDUCATION

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

300-301 STRATEGIES AND TACTICS FOR SECONDARY TEACHING

The course consists of an analytical study of teaching in the high school, based upon the logic of scientific inquiry and concepts of human development and learning. Varieties of evidence from educational psychology and adolescent psychology contribute an understanding, development, and evaluation of learning and teaching models. Provides an integrated view of teaching, learning, and social behavior in the secondary school setting. 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. Wilhour.

305-306 LANGUAGE ARTS AND LITERATURE (Elementary)

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

307 READING IN THE SECONDARY SCHOOL

A study of developmental and remedial reading programs for secondary students. (Required for state certification) Bloebaum.

310 CREATIVE TEACHING

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

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.

322 TECHNOLOGICAL SUPPORTS FOR EDUCATION (January)

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

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.

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 Chairman of the Department 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. A 2.1 cumulative grade point average in all work in the major field, and a 2.0 grade point average in all professional education courses is required. Staff.

**Offered in alternate years.*

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.

381T EDUCATION OF EXCEPTIONAL CHILDREN

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

382T EDUCATIONAL RESEARCH METHODOLOGY

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

383T INDIVIDUALIZED INSTRUCTION

A study designed to introduce elementary and secondary education majors to the principles and practices of individualized instruction in the school curriculum. Wilhour.

384T PRESCHOOL EDUCATION

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

385T TEAM TEACHING

A study of the principles and contributions of team teaching in elementary and secondary schools. Observation of team teaching in operation will be an integral part of the study. Wilhour.

386T CONTEMPORARY ISSUES IN EDUCATION

An analysis of timely controversial problems in education. DeWulf.

History

Staff: J. Hood, Chairman; D. Wigdor.

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.

100 THE MODERN WORLD

An introduction to the study of history. The course will concern major world developments of the twentieth century: the impact of the world wars, the changes in the position of Europe, the rise of the third world, and the current rivalries among the superpowers. Hood.

*201,202 HISTORY OF ENGLAND

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

205, 206 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. Wigdor.

*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. Wigdor.

*211 SECTIONALISM AND THE CIVIL WAR

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

*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. Wigdor.

*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. Wigdor.

*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. Wigdor.

*220 STUDIES IN THE MIDDLE AGES

The course will assess aspects of the history of Europe from the fall of Rome to the Renaissance. Emphasis will be placed on the development of new political, social, and economic institutions. Hood.

*225 STUDIES IN THE RENAISSANCE AND REFORMATION

The transition from medieval to modern times in Europe. The course will explore the rise of capitalism and urbanism, the changing social and political structure, and the religious revolution of the 16th century. Hood.

*231 CLASSIC EUROPE: THE OLD REGIME

Europe in the 17th and 18th centuries. The course stresses the development of classic social, economic, and religious institutions, the development of national monarchies, mercantilism, and the Enlightenment. Hood.

*232 THE FRENCH REVOLUTION AND NAPOLEON

An analysis of the causes, course, and significance of the French Revolution, and an appraisal of the career and European significance of Napoleon Bonaparte. Hood.

*233 19TH CENTURY EUROPE

Europe under the impact of social, industrial, urban, and political change from 1815 to World War I. Hood.

*234 EUROPE SINCE 1918

Contemporary Europe under the impact of the World Wars and the changes in Europe's economic and political position in the world. Hood.

*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. Wigdor.

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.

**Offered in alternate years.*

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.

342T: THE SECOND WORLD WAR

An individualized-instruction course consisting of directed readings and tutorials. The syllabus and discussions will deal with the background of the conflict, its military developments, the diplomacy of the war, and its social, economic, and political consequences. Prerequisite: History 234, permission of the instructor. Hood.

343T: THE NAZI REGIME IN GERMANY

An individualized-instruction course consisting of directed readings and tutorials. The syllabus and discussions will deal with the early development of the Nazi Party, the seizure of power, the economic, social, and racial policies of the Nazi government, and the involvement of Germany in World War II. Prerequisite: History 234, permission of the instructor. Hood.

344T: THE BRITISH EMPIRE- COMMONWEALTH

An individualized-instruction course consisting of directed readings and tutorials. The syllabus and discussions will deal with the growth of the imperial practice and thought in the 19th century, the development of the British Commonwealth concept in the early 20th century, and the evolution of the multi-racial Commonwealth of Nations since World War II. Prerequisite: History 202, permission of the instructor. Hood.

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

POLITICAL SCIENCE

Staff: D. Williams, Chairman; J. A. Brown, 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.

*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.

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

Williams.

***005 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 INTERNATIONAL 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: E. Eddowes, Chairman; N. King

The purpose of the Psychology Program is to meet the needs of all Lindenwood students for study in Psychology and to stimulate interest in and understanding of the science of behavior. The requirements for an area of concentration for both the B.A. and B.S. degrees in Psychology include 8-12 courses in Psychology and 2-4 courses in other disciplines within the Social Science Division.

These courses are required for psychology students: Principles of Psychology, Quantitative Methods in Psychology and a practicum course appropriate to the student's career plan. Three special sequences of Psychology courses may be selected by students who wish to focus their study on interpersonal behavior, child development or general psychology.

The Lindenwood Department of Psychology is a cooperating member of the Merrill-Palmer Institute of Human Development in Detroit, Michigan. Participation in this program provides advanced psychology students with an opportunity to apply to the Merrill-Palmer Institute to spend their junior year in residence there.

100 PRINCIPLES OF PSYCHOLOGY

A beginning course that surveys psychology as the science of behavior. The course treats basic facts, methods, concepts and theories of psychology. Staff.

101 INTERACTIVE PSYCHOLOGY

An introductory study of the reciprocal relationships between personality and society. The emphasis is on understanding the dynamics of the interactions among personality dispositions, social behavior and social-cultural influences. King.

102 CHILD GROWTH AND DEVELOPMENT

The purpose of this course is to familiarize the student with the basic phenomena of human growth and development and to serve as the basis for further study in child development. Eddowes.

103 ABNORMAL PSYCHOLOGY

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

300 QUANTITATIVE METHODS IN PSYCHOLOGY

A study of the principles, procedures and applications of psychological tests and measures and of the requirements for research design and the analysis of data in conducting psychological research. Prerequisite: Social Science Statistics 210. Eddowes.

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 101 and 300. King.

***302 CHANGING PATTERNS OF BEHAVIOR**

An advanced course in the theories, principles and techniques of modifying problem behavior. Attention is given to some of the recent approaches to changing patterns of behavior. Prerequisites: Psychology 103 and 300. King.

***321 INTELLECTUAL AND COGNITIVE DEVELOPMENT**

The objective of this course is to develop the student's understanding of how the child's intellectual and cognitive abilities develop. Studies of cognitive behavior in children will be accomplished. Prerequisite: Psychology 102. Eddowes.

***322 CHILD AND SOCIETY**

This course is designed to aid the student in understanding the relationships between the child's family, his peers and the community in which he lives and his developing personality and social behavior from birth to maturity. Studies of social development will be carried out. Prerequisite: Psychology 102. Eddowes.

***330 THE PSYCHOLOGY OF LEARNING**

The facts of learning and significant interpretations of the facts will be analyzed to better understand the relation between learning and behavior. Experiments in learning will be performed. Prerequisites: Psychology 100 and 300. Eddowes.

***331 CREATIVITY**

A course designed to develop an understanding of the creative process and to aid the student in the development of his own creativity. Prerequisite: Psychology 300. King.

***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. King.

333 THE PSYCHOLOGY OF PERCEPTION

A comprehensive study of the processes of perception and of the theoretical interpretations of how man interacts with his environment. Experiments in perception will be accomplished. Prerequisites: Psychology 100 and 300. Eddowes.

***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 completed during the course. Prerequisites: Psychology 101 and 300. King.

