

# The Lindenwood Colleges



**Bulletin 1969-1971 Catalog Issue**

**The Lindenwood Colleges**

**1969-1971**

The Lindenwood Colleges are comprised of the oldest women's college west of the Mississippi and the newest liberal arts college. Lindenwood College for Women was founded in 1827 and Lindenwood College II was established in 1969. The Colleges offer coordinated four-year academic programs leading to the Bachelor of Arts or Bachelor of Science degree. Most classes are held in common. The degree programs are fully accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education. The Colleges are affiliated with the Association of American Colleges and the American Council on Education. Lindenwood College for Women is a member of the Presbyterian College Union and the American Association of University Women.

This two-year catalog lists course offerings for the academic years 1969-1970 and 1970-1971. Any changes in the program will be announced in a printed supplement issued in September, 1970.

Prospective students interested in visiting the campus of The Lindenwood Colleges are encouraged to visit when the colleges are in session. Students are urged to make an appointment approximately two weeks in advance of their arrival to assure that a member of The Lindenwood Colleges Admissions Staff can schedule sufficient time to discuss educational plans with the student. 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. The office is also open Saturday mornings from 9:00 a.m. until noon during the academic year.

Admission to the programs and facilities of The Lindenwood Colleges is open to all students without regard to race, color, or national origin.

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The symbol of The Lindenwood Colleges combines two abstract shapes, each with its own beginning point, moving toward a common direction. The two parts of the design have many features in common, but each has its own identity, reflecting the cluster concept of The Lindenwood Colleges. The lines encompass two worlds drawn together in a community that becomes greater than the sum of its two parts.

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# The Lindenwood Colleges

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. If the individual student is to develop the independence and the creativity needed in these times, opportunities must be provided to put newly discovered concepts into practice. There must be occasions to test, to re-examine, to revise. For these reasons, the intellectually challenging extra-curricular programs and experiences of The Lindenwood Colleges are also integral to the liberal arts objectives of the coordinate colleges.

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## Academic Programs

The academic purposes and ideals of The Lindenwood Colleges are given form and substance by carefully designed curricula and an innovative academic calendar. These ideals have led to an emphasis on the responsibility of the colleges to motivate each student to the highest level of achievement. Those aspects of the extra-curricular as well as academic programs which pertain to students as young women and young men, are represented in distinctive features of the two colleges. The calendar and curricula make it possible for each student to construct a personal learning program which is related to the individual's own vital concerns.





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# 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.

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# Degree Programs

The degree programs of The Lindenwood Colleges are designed to permit each student unusual opportunity to construct an academic program of particular relevance within the framework of the liberal arts and sciences. Academic guidance and counseling at the colleges are devoted to the principle that only by careful involvement of the student in planning and selecting from the many choices of courses and emphases which are available, will the highest level of motivation be realized. The Lindenwood Colleges offer both the Bachelor of Arts and the Bachelor of Science degrees.

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# Program Goals

The Lindenwood Colleges have designed their coordinate programs in ways which will:

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.
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. Emphasize 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.







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# Major Fields

The Lindenwood Colleges offer three majors and twenty subject-areas of concentration leading to the Bachelor of 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.

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## Humanities

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

Art History  
Studio Art  
Classical Civilization  
Communication Arts  
English  
Music  
French  
German  
Spanish  
Philosophy  
Religion

### Areas of Concentration leading to the B.S. Degree

Studio Art  
Communication Arts  
Music  
Philosophy

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## Sciences

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

Biology  
Chemistry  
Mathematics  
*Nursing*

### Areas of Concentration leading to the B.S. Degree

Biology  
Chemistry  
Mathematics  
*Nursing*

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## Social Sciences

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

Economics  
History  
Political Science  
Psychology  
Sociology

### Areas of Concentration leading to the B.S. Degree

Economics  
Elementary Education  
History  
Political Science  
Psychology  
Sociology

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**Major** – the general field of study in which most of a student's work is taken. The fields of study are represented in the Humanities, Natural Science and Mathematics, and Social Science Divisions.

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# Glossary of Terms

**Area of Concentration** – the specific subject area within a major. Minimum and maximum numbers of courses are specified. The student must designate the area of concentration usually by the end of the sophomore year, although some subjects – particularly a science, mathematics, elementary education, art, or music concentration – need to be started in the freshman year.

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**A Required Course** – a course or a choice from a designated list which must be taken for a particular degree and program. The general requirements for both colleges are The Lindenwood Common, a foreign language (for the B.A.), and the Exploratory Divisional Electives.