***350 HISTORY AND SYSTEMS OF PSYCHOLOGY**

A presentation of the history and development of psychology as a science, including the study of the major psychological systems and theories, past and present. Prerequisite: Psychology 300. Eddowes.

***351 PRACTICUM IN GENERAL EXPERIMENTAL PSYCHOLOGY**

Advanced students will take responsibility for the development and execution of substantial projects in behavioral research. The role and function of the psychologist in the scientific study of behavior will be stressed. Prerequisites: Psychology 300 and Senior Standing. Staff.

***352 PRACTICUM IN CHILD DEVELOPMENT**

A course designed to provide participation under qualified supervision in day care and preschool programs for advanced child study students. Prerequisites: Psychology 321 and 322 and Senior Standing. Staff.

***353 PRACTICUM IN INTERPERSONAL BEHAVIOR**

Supervised work experiences for advanced students in the psychology departments of mental health agencies will emphasize the objectives and procedures required in establishing a helping relationship with persons who have behavior problems. Prerequisites: Psychology 301 and 302 and Senior Standing. Staff.

**Offered in alternate years.*

Sociology

Staff: J. Bartholomew, Chairman; M. Allen

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, to urban studies, and to the process of social change. Special attention within Anthropology is given to the study of the American Indian.

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 necessary to select an additional 2-4 courses in the Social Science Division. It is strongly recommended that students take two full units of independent study in Sociology, Psychology 210, Social Science 210, select courses among Economics, History, and Political Science.

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. Allen.

112 CULTURAL ANTHROPOLOGY

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

*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. Allen.

*320 SOCIAL PROBLEMS

Evaluation of social forces for understanding social problems within the growing complexity of society. Analysis of efforts to correct perceived social problems. Prerequisite: Sociology 102. Allen.

*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. Allen.

*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. Allen.

*318 SOCIAL STRATIFICATION

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

320 SOCIAL THOUGHT AND THEORY

Review of the development of a formal body of sociological theory emphasizing writers still significant for current theory, including Weber, Durkheim, Parsons. Development of student skills in creating theory. Prerequisites: Sociology 102 and one further course. Bartholomew.

*322 DEVIANT BEHAVIOR

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

*324 THE SOCIOLOGY OF RELIGION

Religious behavior, beliefs, and organization in historical and comparative perspectives. The interaction of religion with other institutions. Theories of religious meaning and functions. Prerequisite: Sociology 102. Bartholomew.

325 INTRODUCTION TO SOCIAL RESEARCH METHODS

A non-statistical course introducing students to current research techniques, methodological approaches and approaches to analysis of data. 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, student behavior, intra-organizational conflict. Prerequisites: Sociology 102, 320, and consent of instructor. Bartholomew.

334 CURRENT ISSUES IN ANTHROPOLOGY

An examination of selected problems, methods, and theories in contemporary anthropology. Prerequisite: Sociology 112. Allen. (Topics will vary from year to year, may be taken twice for credit, with consent of instructor.)

***370 COMPARATIVE URBAN STRUCTURE (January)**

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 and consent of instructor. Bartholomew.

***385 FIELD STUDY: MODERNIZATION AND ADAPTATION (January)**

Analysis of relations and impact of cultures; special emphasis on differential adaptations in induced modernization. Prerequisites: Sociology 102 or 112 and consent of instructor. Allen, Bartholomew.

**Offered in alternate years.*

Special Academic Programs

JUNIOR YEAR ABROAD: The Lindenwood Colleges require that all foreign study for which degree credit is given must contribute to the student's academic program. The student has two options: (1) an established program supervised by an American college or university with credits transferred to the Lindenwood transcript, or (2) independent study, either under the direction of a member of the Lindenwood faculty or under foreign instruction recognized by the sponsoring member of the Lindenwood faculty, for which papers, examinations, or other acceptable indications of achievement are submitted to establish credits. Either option must be approved by the department of study at Lindenwood which will recommend credit.

To be eligible for a foreign study program presented for academic credit, the student (1) must, except in unusual cases, have junior standing; (2) have a grade point average of 3.0; (3) have facility in the spoken language of the country in which he is going to study as determined by the Lindenwood Language Department; (4) satisfy the committee approving his program that he has the self-reliance and maturity needed for such an undertaking; and (5) have a definite educational objective acceptable to the chairman of the department which will recommend the credit.

Applications for study abroad must be filed with the appropriate department chairman and with the designated committee by February 1 of the year preceding the proposed program. Final approval of the program and of the credit to be granted after completion of the study rests with the Dean of the Faculty who acts upon the recommendations of the department chairman and the committee.

All responsibility for travel, finances, application for admission to a foreign institution when applicable, and other necessary arrangements rests with the student.

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.

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.

COOPERATIVE PROGRAMS

GENERAL

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, including predominantly black colleges.

NURSING

A cooperative program with Deaconess Hospital of St. Louis leading to the B.A. or B.S. degree and the R.N. (Similar programs may be arranged with other nursing schools affiliated with universities. Inquiries should be directed to the Dean of the Faculty.)

ADMISSION: Acceptance into the Deaconess program requires submission of an application, an interview, and completion of the Dent Psycho-Metrical Examination. Counseling for the program is conducted by faculty members of the Biology Department while the student is at Lindenwood.

SEQUENCE: The usual pattern is for the student to spend the first and fifth years at Lindenwood and the intervening three at Deaconess. Students who attend Deaconess first may transfer to Lindenwood at the end of the three years and complete their degree requirements in two years.

CAREER OPPORTUNITIES: Upon completion of the nursing program, graduates are prepared to be staff nurses and team leaders in hospitals, nursing homes, and clinics. With one of the special emphases, they can also go into teaching or management. This program is accredited by the North Central Association.

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 occupational 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.

TEACHER EDUCATION

The Teacher Education Curriculum of The Lindenwood Colleges is accredited by the National Council for Accreditation of Teacher Education. There are twenty-eight states that grant reciprocity privileges in the certification of teachers who are graduates of N.C.A.T.E. institutions.¹

The student is admitted to the Teacher Education program by filing an application with his adviser before the end of the sophomore year. A student planning to teach in elementary schools is encouraged to signify his intention as early as possible. Acceptance into the program is determined by the Council on Teacher Education, a faculty committee drawn from the various subject areas in which teacher certification is granted.

The Lindenwood Learning Center and Campus School is operated for pupils in their pre-school years. Lindenwood students have an opportunity to observe and participate in the instruction of children under the direction of teachers trained in the most advanced trends in early childhood education.

Successful completion of The Lindenwood Colleges 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. The N.C.A.T.E. recommendation also entitles the graduate to a valid teaching certificate in twenty-seven other states.

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.

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 following a vacation period. Only in rare instances involving clear emergency will such absence be excused.
4. In case of unsatisfactory work due to excessive absences from class, the instructor may give ample warning to the student that his work is unsatisfactory and

may drop the student from the course and report a grade of *F* to the registrar.

5. All absences because of illness must be certified by the Health Center.

GENERAL GRADING SYSTEM

The student may earn grades of *A*, *B*, *C*, *D*, *F*, *INC.*, *CON.*, *W.F.*, and *W.P.* A mark of *A* represents work outstanding in quality; it indicates that the student has shown initiative, skill, and thoroughness and has displayed originality in his thinking. The *B* grade is awarded for work of high quality, well above average. The grade of *C* indicates average work and satisfactory completion of course requirements. The *D* grade represents work below the average in quality. Although this grade indicates unsatisfactory work, course credit is given. An *F* grade indicates failure to meet the requirements of the course and carries no credit. A grade of *INC.* (Incomplete) is given only at the end of the term for failure to complete coursework because of exceptional circumstances acceptable to the instructor. Incompletes for students on probation require the approval of the Dean of the Faculty in addition to that of the instructor. An *INC.* grade must be removed within the first six weeks of the next long term or it automatically becomes an *F*. The *CON.* grade (Condition) is given only for the first term of a two-term course where work is of doubtful quality. The condition must be removed by satisfactory work in the following term or the *D* is automatically changed to an *F*. In exceptional cases, the student may drop a course with the recommendation of the instructor and final approval of the Registrar. Such courses will be awarded the grade of *WP* if the student has a grade of *D* or higher at the time of withdrawal, a *WF* if the student is failing.

THE PASS-FAIL OPTION

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

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

The student who wishes to change and receive his final course grade under the *A-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 exami-

nation schedule that is established by the Registrar. This means that the faculty member will not administer a final examination at any time prior to the time and date approved by the Registrar. The student is expected to plan personal affairs, such as travel home, vacation, and summer employment, in such a way that there will be no conflict with the final examination schedule. Only in rare instances involving clear emergency will the student be allowed to take final examination(s) at an earlier date, and approval must be granted by the Dean of his College. In no case will a student be required to pay a special fee for early final examinations that have been approved.

Graduating seniors during the final term prior to graduation may be exempt from final examinations in those courses where they have a grade point of 3.0 or above. Arrangements for the exemption must be initiated by the student who wishes it and are subject to the instructor's approval.

SCHOLARSHIP STANDARDS

The following standards of scholarship have been established by the Lindenwood faculty:

1. To qualify for graduation a student must attain a cumulative grade-point average of at least *C* (2.0). Failure to maintain established standards of scholarship will result in probation or suspension or dismissal from the college. The January term grade will apply only to the cumulative point ratio.
2. A student will be placed on probation at the end of any term in which the student falls below the established standards. If that standard is not attained by the end of the following 14-week term, the student may be suspended or dismissed from the college.
3. The regulations concerning probation are as follows:

A student who receives an *F* in one-half or more of the courses taken, in either a fall or spring term will be on probation and must have the permission of the Dean of his College to continue in the next term.

The first-year student who fails to achieve a grade-point average of 1.6 or above in either 14-week term, and the second-year student who fails to achieve a grade-point average of at least 1.8 in any 14-week term will be on probation.

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

For senior classification a student must have earned twenty-seven course credits. The minimum cumulative grade-point average

for admission to the senior year is 1.9, and the student must have a cumulative grade-point average of 2.0 or above to be in good standing.

4. Academic probation means that a student is not in good standing, and is subject to suspension or dismissal if the student's work does not reach a satisfactory level. Faculty advisers are asked to give special consideration to advisees who are on probation. Probation carries the following stipulations:
 - a. Attendance at all classes.
 - b. Possible reduction in course load.
 - c. Conference with the Dean of his College.
 - d. Review of eligibility for financial aid or college employment.
 - e. Review of permission to have a car on campus.
5. Suspension is normally for one term. A student who has been suspended may apply for readmission. Readmitted students will be placed on academic probation. Any readmitted student failing to achieve the necessary grade-point average by the end of the second term after readmission will be permanently dismissed from the college.
6. Probation, suspension, and dismissal notices are sent to the student and to the student's parent or guardian. Notification is also sent to the student and to the parent or guardian when probationary status is removed.

Quality points earned in courses taken at summer schools *other than The Lindenwood Colleges* do not affect the student's prior spring term or forthcoming fall term grade-point average. Such quality points are added to the student's *cumulative* grade-point average, which is computed at the end of

the fall term. Scholastic probation that is imposed on a student at the end of the spring term can be removed if quality points earned in The Lindenwood Colleges Summer Session are sufficient to raise the spring term grade-point average to the established standard.

DISMISSAL

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

READMISSION

In all cases of readmission, whether the student has discontinued studies voluntarily or has been suspended for academic or other reasons, application must be made to the Dean of the College in which the student is enrolled. Readmission may be granted if the applicant presents clear evidence of ability and both social and academic motivation for successful college work.

DEAN'S LIST

Immediately following the close of the fall and spring term, the Dean of each College announces the names of those students who have achieved a grade-point average of at least 3.5. Notification is sent to the student, and a copy is forwarded to the parent or guardian.

HONORS DAY

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

GRADUATION WITH GENERAL HONORS

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

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

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

RETURNING CREDIT

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

Admissions 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.

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.

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 person. 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 advanced 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 Lindenwood 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.

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).

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.

Tuition and Fees

FEES AND CHARGES

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	1,150
Student activity fee ²	50
Health fee	35
	<hr/>
	\$3,185

NON-RESIDENT STUDENTS

Tuition ¹	\$1,950
Student activity fee ²	50

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.

²Student activity fee covers ID cards, admission to lectures, concerts, convocations, social activities open to the entire student group, subscriptions to the student newspaper, yearbook, and the literary magazine.

APPLICATION FEE

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

GENERAL DEPOSIT

Each student is individually responsible for the condition of the room in which he or she lives as well as for any financial obligation incurred. A \$30 deposit is required of each resident student at the beginning of the college year. If charges are made against the deposit, an additional amount must be deposited to bring the account up to the \$30 level at the beginning of each academic year. After any charges have been deducted, the balance of the student's deposit is refundable when the student leaves the 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 \$500 tuition grant 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 is awarded in recognition of the colleges' tax exempt status, and the

services which the colleges receive from the City and County, particularly police and fire protection. The grant also recognizes the financial support received from individuals and business interests within the City and County through the Annual Community Support Program.

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	\$165	\$85
½ Course	125	65
¼ Course	85	45
⅛ 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.

OPTIONAL SERVICES

STUDENT BANK—a \$3 annual fee is charged for maintaining a deposit in the student bank.

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 \$15.

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 \$70 and \$135.) 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.

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)	1,715	950
4th payment (Due January 1)	1,100	900
	<u>\$3,215*</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)	1,685	950
4th payment (Due January 1)	1,175	925
	<u>\$3,185</u>	<u>\$2,000</u>

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

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 College, 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.

Directory of the Colleges

COORDINATING BOARD THE LINDENWOOD COLLEGES

MEMBERS FROM THE BOARD OF LINDENWOOD COLLEGE

Armand C. Stalnaker, Ph.D., St.
Louis, Mo.

Russell J. Crider, M.D., St. Charles, Mo.
Mrs. Arthur Stockstrom, L.H.D.,
Clayton, Mo.

MEMBERS FROM THE BOARD OF LINDENWOOD COLLEGE II

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

OFFICERS OF THE COLLEGES

John Anthony Brown, *President of The
Lindenwood Colleges*

A.B., Temple University; M.A., University of
Chicago; L.L.D., Westminster College; L.H.D.,
Ursinus College; L.H.D., Tarkio College;
Litt.D., Rider 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.

Sandra C. Thomas, *Dean, Lindenwood
College for Women*

B.A., University of Texas; M.S., Indiana
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.

M. Patricia Cronin, *Director of Public
Information*

B.A., Harris Teachers College; M.A., Stanford
University.

James F. Hood

Director of the Summer Session

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

Janice Jackson, *Director of Intercultural
Programs*

B.S., Tougaloo College.

Edward C. Krehmeyer, *Director of
Development*

B.A., M.S.W., Washington University.

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

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

Nancy McClanahan, *Director of
Alumnae Affairs and Associate
Director of Admissions*

B.A., Lindenwood College.

John B. Moore, *Assistant Vice-President
for Finance*

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

EMERITI

McCluer, Franc Lewis, *President
Emeritus of the College, 1966*

A.B., M.A., Westminster College; Ph.D.,
University of Chicago; LL.D., Westminster
College; LL.D., Washington University; LL.D.,
Waynesburg College; LL.D., University of
Missouri; LL.D., Lindenwood College.

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.

Dawson, Elizabeth, *Professor, English,
1927; Professor Emeritus, 1967*

A.B., Cornell College; M.A., Columbia
University; Ph.D., State University of Iowa.

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.