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**Exploratory Divisional Elective** – (sometimes referred to simply as “divisional elective”) a course chosen from a designated list to meet requirements for work in a Division and to enable the student to *explore* a discipline before the choice of major and area of concentration is final.

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**Independent Study** – a course performed under the guidance of an instructor and subject to his approval and evaluation, but designed and carried out by the student working outside the classroom at times and places which he determines.

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**Free Elective** – a course not specified in the all college requirements or listed among courses from which choices are to be made for a particular major.

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**Full and Fractional Courses** – a full course takes the standard class time in the academic schedule, usually one hour a day for four days a week, or two hours a day for two days a week. A fractional course ( $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ ) meets less frequently, needs less time for class preparation, or is in some way supplemental to the student's basic program.

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**Interdisciplinary Areas of Concentration** – subject areas involving more than one department of study. The area of concentration in Classical Civilization, for example, is based on the study of Latin and Greek, but also involves courses in ancient art, literary criticism, theatre, ancient history, and political science. The area of concentration in Communication Arts concerns radio broadcasting, film-making, drama, and speech, but may also include certain courses in English, history, music, political science, psychology, and sociology.

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**Prerequisite** – a course or experience which is required prior to acceptance into another course.

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# Exploratory Divisional Electives

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## Humanities

Art 100 – Basic Art  
Art 101 – Design  
Art 111 – World Art & Literature  
Art 112 – World Art & Literature  
Classics 165 – Graeco Roman Civilization  
Classics 166 – Graeco Roman Civilization  
Communication Arts 121 – Broadcasting Today  
Communication Arts 171 – History of the Theatre I  
Communication Arts 172 – History of the Theatre II  
Communication Arts 173 – History & Criticism of the Film  
Communication Arts 175 – History of the Theatre III  
Communication Arts 180 – Mass Communication in Society  
English 111 – World Art & Literature  
English 112 – World Art & Literature  
English 125 – History of English Language and Introduction to Linguistics  
Music 100 – Introduction to Music  
Music 101 – Introduction to Music Theory  
Philosophy 106 – Philosophy of Science  
Philosophy 155 – Philosophical Thinking  
Philosophy 156 – Aesthetics  
Religion 100 – Religions in America  
Religion 151 – Tradition & Dissent in Old Testament  
Religion 152 – Introduction to Literature & Religion in New Testament

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## Science & Mathematics

Biology 101 – General Biology I  
Biology 102 – General Biology II  
Chemistry 151 – General Chemistry I  
Chemistry 152 – General Chemistry II  
Mathematics 101 – Concepts of Mathematics I  
Mathematics 102 – Concepts of Mathematics II  
Mathematics 151 – Introduction to Electronic Data Processing  
Mathematics 171 – Mathematics Analysis I  
Mathematics 172 – Mathematics Analysis II  
Mathematics 181 – Computer Science I  
Mathematics 182 – Computer Science II



# Social Sciences

Economics 101 – Introduction to Economics I  
Economics 102 – Introduction to Economics II  
Economics 104 – Consumer Economics

Education 100 – Education in America  
Education 140 – Urban Education

History 101 – Western World I  
History 102 – Western World II

Political Science 100 – Art & Science of Politics  
Political Science 155 – American National Government

Psychology 100 – Introduction to Psychology  
Psychology 101 – Psychology of Personality  
Psychology 102 – Principles of Child Growth and Development

Sociology 102 – Basic Concepts of Sociology  
Sociology 122 – Races of Man

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0- 99 Fractional courses not involving independent study.

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100-189 Exploratory Divisional Electives.

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191-192 Independent study off-campus with the final digit indicating the  
193-194 fraction of full course credit to be earned ( $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ ).

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200-289 Courses open to all students *without* prerequisites.

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291-292 Independent study on campus with the final digit indicating the  
293-294 fraction of full-course credit to be earned.

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300-389 Courses *having prerequisites*.

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394 A full course of independent study for seniors which may be used  
as an honors project.

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400 Senior Synthesis course.

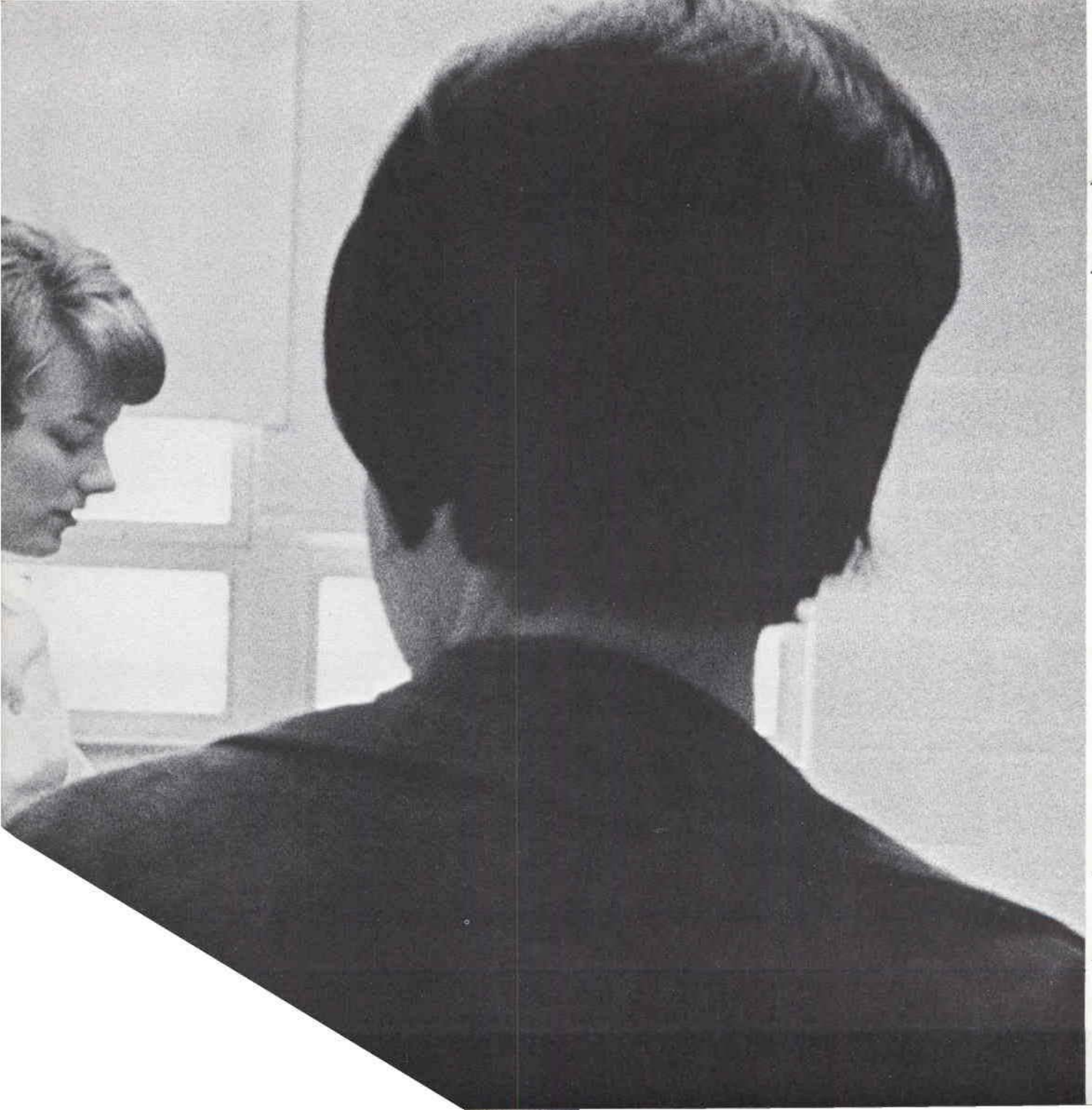
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Hyphenated numbers (e.g. 301-302) designate two-term courses for which credit is not granted for the first term unless the second term is completed.

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.

All courses listed are full courses unless otherwise indicated.