Terhune, Mary, *Professor, Modern Languages, 1926; Professor Emeritus, 1960*

A.B., Western College; M.A., Columbia University; D.M.L., Middlebury College; Diploma de Suficiencia, Centro de Estudios Historicos, Madrid; graduate work, Universite de Grenoble, France, and Buenos Aires, Argentina; Litt.D., Lindenwood College.

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

Allen, Michael A., *Assistant Professor, Sociology, 1970*

B.S., Illinois State University; M.S., Illinois State University; doctoral candidate, Southern Illinois University.

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

B.A., Physical Education College, Kaunas, Lithuania; Licentiate (M.A.) in Philosophy, University of Vytautas the Great, Kaunas, Lithuania; Certificat d'Aptitude a l'Enseignement du Francais Actuel, Alliance Francaise, Paris; graduate work, Connecticut College School of Dance and the University of Wisconsin; Modern dance study with Mary Wigman, Martha Graham, Barbara Mettler; International Dance Academy, Cologne, Germany, 1963; Tucson Creative Dance Center, Tucson, Arizona, 1966-1967; Academy for Music and Creative Arts, Vienna, Austria, 1968.

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

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

Banks, Rose Marie, *Instructor, part-time, English, 1970*

B.A., Notre Dame College; M.A.T., Webster College.

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, Assistant Professor, Sociology, 1969*

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

Bauer, Hugo John, *Associate Professor, Modern Languages, 1947; Director of The Language Laboratory*

A.B., Elmhurst College; M.A., Northwestern University; graduate work, Washington University; Goethe Institute Summer Seminars, Germany.

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

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

- Betts, Robert H., *Instructor, part-time, Lindenwood Common Course, 1970*
 B.A., University of Missouri; S.T.B., Episcopal Theological School; graduate study, Washington University.
- 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.
- Blankenship, Shirley (Mrs. Larry L.), *Assistant Professor, part-time, Music, 1970*
 B.M., University of Illinois; M.M., Washington University; M.M., University of Illinois; doctoral candidate, University of Illinois.
- Bloebaum, Anne (Mrs. Robert), *Demonstration Teacher, Campus School, Instructor, part-time, Education, 1971*
 B.S., Lindenwood College; M.Ed., St. Louis University; doctoral studies, St. Louis University.
- Bornmann, John A., *Chairman, Professor, Chemistry, 1965*
 B.S., Carnegie Institute of Technology; Ph.D., Indiana University; further study, Technische Hochschule, Stuttgart, Germany.
- Boyer, Martha May, *Professor, Communication Arts, 1946*
 B.A., Maryville College; M.A., University of Wisconsin; graduate work: Ohio State University, Washington University; Study, British Broadcasting Company, London.
- Brescia, Vincent T., *Assistant Professor, Biology, 1969*
 B.A., Central College; M.S., Florida State University; doctoral candidate, Florida State University.
- Brewer, Richard, *Instructor, part-time, Music, 1970*
 B.F.A., University of New Mexico; Cellist, St. Louis Symphony Orchestra.
- Brown, John Anthony, *Professor, Political Science, 1966*
 A.B., Temple University; M.A., University of Chicago; LL.D., Westminster College; L.H.D., Ursinus College; L.H.D., Tarkio College; Litt.D., Rider College.
- Butler, James, *Adjunct Instructor, Radio, 1971*
 Executive Director of the News Department and Program Director, KMOX Radio; B.A., Notre Dame University; graduate study, St. Louis University.
- Carlson, Craig B., *Chairman, Communication Arts, Assistant Professor, English and Communication Arts, 1969*
 B.A., The College of William and Mary; doctoral candidate, Exeter University.
- Carpenter, Virginia Lewis (Mrs. Jack), *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.
- Coon, Mildred McKee, *Instructor, part-time, Music, 1970*
 B.A., Hastings College; M.A., Columbia University; Graduate study, School of Sacred Music, Union Theological Seminary; Berkshire Music Festival, Tanglewood, Massachusetts.
- Delaney, Patrick F., Jr., *Chairman, Professor, Biology, 1969*
 A.B., Providence College; A.M.T., Brown University; Ph.D., Brown University.
- DeWulf, Bernard George, *Chairman, Professor, Education, 1962*
 B.S., University of Illinois; M.A. in Ed., Ph.D., Washington 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, Director of Lindenwood Common, 1968*
 B.A., B.F.A., M.A., Ohio State University; Ph.D., State University of Iowa.
- Eddowes, Edward E., *Chairman, Professor, Psychology, 1968*
 B.A., University of Miami; M.A., Ph.D., University of Florida.
- 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.
- Frossard, Suzanne M., *Assistant Professor, Physical Education, 1970*
 B.A., Drury College; M.S., Indiana University
- Gálvez, Luis A., *Chairman, Professor, Modern Languages, 1968*
 Professor de Literaturas, Quito, Ecuador; M.S., Ph.D., University of Notre Dame.
- Gillespie, William G., *Assistant Professor, part-time, Religion, 1971*
 B.S., Knoxville College; B.D., Johnson C. Smith Theological Seminary; S.T.M., Eden Theological Seminary; doctoral studies, Eden Theological Seminary and St. Louis University; D.D. Tarkio College.
- Greenlaw, Kenneth G., *Chairman, Assistant 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.
- 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, *Professor, History, 1961*
 B.A., M.A., Ph.D., University of Illinois.

- Huesemann, Jeanne H. (Mrs. T. J.), *Associate Professor, Mathematics, 1957. On Sabbatical Leave, Fall and January terms, 1971-72.*
A.B., Lindenwood College; M.A. in Ed., Washington University; graduate work, St. Louis University.
- Hume, Robert Douglas, *Associate Professor, Communication Arts, 1947*
A.B., University of California; M.A., University of North Carolina; Graduate, Maria Ouspenskaya Studio of Dramatic Art.
- Jeffries, Donald, *Adjunct Instructor, Film, 1971*
Director of Film Production, KETC Television; B.A., University of Nebraska; additional study in drama and television, University of Washington at Seattle.
- Jellech, Virginia B. (Mrs. Veljko), *Assistant Professor, English, 1970*
A.B., M.A., Washington University; Ph.D., Washington University.
- Johnson, Esther L., *Associate Professor, Philosophy and Religion, 1963*
A.B., Smith College; M.A., Ed.D., Union Theological Seminary and Columbia University.
- Judkins, Valerie Campbell (Mrs. Keith), *Demonstration Teacher, Campus School, 1970*
B.S., Lindenwood College.
- 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*
A.B., Capital University; M.A., Ph.D., Ohio State University.
- Konstam, Aaron H., *Director of the Computer Center, Associate Professor, Mathematics, 1969*
B.S., Polytechnic Institute, Brooklyn; Ph.D., Pennsylvania State University.
- Leonard, Fraser, *Instructor, part-time, Art, 1971*
B.A., School of the Ozarks.
- Meszáros, Stephanie, *Instructor, Assistant Librarian, 1968*
B.A., Fontbonne College; M.S. in Library Science, Simmons College.
- Miller, Elwood L., *Assistant Professor, part-time, Business Institute, 1970*
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.
- 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.
- Perrone, Anthony, *Instructor, Modern Languages, 1969*
B.A., Assumption College; M.A., University of Illinois.
- Perry, Anne C., *Assistant Professor, part-time, Modern Languages, 1971*
Sorbonne; B.A., Randolph-Macon Women's College; M.A., Duke University; doctoral candidate, Washington University.
- Phillips, Robert B., *Adjunct Instructor, Advertising, 1971*
President, The Phillips Organization; B.S., University of Virginia.
- Pielecki, Joseph J., *Instructor, part-time, Music, 1971*
Student of Paul Althous, Samuel Margolis, Douglas Stanley and Cornelius Reed.
- 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.
- Purnell, Emma, *Associate Professor and Director, Business Institute, 1955*
B.A., M.A., Washington University.
- Ragan, Joanne Rittenhouse (Mrs. Donald), *instructor, part-time, Biology, 1971*
B.S., New Mexico State University; M.A., Washington 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.
- Schapp, Jacqueline (Mrs. Robert), *Instructor, part-time, Physical Education, 1971*
B.S., M.S., Washington 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, Mary Ann (Mrs. Thomas), *Lecturer, part-time, Theater, 1971*
A.B., Heidelberg College; M.A., University of Illinois.
- 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.
- Sweeney, Larry R., *Instructor, part-time, Philosophy and Religion, 1971*
A.B., University of Notre Dame; M.A., St. Louis University; doctoral candidate, St. Louis University.
- Swingen, Allegra, *Director of the Preparatory Division, 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.
- Tilley, Carol J. (Mrs. Dorsey), *Assistant Professor, part-time, Philosophy, 1971*
B.S., Notre Dame College; M.A., Duquesne University; doctoral candidate, Duquesne University.