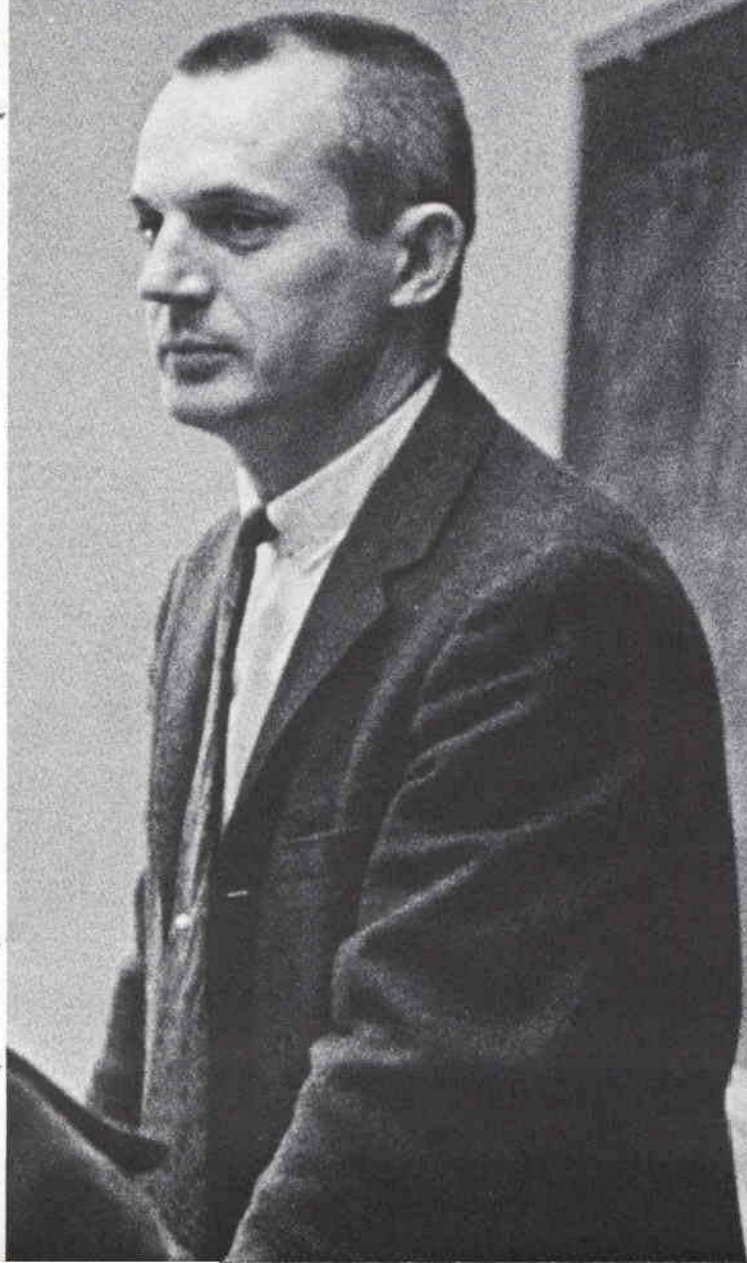
## Numbering of Courses







**Courses of Instruction**





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# Art

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**Associate Professor Hendren, Chairman**  
**Associate Professor Amonas, Modern Dance**  
**Associate Professor Kanak,**  
*Artist in Residence*  
**Associate Professor Eckert**  
**Assistant Professor Wehmer**  
**Instructor Knickmeyer**

The Art Department offers an area of concentration in studio art and an area of concentration in the history of art. Both the B.A. and B.S. degrees are offered in the concentration in studio art.

The studio concentration requires a minimum of two art history courses and seven studio art courses. No more than 12 studio courses and four supporting courses in the History of Art may count toward the graduation requirement of 36 courses. Art 100 is a prerequisite for all studio courses.

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 12 art history courses and four supporting courses in studio art may count toward the graduation requirement of 36 courses. Art 111, 112 are prerequisites for all art history courses.

All studio art courses with the exception of Art 100 and Art 101 may be repeated as many times as the student chooses for full course credit within the maximum limits for graduation. Sequences of courses in studio art are designated by the letter a through h following the general course number.

Students who plan to emphasize either Art History or Studio Art 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.

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*

### 101 DESIGN

Environmental design in varied media. *Staff*

### 300 a-h—PAINTING

Painting in all media with instruction and criticism appropriate to the need and level of the individual student. *Wehmer, Kanak*

### 310 a-h—GRAPHICS

Printing in all media with instruction and criticism appropriate to the need and level of the individual student. *Wehmer, Kanak*

### 320 a-h—SCULPTURE

Sculpture in all media with instruction and criticism appropriate to the need and level of the individual student. *Knickmeyer*

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

### \*325 (January) PHOTOGRAPHY

### \*328 (January) SCULPTURE AND WORKSHOP IN CASTING

### 330 a-h—DRAWING

Drawing in all media with instruction and criticism appropriate to the need and level of the individual student. *Wehmer, Kanak*

### 340 a-h—OPEN STUDIO

This course is designed as a composite studio experience where independent study allows the student to concentrate in a single medium or to work in all areas of studio art. A student taking this course must work under close supervision of a faculty adviser. *Staff*

### \*372 (January) VISUAL ENVIRONMENTS AND DANCE

## ART HISTORY COURSES

### 111, 112 WORLD ART AND LITERATURE

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

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

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

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

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

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

### \*332 PRIMITIVE ART

The art of primitive cultures and their influence on the development of Twentieth Century art. *Hendren*

### \*341 ART OF THE ANCIENT NEAR EAST

The study of the art of Egypt and the Mesopotamian valley. *Hendren*

### \*351 ORIENTAL ART

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

### \*352 NORTHERN RENAISSANCE ART

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

### 353 ITALIAN RENAISSANCE ART

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

### \*354 NINETEENTH CENTURY ART

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

### \*355 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*

*\*Offered alternate years.*



### **356 BAROQUE ART**

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

### **\*357 GREEK AND ROMAN ART**

A study of Aegean, Greek, and Roman art. *Hendren*

### **\*359 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*

### **\*360 AMERICAN ART II**

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

### **\*361 TWENTIETH CENTURY ART I**

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

### **\*362 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*

### **\*363 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*

### **\*364 MEDIEVAL ART II**

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

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

### **\*371 (January) HISTORY OF DRAWING AND GRAPHICS**

### **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. *Hendren 1969-70. Alternate staff subsequent years.*



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# Biology

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**Professor Delaney, Chairman**  
**Professor Grundhauser**  
**Professor Rechtern**  
**Assistant Professor Brescia**

Concentration in Biology requires the completion of nine courses in Biology and two courses outside the department but within the Division of Natural Sciences and Mathematics. Both the B.A. and B.S. degrees are offered in Biology.

## 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*

## 194 INDEPENDENT STUDY

## 200 (January) ANATOMY OF SEED PLANTS

Prerequisite: Biology 101. *Rechtern*

## 252 CULTIVATED PLANTS

A study which includes the identification, culture, and methods of propagation of cultivated plants. The greenhouse serves as a laboratory for the cultivation of all types of house plants. Students are given practice in raising annuals from seed and in the preparation and planting of borders. The course includes numerous trips to local gardens, parks, and nurseries. *Rechtern*

## \*302 ENVIRONMENTAL BIOLOGY

The interrelationships of animals, plants, and their environment are studied. Field trips are taken to local ponds, marshes, streams, woods and fields to observe living communities. Prerequisite: Course 101-102.

## \*303-304 COMPARATIVE ANATOMY

A course dealing with the comparative anatomy of the vertebrates with special emphasis on mammalian structures and their development. Prerequisite, Course 101-102.

## \*305 VERTEBRATE PHYSIOLOGY

A study of the functions of vertebrate organisms on the organ-system level. Prerequisite: Biology 101-102, Chemistry 151-152, and consent of instructor. *Grundhauser*

## 306 CELLULAR PHYSIOLOGY

A study of the properties and activities of organisms at the cellular and subcellular levels. Emphasis is centered on: membrane phenomena, the mechanism of movement, conduction in nerve and muscle fibers, and cellular and subcellular response to ionizing radiations. Prerequisite: Course 101-102, and consent of the instructor. *Delaney*

## 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: Course 101-102. *Brescia*

## \*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, especially to the role of nucleic acids in directing developmental processes.

## 313 MICROBIOLOGY

A course treating the morphology and physiology of bacteria, yeasts, molds, and viruses, with emphasis on the bacteria. Some consideration is also given the basic concepts of immunity. Prerequisite: Course 101-102. *Brescia*

## \*314 BIOPHYSICS

A theoretical treatment of the structure and function of living materials from the standpoint of physics and physical tools. Some of the topics to be studied will be as follows: the submicroscopic structure of cellular elements; protoplasmic viscosity; surface tension; physical aspects of permeability; surfaces and surface activities; the problem of free and bound water in protoplasm; the nature and origin of bioelectric phenomena; heat and cold death; biological effects of radiations; and the production and use of radio-active tracers in biological investigations. Prerequisite: Biology 101-102, Physics 303-304. *Grundhauser*

## \*315 SURVEY OF PLANTS

A survey of the plant kingdom dealing with gross structure and reproduction of representative forms to show their evolutionary relationship. Prerequisite: Course 101-102. *Rechtern*

## \*317 ANATOMY

A course for physical education majors only. It gives a basic knowledge of the structure of the human body emphasizing the interrelationship of the skeletal, muscular, and nervous systems. Prerequisite: Course 101-102.

## 363 BIOCHEMISTRY

A study of the fundamental chemical processes of living matter. Topics include: protein chemistry, enzyme kinetics, the nucleic acids, biological oxidation and the metabolism of fats, carbohydrates and proteins. Prerequisite: Chemistry 361 and permission of the instructor. *Delaney*

## \*370 SEMINAR: TOPICS IN BIOLOGY

Special topics, selected from various areas of biological investigation either of recent or historical origin, are studied in depth. Topics will differ from year to year. For Science majors only. *Grundhauser*

## 294 INDEPENDENT STUDY

## 394 HONORS PROJECT

A course of independent study for seniors.