Toliver, Hazel M., *Chairman, Professor, Classics, 1957*

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

Umsted, Mary Anne, *Demonstration Teacher, Campus School, 1971*

B.A., Lindenwood College.

Watson, Carole L. (Mrs. Eddie L.), *Instructor, English, Director of Inter-Cultural Programs, 1968. On Leave of Absence, 1971-1972*

B.S., Kansas State College; M.A., St. Louis University.

Wehmer, John H., *Associate Professor, Art, 1959*

B.F.A., Washington University; M.F.A. University of Illinois.

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, 1968*

B.A., Blackburn College; M.A., St. Louis University; Ph.D., Georgetown University.

Wigdor, David W., *Assistant Professor, History, 1971*

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

Wilhour, Jane R. (Mrs. Russell), *Assistant Professor of Education and Director of Campus School, 1966*

B.A., Bloomsburg State College; M.A., East Tennessee State University; Ph.D., St. Louis University.

Williams, DeLores J., *Chairman, Associate Professor, Political Science, 1965. On Sabbatical Leave, January and Spring Terms, 1972*

B.A., Southern Illinois University; Institut d'etudes Politiques, Paris; M.A., University of Chicago; Ph.D., Georgetown 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 Orchestra.

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., Fonthonne College; M.S. in Library Science, Simmons College.

Blodgett, Andrea (Mrs. Douglas), *Secretary*

Cronkhite, Muriel (Mrs. Paul), *Secretary*

Administrative Staff

OFFICE OF THE PRESIDENT

John Anthony Brown, M.A., LL.D., L.H.D., Litt.D., *President*

Mary E. Yonker, A.B., *Secretary to the President*

Pat Jackson (Mrs. M. T.), *Secretary to the President*

OFFICE OF THE VICE-PRESIDENT AND DEAN OF THE FACULTY

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

Carolyn Sinderson (Mrs. Frank D.), *Secretary to the Vice-President and Dean*

Heidi Berendt (Mrs. R.), *Secretary to the Faculty*

OFFICE OF THE DEAN, LINDENWOOD COLLEGE FOR WOMEN

Sandra C. Thomas, M.S., *Dean of the College*

Marie Mayfield (Mrs. A. L.), *Secretary to the Dean*

HEAD RESIDENTS

Helen N. Bottger, *Butler Hall*

Julia Anthony (Mrs. Wm.), *Cobbs Hall*

Helen Davies (Mrs. Glenn R.), *McCluer Hall*

Ruth Kendig (Mrs. H. M.), *Parker Hall*

Kathryn Clymonts (Mrs. E. S.), *Sibley Hall*

OFFICE OF THE DEAN, LINDENWOOD COLLEGE II

Patrick F. Delaney, Ph.D., *Dean of the College*

Dorothy Irvine (Mrs. R. D.), *Secretary to the Dean*

SUMMER SESSION

James F. Hood, Ph.D., *Director*

OFFICE OF THE REGISTRAR

Lula Clayton Beale, M.A., *Registrar*

Eva Emory (Mrs. F. W.), *Secretary to the Registrar*

OFFICE OF THE DEAN OF CONTINUING EDUCATION AND CAREER PLANNING

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

Dorothy Barklage (Mrs. C. J.), *Secretary to the Dean of Continuing Education*

HEALTH CENTER

James P. Felder, M.D., *College Physician*

Anne Lewis (Mrs. D. G.), R.N., *Nurse*

OFFICE OF THE VICE-PRESIDENT FOR PUBLIC AFFAIRS AND FINANCE

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

John B. Moore, Ph.D., *Assistant Vice-President for Finance*

Verdine Cole (Mrs. H. H.), *Secretary to the Vice-President*

ADMISSIONS OFFICE

Nancy McClanahan, B.A., *Associate Director of Admissions*

K. Blake Danuser, *Assistant Director*
Janice Jackson, B.S., *Assistant Director*

Lee Ann Zink, M.S., *Assistant Director*
Melba Bilyeu (Mrs. E. A.), *Secretary*

Ruth Porter (Mrs. Merle), *Secretary*
Janet Wilhelm (Mrs. Roger), *Secretary*

CAMPUS SCHOOL

Jane Wilhour, Ph.D. (Mrs. Russell),
Director
Joan Weaver (Mrs. E.), *Secretary*

DEVELOPMENT OFFICE

Edward C. Krehmeyer, M.S.W.,
Director of Development
Virginia Seabolt (Mrs. B. H.),
*Secretary to the Director of
Development*
Dolores Dilks (Mrs. Lawrence),
Supervisor, Mailing Services

PUBLIC INFORMATION OFFICE

M. Patricia Cronin, M.A., *Director of
Public Information*

OFFICE OF THE CONTROLLER

Hazel Fuller, *Controller*
Mary Meier (Mrs. Lowell), *Cashier—
College Accounts*
Dorothy J. Fischbach (Mrs. Paul),
Cashier-Clerk
Ruth Gross (Mrs. Paul H.),
Accounting Assistant
Eunice Dickens (Mrs. Edw. L.),
Accounting Clerk

BOOKSTORE AND POST OFFICE

Dorothy Barklage (Mrs. J. Kenneth),
*Manager of the Bookstore and
Post Office*
Bass, Dolly (Mrs. A. C.), *Bookstore*
Beatson, Joan (Mrs. L.), *Bookstore*
Webster, Beverly (Mrs. R.), *Post
Office*

BUILDING AND GROUNDS AND PURCHASING OFFICE

Charles H. Bushnell, *Superintendent
of Buildings and Grounds*
Alice M. Wise (Mrs. G. E.),
*Purchasing Agent and Plant Office
Manager*

SECURITY OFFICE

Erwin Gibson, *Chief of Security*

TELEPHONE SWITCHBOARD

Graf, Marjorie (Mrs. R.), *Operator*



Lindenwood College for Women

HISTORY

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

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

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

1939. Also during Dr. Roemer's term of office, in 1918, Lindenwood became a four-year college awarding baccalaureate degrees.

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

Under the direction of Dr. John Anthony Brown, who came to Lindenwood as president in September of 1966, the physical growth of the college has 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.

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—John Anthony Brown, M.A.,
LL.D., L.H.D., Litt.D.

ENDOWED CHAIRS, PROFESSORSHIPS, LECTURESHIPS

MARGARET LEGGAT BUTLER CHAIR
OF RELIGION—Established in 1917.

THE ALICE PARKER VISITING LEC-
TURESHIP IN ENGLISH LITERATURE—Es-
tablished in 1961 in memory of Dr.
Alice Parker, who served as Professor
of English Literature at Lindenwood
from 1928 to 1961.

NELL QUINLAN REED PROFESSOR-
SHIP OF MATHEMATICS—Established in
1967 by Mrs. James A. Reed to further
the study of mathematics at Linden-
wood.

THE PEARLE AIKIN-SMITH SYERS ME-
MORIAL FUND—Established by bequest
of Mrs. Pearle Aiken-Smith Syers to
strengthen academic programs in the
Communication Arts.