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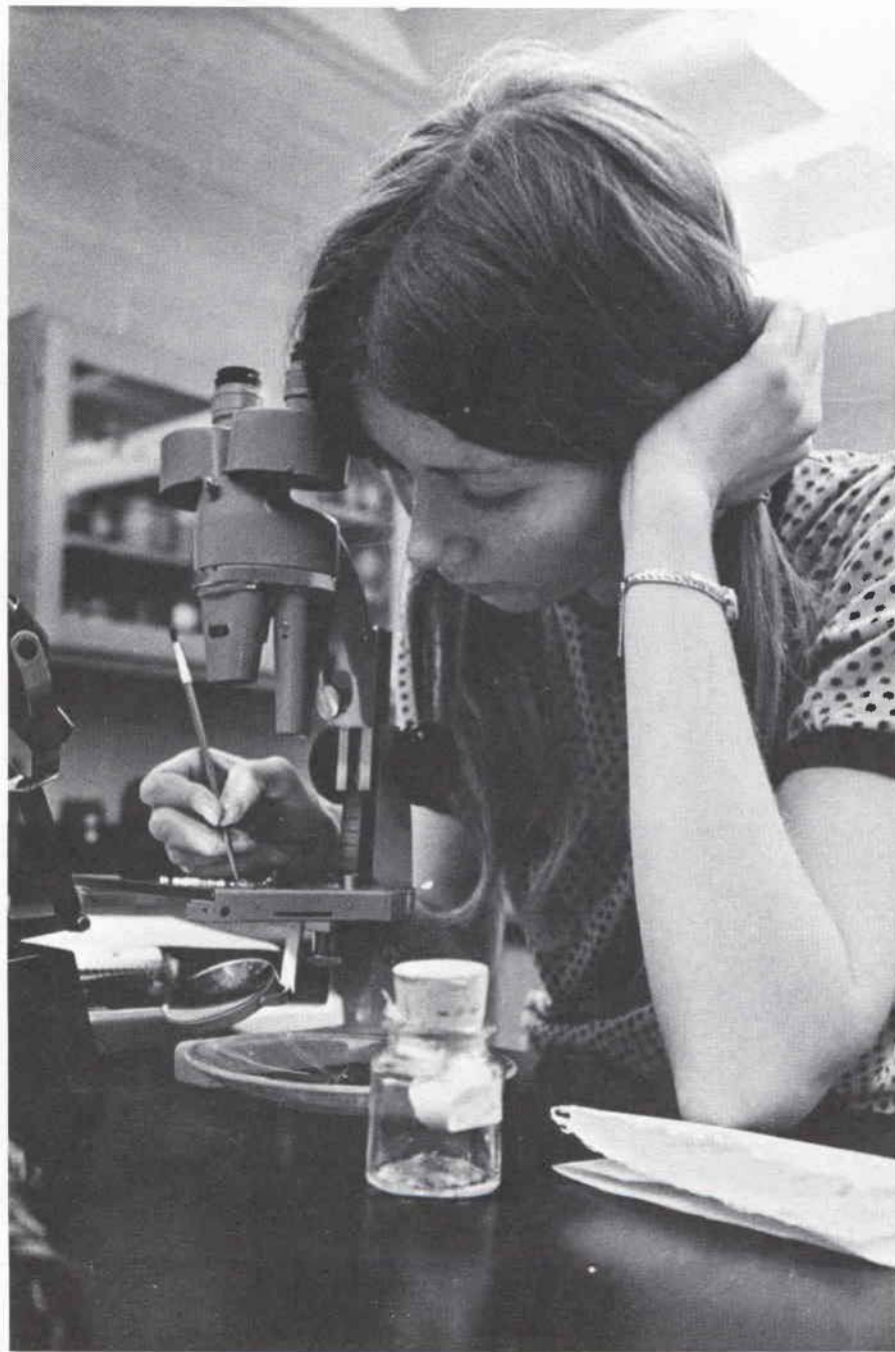
# Chemistry

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**Professor Bornmann, Chairman**  
**Assistant Professor Welch**

Concentration in chemistry requires the completion of 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 the B.A. and B.S. degrees are offered in Chemistry.