Degree Requirements

BACHELOR OF ARTS

The curriculum for the Bachelor of Arts degree has the following require-
ments 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.
5. The Senior Synthesis program.
6. Eight to twelve courses in an area of concentration except where noted in specific areas of concentration.
7. Two to four course outside the area of concentration but within the division of the major.
8. Proficiency in a foreign language or the successful completion of four courses in a specific language.
9. Proficiency in English composition. Proficiency examinations are administered by the Department of English. Students whose written language does not meet established standards will take English 213.
10. A designated number of convocations.

BACHELOR OF SCIENCE OR FINE ARTS

The curriculum for the Bachelor of Science or Bachelor of Fine Arts 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.

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.

RESIDENT ADVISING PROGRAM

A selected group of upper-class students serve as resident assistants to help freshmen during their first year in college. The resident assistants work with the Dean of the College in helping new students understand the policies and procedures of the college, assisting in course planning, and encouraging students to take maximum advantage of the educational opportunities available to them at Lindenwood.

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 swimming pool 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.

BANKING SERVICES

The College Bank in Roemer Hall provides a convenient banking service for student use. Students are urged to deposit allowances as soon as received and to withdraw money as it is needed.

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 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 in memory of her 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.

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. 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.

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 is a Director Emeritus 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—One hundred competitive scholarships are offered each year

by the Board of Christian Education and 36 cooperating colleges. Scholarships range up to \$1,200, depending upon financial need, and are based on merit, both scholastic and personal. An applicant must be a communicant member of The United Presbyterian Church U.S.A., rank in the top quarter of her high school class at the end of the junior year, and file an application on a designated date in November of her senior year in high school. She must be entering Lindenwood College, or one of the Colleges related to the Board of Christian Education of the United Presbyterian Church, as a freshman.

An applicant must apply for and take the *Scholastic Aptitude Tests* in the December administration and, if successful, she will become a semifinalist eligible for further competitive testing for the awards. Full information and an application blank may be obtained from Lindenwood College.

SAMUEL ROBINSON SCHOLARSHIPS—Awarded in the amount of \$300, these scholarships are available to students attending Lindenwood College, or other colleges related to the United Presbyterian Church U.S.A. The student must recite to the dean, or to someone appointed by him, the answers to the Westminster Shorter Catechism, and write a 2,000 word original essay on an assigned topic related to the Shorter Catechism. She must submit the essay and the college's certification of her recitation, postmarked no later than April 15, to the Office of Educational Loans and Scholarships of the Board of Christian Education, the United Presbyterian Church U.S.A., 425 Witherspoon Building, Philadelphia, Pa. 19107. The basis of the award is that the essay is judged to be satisfactory.

GRANTS-IN-AID—Through the educational assistance program of the United Presbyterian Church U.S.A., grants-in-aid are provided for the children of full-time, trained religious leaders employed by a church or a judicatory of The United Presbyterian Church U.S.A. The student must be engaged in or entering under-graduate study at an accredited college, university, or vocational school on a full-time basis. The basis of the award is need and academic ability. The amount of the grant is \$200 to \$1,200, and is determined by analysis of financial need. For an application form, write the Office of Educational Loans and Scholarships, 425 Witherspoon Building, Philadelphia, Pa. 19107. It must be submitted by March 1 for assistance in the following academic year.

STUDENT LOAN FUNDS

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

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

THE STUDENT LOAN FUND OF THE UNITED PRESBYTERIAN CHURCH U.S.A. is available to undergraduate students in the junior and senior years who are communicant members of the United Presbyterian Church U.S.A. and citizens of the United States, registered with or under care of their presbytery for a church occupation, or who are students in the Junior Year Abroad program of the Commission on Ecumenical Mission and Relations. (The maximum loan available is \$1,000 in an academic year, or \$500 for summer school.) The loan is repaid in quarterly payments beginning six months after completing or discontinuing study; and is to be fully repaid within six years. Interest is

charged at the rate of three percent annually and begins when the borrower completes or discontinues study. To obtain the necessary application forms, the applicant should write directly to the Office of Educational Loans and Scholarships, 425 Witherspoon Bldg., Philadelphia, Pa. 19107.

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

THE HOLLENBECK STUDENT LOAN FUND is available for loans to 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.

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.

Board of Directors Lindenwood College

OFFICERS OF THE BOARD

Armand C. Stalnaker, Ph.D., *President*
Russell J. Crider, M.D., *Vice-President*
Mrs. Arthur Stockstrom, L.H.D.,
Secretary
James W. Quillian, *Treasurer*
Mary E. Yonker, A.B., *Assistant Secretary*

MEMBERS OF THE BOARD TERM OF OFFICE, 1967-1973

Mrs. James Hamill, *Alumna*,
Oklahoma City, Okla. (1970)
The Reverend W. Davidson McDowell,
D.D., St. Louis, Mo. (1960)
Robert Hyland, St. Louis, Mo. (1971)

TERM OF OFFICE, 1968-1974

William H. Armstrong, St. Louis, Mo.
(1944)
John M. Black, St. Louis, Mo. (1963)
Mrs. Arthur Stockstrom, L.H.D.,
Clayton, Mo. (1949)
James W. Quillian, Oklahoma City,
Okla. (1968)
Armand C. Stalnaker, Ph.D.,
St. Louis, Mo. (1969)

TERM OF OFFICE, 1969-1975

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

BOARD OF OVERSEERS

Mrs. K. K. Barton, *Alumna*,
Kansas City, Mo. (1966)
Arthur S. Goodall, *Life Member*,
St. Louis, Mo. (1937)
Mrs. Thomas W. Irwin III, *Alumna*,
Corsicana, Texas (1970)
R. Wesley Mellow, *Life Member*,
St. Louis, Mo. (1943)
Mrs. James A. Reed, LL.D., *Alumna*,
Life Member, Kansas City, Mo. (1953)
The Reverend W. Sherman Skinner,
D.D., *Life Member*, Los Angeles,
Calif. (1955)
Mrs. J. L. Smith, *Alumna*,
Houston Mo. (1970)
Miss Victoria Smith, *Alumna*,
St. Louis, Mo. (1970)
Sidney W. Souers, LL.D., *Life Member*,
St. Louis, Mo. (1958)
The Reverend George E. Sweazey,
Ph.D., L.H.D., Princeton, N.J. (1959)
Mrs. Horton Watkins, L.H.D., *Life Member*,
St. Louis, Mo. (1957)

OFFICERS OF ADMINISTRATION

John Anthony Brown, *President*
A.B., Temple University; M.A., University of
Chicago; LL.D., Westminster College; L.H.D.,
Ursinus College; L.H.D., Tarkio College;
Litt.D., Rider 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*
A.B., Fresno State College; M.S., Boston
University.

Sandra Thomas, *Dean of the College*
B.A., University of Texas; M.S., Indiana
University.

Nancy McClanahan, *Director of
Alumnae Affairs and Associate
Director of Admissions*
B.A., Lindenwood College.

ALUMNAE ASSOCIATION OFFICERS

Mrs. Robert Bruere, *President*
Mrs. John A. Robb, *Vice-President*
Mrs. James J. White, *Secretary*
Mrs. Michael Gibbons, *Treasurer*

MEMBERS OF THE ALUMNAE COUNCIL

Term of Office 1969-1972

Mrs. Fayze Fandey, Redondo
Beach, Calif.
Miss Kathleen Ward, Richmond, Va.

Term of Office 1970-1973

Mrs. David Hahn, Richfield, Minn.
Miss Barbara Randolph, Chicago, Ill.
Mrs. Maurice Wilkinson, Denton, Texas

Term of Office 1971-1974

Mrs. Howard Carter III, St. Louis, Mo.
Mrs. E. J. Flanagan, Scarsdale, N.Y.
Mrs. Paul Leathers, Prairie Village,
Kansas
Mrs. Gordon Mudd, St. Charles, Mo.

LINDENWOOD ADMISSIONS COUNCIL

(Alumna representatives of L.C. for
Women who may be contacted for
information about the Colleges)

ARKANSAS

El Dorado—Mrs. Norman Bledsoe,
Jr., 1410 N. Jefferson
Mrs. Jack Vestal, 515 E. 15th
Little Rock—Mrs. John J. Donnelly
Jr., 8919 Longacre Drive

CALIFORNIA

Fremont—Mrs. Ray Dawson,
47664 Fortner
Mt. View—Miss Deborah Wittner,
2101 California
Pasadena—Mrs. Richard Woodfield,
711 E. Walnut
Redondo Beach—Mrs. Fayze
Fandey, 133 Via Los Altos
San Diego—Mrs. David Bottorff,
6018 Hillendale Court
Tustin—Mrs. Harry A. Wood, Jr.,
1602 Darsy Circle
Upland—Miss Diane Carithers,
713 Kilbourne Drive

CONNECTICUT

Trumbull—Mrs. Craig Hull,
206 Beacon Hill Road

GEORGIA

Atlanta—Mrs. Thomas A. Woods,
2029 Silvastone Dr., N.E.

ILLINOIS

Chicago—Miss Barbara Randolph,
1312 N. Dearborn
Godfrey—Mrs. William Bryant,
2804 Ridgedale Drive
Greenville—Miss Frances Kayser,
Box 95

Highland Park—Mrs. Robert
Hutchinson, 1047 Centerfield
Court
Miss Rebecca Thaler,
96 Lakeview Terrace
Mrs. H. Stephen Wiley,
1439 Sherwood Road
Springfield—Mrs. J. Norman Reid,
3244 Warner Drive

INDIANA

Indianapolis—Mrs. John A. Robb,
*Alumnae Association Vice
President* 5151 N. Pennsylvania
Muncie—Miss Marilyn McCall
Woody Hall—BSU
Rochester—Mrs. E. R. Wisely,
R.R. 4, Box 28

IOWA

Fort Dodge—Mrs. Ronald Hocking,
1303 26th Ave., North
Garner—Mrs. Kenneth Paca, R.R. 2

KANSAS

Leawood—Mrs. James P. Crow,
8422 Cherokee Lane
Overland Park—Mrs. Gary Hruby,
10401 W. 93rd Terrace
Prairie Village—Mrs. Paul Leathers,
8000 Roe
Shawnee Mission—Mrs. Karen
Alldredge, 10408 West 70th
Terrace
Mrs. Richard K. Johnson,
President, Kansas City
Alumnae Club, 5208
Mansfield Lane

KENTUCKY

Lexington—Mrs. C. H. Jett III,
Deepwood Drive

MASSACHUSETTS

Brighton—Mrs. Martin J. Rottenberg,
1986 Commonwealth Ave.

MINNESOTA

Coon Rapids—Mrs. Frank O. Eirten,
10308 Zion St. N.W.
Minneapolis—Mrs. Ray Giske,
4137 Colfax Ave. S.

Richfield—Mrs. David Hahn,
6637 Sheridan Ave. S.
St. Paul—Mrs. Richard Maki,
2096 Rosewood Lane S.

MISSOURI

Carthage—Mrs. W. D. Haughawout,
1303 S. Main
Kansas City—Mrs. Stanley Oplotnik,
19 W. 70th Ave.
Lebanon—Mrs. James D. Burtin,
400 Smith Rd.
St. Louis County—Miss Gail Bartels,
2030 D. Serenidad Lane
Mrs. F. Thomas Bedford,
3608 Imperial Gardens Dr. #9
Mrs. Howard Carter III,
8 Westwood Forest
Mrs. Michael Gibbons,
106 N. Fillmore
Miss Geraldine Herhold,
2030 D. Serenidad Lane
Mrs. Morton Mallory,
1257 Whispering Pines Dr.
Mrs. Carl Miller,
#21 Stoneyview Lane
Mrs. Karl Missbuechler,
7553 York St., Apt. 25
Mrs. Edward Mullen,
7536 Wydown
Mrs. Roger Nettles,
1009 Meadowridge
Mrs. Thomas Ryan,
7483 Ahern Court
Miss Victoria Smith,
7493 Ahern Ct.
Miss Loretto Thompson,
2030 D. Serenidad Lane

NEW JERSEY

Fort Lee—Mrs. Herbert Levy, Jr.,
3 Horizon Rd.

NEW YORK

Oyster Bay—Mrs. James Wolitarsky,
3 Anchorage Lane
Peekskill—Mrs. William Blacksher,
12 Woodland Blvd.

NORTH CAROLINA

Chapel Hill—Miss Mary Ellen
Packard, 520 Craig Hall
University of North Carolina

OHIO

St. Mary's—Mrs. Robert Stienecker,
R.R. #2

OKLAHOMA

Oklahoma City—Mrs. James C.
Hamill, Board of Directors,
821 N.W. 37th St.
Mrs. Thomas Williams,
200 N.W. 36th St.

PENNSYLVANIA

Carlisle—Mrs. Sandra Moon,
Operations Group,
Carlisle Barracks

TENNESSEE

Johnson City—Mrs. Bedford T.
Transou, 1104 Seminole

TEXAS

Austin—Mrs. Jill Graff,
1616 Royal Crest, Apt. 147
Dallas—Miss Sharman Beasley,
5915 E. University
Mrs. Thomas Carlin,
6151 Highgate Lane
Mrs. Margaret B. Jones,
10503 LeMans
El Paso—Mrs. David Wick,
44 Fountain Rd., Apt. 5
Sherman—Mrs. James Buchanan,
1625 Shields

WISCONSIN

Racine—Miss Penelope Harrison,
2214 Washington Ave.

Degrees and Honors

DEGRESS AND HONORS, 1971 BACHELOR OF ARTS

Judith Ann Johnston, *summa cum laude*
Neva Marie Ellwein, *magna cum laude*
Susan Jean Ackermann
Janet Yvonne Acton
Shawnie Lee Agee
Kathryn Lee Albro
Nancy Jo Anderson
Constance Blake Anway
Farida Osman Anway
Anna Katherine Baty
Sandra Bates Baxter
Darcey Jean Beintker
Susan Elizabeth Bridges
Teresa Gail Brockgreitens
Mariann Grimm Brooks
Sharon Ann Brown
Mary Ann Collier
Maria Claudia Dammert
Patricia Ann Fogarty Drew
Gaynelle Evans
Sandra Kay Walker Franke
Nicole Germaine Ghazal
Joyce Lynn Gibson
Linda Haddock
Jacque Lee Hansbrough
Susan Haughawout
Barbara Jane Hedlund
Mary Patricia Higgins
Jeanne Elizabeth Hind
Marsha Marie Hollander
Marlene Celeste Howell
Helen Irene Jones
Margo Kelsey
Marianne Lavinia Kitchell
Diana Elizabeth Kosten
Gail Anita Leussler
Ann Mabon
Rita Elena Marchegiani
Phyllis Sheridan Ingerton Markowitz
Constance Madalene Miltenberger

Kristie Lynn Mochow
Patricia Louise Morrison
Peggy Nakos
Sharon Kay Niles
Rea Mae Nuppenau
Dianne Kathleen Olson
Georgia Kay Perkins
Ann Elizabeth Phillips
Suzanne Marie Pineo
Toni Lynn Pitts
Sigridur Ragnarsdottir Ragnar
Sandra Jean Sather
Anne Elisabeth Loehr Schambye
Deborah Montgomery Schnedler
Sandra Louise Siehl
Helen Ann Sims
Catherine Tharas Smith
Karen Smith
Martha Ann Smith
Pamela Joan Stephenson
Darcy Ruth Stout
Beverly Sue Thurston
Cheryl Jo Tracey
Mary Anne Umsted
Linda Ann Million Verebelyi
Meryl Paula Woolf
Katherine Rose Yaffe