### **151 GENERAL CHEMISTRY I**

A systematic treatment of the principles of science which are applied to chemistry. Special sections are available for those students who have not had high school chemistry. Topics included are atomic structure, chemical bonding, gases, classification of the elements, and solutions. Three lectures and one three-hour laboratory period per week. *Welch*

### **152 GENERAL CHEMISTRY II**

A continuation of Chemistry 151. Inorganic qualitative analysis and basic organic chemistry are included. Prerequisite: Chemistry 151. Three lectures and one three-hour laboratory period per week. *Welch*

### **\*200 (January) THE SPACE FRONTIER**

A study of the problems and some solutions which have evolved from space research. The discussions include the interactions of biology, chemistry, mathematics, medicine, and physics in man's venture into space. There is also a section on extra-terrestrial biology. A trip to the Houston Manned Space Craft Center and to the launch facilities at Cape Kennedy may be included. *Bornmann*

### **291, 292, 293, 294 INDEPENDENT STUDY IN CHEMISTRY**

### **\*353 CHEMICAL EQUILIBRIA**

A qualitative and quantitative examination of chemical reactions by use of the principles of chemical equilibria, thus enabling the student to predict the nature and quantities of the products of reactions. Prerequisite: Chemistry 152 or proficiency examination. Three lectures and one three-hour laboratory period per week. *Welch*

### **\*354 QUANTITATIVE ANALYSIS**

A study of the practice and principles of analytical chemistry with emphasis on quantitative analysis, including instrumental analysis. Prerequisite: Chemistry 152 or proficiency examination. Two lecture-discussion and two three-hour laboratory periods per week. *Welch*

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*\*Offered alternate years.*

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### \*360 INTRODUCTORY ORGANIC CHEMISTRY

Study of typical organic compounds, their nomenclature, and fundamental reactions. This course does not satisfy prerequisite of any further courses in chemistry. Prerequisite: High school chemistry or Chemistry 151. Two lectures and two two-hour laboratory periods per week. *Staff*

### \*361, 362 ORGANIC CHEMISTRY

A systematic study of the nomenclature, structure, and properties of organic compounds. Laboratory experience in synthesis and purification of typical compounds. Prerequisite: Chemistry 152 or proficiency examination. Three lectures and one three-hour laboratory period per week. *Bornmann*

### 363 BIOCHEMISTRY

Study of topics of interest in biology and chemistry, including metabolism, vitamins, and hormones, and blood and urine analysis. Prerequisites: Chemistry 361 and Biology 305 or concurrent registration therein. One lecture and two two-hour laboratory periods per week. *Delaney*

### \*364 ORGANIC QUALITATIVE ANALYSIS

Identification of organic compounds from their properties and by preparation of derivatives. Prerequisite: Chemistry 362. One lecture and two two-hour laboratory periods per week.

### \*371 PHYSICAL CHEMISTRY I

Theory and mathematical study of chemical states and compounds. Prerequisites: Chemistry 353, 361 and Mathematics 171. Three lectures and one three-hour laboratory period per week. *Bornmann*

### \*372 PHYSICAL CHEMISTRY II

Study of chemical thermodynamics, electrochemistry, and selected topics in advanced chemistry. Prerequisite: Chemistry 354 and 371, and Mathematics 304. *Bornmann*

### \*380 SELECTED TOPICS IN CHEMISTRY

Special topics from various areas of chemistry are studied in depth. Topics will differ from year to year. Prerequisite: Permission of instructor.



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# Classical Civilization

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**Professor Toliver, Chairman**

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, with at least two of them from those in the *Humanities Division*: *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 221 (The Early 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 tuition free.

A cooperative program with St. Louis University makes the classics courses at Lindenwood and at St. Louis University available to students of both institutions.

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Courses in Classics require no knowledge of Greek or Latin; however, students selecting Classical Civilization as an area of concentration will be expected to develop facility in one or both of the classical languages.

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### 165, 166 GRAECO-ROMAN CIVILIZATION

A study of the political and cultural attainments in Greece and Rome. The history, literature, and art of both nations are examined and emphasis is placed upon the classical contributions to western civilization. In general, Greek culture is considered during the first term and Roman during the second. *Toliver*

### \*200 SCIENTIFIC TERMINOLOGY FROM GREEK AND LATIN

A course designed especially for the student of the biological sciences, nursing, and medicine to give a command of the technical vocabulary used in the profession through a study of prefixes, suffixes, and root words derived from Greek and Latin. No previous knowledge of Greek or Latin required. *Toliver*

### \*250 (January) CLASSICAL MYTHOLOGY

A study of the most important classical myths, with a consideration of their relation to Greek and Roman thought and culture. Some attention is given to the use of classical myths in literature and art. *Toliver*

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

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*

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\*Offered alternate years.

## LATIN

### \*201-202 ELEMENTARY LATIN

A beginning course for the student who has had no Latin or whose proficiency is seriously deficient. Grammar and syntax are stressed at the beginning of the course with as much reading of Latin as possible. As the student acquires the necessary tools for translation, the reading of selections from Roman writers is emphasized.