BACHELOR OF SCIENCE

Jean Ann Redpath, *magna cum laude*
Honors in Music
Carolee Ruth Bryan-Ashwell
Ann Karen Austin
Berte Jane Baker
Marsha Bassett
Jan Elizabeth Blankenship
Sandra Lee Bornmann
Constance Mueller Brooks
Bethel Ann Carter
Ann Kovatch Cortazzo
Virginia Ann Crusa
Joan Singley deKruif
Holly June Devonshire
Betty Harlene Eggemeyer
Mary Ellender Young Favor
Shirley Ann Feller
Marsha Lee Fox
Caro Lynn Halbrook
Joan Marie Reimler Haugk
Marilyn Sammelmann Klutenkamper
Linda Lee Knight
Nancy Cole Kreinberg
Barbara Mourffee Langston
Mary Estelle Lynch
Jo Janet McGruder
Sharon Milstead
Anne McPile Nelson
Betty Jean Norton
Melissa Jane Parker
Doris Jean Purcelli
Linda Gail Randolph
Sarah Elizabeth Smith
Constance Elizabeth Stewart
Elizabeth Ann Stokes
Kathryn Ellen Stroder
Elisabeth Jean Thorpe
Su-Sun Wang
Jeanne Ellyn Weber

HONORARY DEGREES

Betty Sue Cooper Hearnes,
Doctor of Humane Letters
John MacLean Black, *Doctor of Laws*

Lindenwood College II

LINDENWOOD COLLEGE II HISTORY

The idea for a college to be established in some kind of 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 co-ordinate 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 the administrative officers, with Dr. John Anthony Brown as the first President, and Dr. Gary H. Quehl as the first Vice President and Dean. 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 the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees, 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. Lindenwood College II sees itself as the second of a cluster to be known as The Lindenwood Colleges. Those responsible for the academic program of the college propose to pioneer in interdisciplinary studies related specifically to a new era and to the needs of the young men who come to us in these first years. 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.

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 students, faculty, administrators and trustees coming together at appropriate times 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. Community government, *as a set of ground rules*, requires the best from each individual. Such government demands patience, participation by those who will be affected by decisions, dependence on knowledge and rational discourse for the making of decisions, and a decentralization and broadening of leadership potential and responsibility. Community government is based upon a belief that the most important decisions ought to be, and can be reached more by consultation than by edict.

The Academic Programs

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. As voting members of this committee, student representatives have an active voice in determining the content and nature of special academic programs in the college.

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 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. In general, eight to twelve courses in an area of concentration. (No more than twelve courses from a single department may count toward the graduation requirement of 36 courses, although more may be taken.)¹ Specific course requirements for each area of concentration are listed in the section on courses of instruction.

5. Two to four courses outside the area of concentration but within the division of the major.
6. Proficiency in a foreign language or the successful completion of four courses in a specific language.
7. Proficiency in English composition. Proficiency examinations are administered by the Department of English. Students whose written language does not meet established standards will take English 213.
8. A designated number of convocations.

BACHELOR OF SCIENCE OR FINE ARTS

The curriculum for the Bachelor of Science or Bachelor of Fine Arts degree is the same as that for the Bachelor of Arts except as follows:

- a. Nine courses (rather than six) chosen from the exploratory divisional elective—three from each division.
- b. No all-college requirement in a foreign language although certain areas of concentration may specify a particular foreign language competency.

¹Exceptions to this regulation exist in certain areas of concentration when more than one subject or approach to the subject is involved: Art, Classics, Communication Arts, Modern Languages, and Music.

INDEPENDENT STUDY TERM

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

Approval of an independent term proposal can only be granted by vote of the Lindenwood College II Curriculum Committee after an examination of the documents and an oral discussion with the student and the sponsoring faculty. At the first meeting in which the proposal is discussed, the Lindenwood College II Curriculum Committee may accept the proposal or recommend revisions. The student and the sponsors may appear before the next committee meeting, when the decision to accept or reject is final. The proposal must be accepted by the final regular meeting of the long term preceding the proposed independent term.

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

PARTICIPATION IN COMMUNITY GOVERNMENT

Upon enrolling at Lindenwood College II, each student assumes the important obligation of participating in the decision-making that determines the quality of college life. The creation of a new college especially requires an unusual commitment of this nature on the part of all its members. The particular way which this commitment is demonstrated, however, is a matter of personal choice.

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 suspension 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 suspended.

ATHLETICS

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

The gymnasium of The Lindenwood Colleges, while presently limited in its capacity, provides opportunity for "free" recreation in basketball, swimming, volleyball and weight lifting.

RELATION TO LINDENWOOD

While all students of The Lindenwood Colleges share equally in the total academic program, the organization and governance of social life is a responsibility of the student body of each college. This does not preclude the desirability of effective liaison between the two colleges in determining the nature and degree of joint social planning and programming.

SCHOLARSHIP AND GRANTS

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

GRANTS-IN-AID—Through the educational assistance program of the United Presbyterian Church U.S.A., grants-in-aid are provided for the children of full-time, trained religious leaders employed by a church or a judicatory of the United Presbyterian Church U.S.A. The student must be engaged in or entering undergraduate study at an accredited college, university, or vocational school on a full-time basis. The basis of the award is need and academic ability. The amount of the grant is \$200 to \$1,200, and is determined by analysis of financial need. For an application form, write the Office of Educational Loans and Scholarships, 425 Witherspoon Building, Philadelphia, Pa. 19107. It must be submitted by March 1 for assistance in the following academic year.

STUDENT LOAN FUNDS

Specific information regarding National Defense Student Loans may be obtained from the Financial Aid Secretary.

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 pro-

gram of the Commission on Ecumenical Mission and Relations. (The maximum loan available is \$1,000 in an academic year, or \$500 for summer school.) The loan is repaid in quarterly payments beginning six months after completing or discontinuing study; and is to be fully repaid within six years. Interest is charged at the rate of three percent annually and begins when the borrower completes or discontinues study. To obtain the necessary application forms, the applicant should write directly to the Office of Educational Loans and Scholarships, 425 Witherspoon Building, Philadelphia, Pa. 19107.

PRIZES AND AWARDS

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.

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.

Directory

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Index

Academic Policies and Procedures	69, 70, 71, 72
Academic Program	94
Administrative Staff	81
Admissions and Financial Aid	73, 74
Alumnae Officers	90
American Studies	52
Areas of Concentration	19
Art Courses	23
Awards, Scholarships, Grants	87
Biology	44
Board of Directors and Overseers	89
Buildings and Memorials	8
Business Institute	53
Calendars	4, 6
Campus Map	7
Center for the Undergraduate Study of Mathematics	47
Chemistry	46
Classics	25
Common Course	21
Communication Arts	27
Contents	1
Course Numbering	20
Degree Requirements	84
Directory of the Colleges	77
Economics	55
Education	56
English	30
Faculty	78
French	34
Geography	61
German	37
Gifts to the Colleges	2
Grading and Scholarship Standards	70, 71
History	60
Humanities Division	22
Library	81
Lindenwood College for Women	83
Lindenwood College II	93
Loan Funds	88
Location	8
Major Fields	18
Modern Languages	34
Music	38
Musical Organizations	40
Nursing	68
Objectives	17
P.E. Activities	50
Philosophy and Religion	41
Physical Education	49
Physics	48
Policies and Objectives	12
Political Science	62
Psychology	63
Recreation	50
Registration and Scheduling	69, 70
Secretarial Studies	53
Sciences and Mathematics Division	44
Social Science Division	52
Sociology	65
Spanish	35
Special Academic Programs	67, 68
Student Life	86, 93, 95
Teacher Training	56
The Colleges	Inside Front Cover
Tuition and Fees	75, 76



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