### 301-302 LATIN MASTERPIECES

Translation of selections from various Latin writers, including especially Ovid and Vergil, with a study of their literary qualities. Prerequisite: Latin 201-202 or two years of high school Latin. *Toliver*

### \*321 ROMAN DRAMA

Translation of one play of Plautus, one of Terence, and, when time permits, one of Seneca. The origins and types of Roman drama are studied, and some attention is given to the theater as an institution of Roman life. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

### \*322 ROMAN LETTERS

Translation of selected letters of Cicero and Pliny the Younger. A comparison of their personalities, their lives, and the political situations during the periods which they represent will be made. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

### \*351 ROMAN HISTORIANS

Selections from such writers as Caesar, Livy, Suetonius, and Tacitus are read. Their theories of history and styles are studied, and some consideration is given to their influence upon the development of history as a literary genre. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

### \*352 ROMAN LYRIC POETRY

Selections from Roman poets, particularly Catullus and Horace, are read. Their styles and influence upon later poetry are studied, and some consideration is given to their effect upon society of their own time. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

### \*381 ROMAN PHILOSOPHY

Translation of selections from such writers as Cicero, Lucretius, and Seneca with a study of Greek sources and of philosophic schools. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

### \*382 ROMAN SATIRE

Translation of selections from Martial, Juvenal, and Horace with a study of the development of Roman satire as a genre. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

### \*383 ROMAN NOVEL

Translation of a selection from Petronius' *Satyricon* and, when time permits, of some part of Apuleius' *The Golden Ass*. A study is made of the development of the romance in Greek and Roman literature. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

### \*384 ROMAN ELEGY

Translation and study of selections from Tibullus, Propertius, and Ovid. Prerequisite: Latin 301-302 or three high school units in Latin.

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## GREEK

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### \*203-204 ELEMENTARY GREEK

Grammar and syntax are stressed at the beginning of the course with as much reading of Greek as possible. As the year continues, emphasis is placed upon reading of selections from Greek literature, and attention is given to the authors' styles and their contribution to the Greek culture. *Toliver*

### \*331-332 GREEK LITERATURE

Translation of selections from Homer during the first semester and of selections from Attic writers during the second semester. Consideration is given to the style and influence of each author. Prerequisite: Greek 203-204 or its equivalent. *Toliver*



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# The Lindenwood Common

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## **SOCIAL SCIENCES:**

**Professor Moore,**  
*Director of The Lindenwood Common*  
**Professor Eddowes**  
**Assistant Professor Caine**

## **NATURAL SCIENCES:**

**Professor Bornmann**  
**Professor Delaney**  
**Assistant Professor Brescia**

## **HUMANITIES:**

**Associate Professor Thomas**  
**Associate Professor Eckert**  
**Instructor Fields**

## **101-102 ENVIRONMENT**

The Lindenwood Common Course attempts to acquaint the student with the revolutionary changes and dominant issues of our time, and to relate these changes and issues to the academic disciplines. During the 1969-1970 academic year, the course will focus on the theme "Environment." During the first part of the course, aspects of the world environment will be studied, particularly population problems, the impact of technology, and the frustrations of war. In the second part of the course, a study of the urban environment will emphasize the problems of poverty, race, pollution, finances, and education. The adjustment of the individual to his environment and his efforts for change are placed in proper perspective in relation to each of the topics studied. The nature and importance of the course are such that two mornings each of the fall and spring terms have been set aside for it. The Lindenwood Common

disregards normal scheduling and meets as the particular topics and materials demand; no other classes for freshmen are scheduled at the same time.

The Lindenwood Common crosses disciplines and utilizes nine selected faculty members. The Common Course goes beyond the normal lecture method of instruction. It involves visiting speakers, question and answer periods, films, small discussion groups, and interdisciplinary confrontation. A weekly faculty conference on planning for the course frequently includes student viewpoints and participation.

The course operates on four different levels. First, a plenary level brings the entire group together on a regular basis during the whole of the fall and the first half of the spring terms (not the January term) for faculty lectures, films, debates, question and answer periods, and guest speakers. Second, students are divided into nine discussion groups led by the Common faculty, three from each of the academic divisions: the Humanities, the Natural Sciences, and the Social Sciences. A rotation system places the student in three different discussion groups during the period, one representing each of the three divisions. In these small groups a great variety of material is discussed, refuted, debated, and sometimes confirmed. Third, a subplenary level involves three of the student discussion groups meeting together, each group being from a different division. These meetings are mostly panel discussions carried on by the students themselves. The last half of the spring term is used for the directed individual study on a topic chosen by the student. Each student's project is guided by one of the nine Lindenwood Common faculty, normally chosen as the instructor most competent in the area of the student's special project. To facilitate this approach, special arrangements have been made in the library and one wing is set aside as the *Lindenwood Common Reserve Room*.

Although the Common Course is not a composition course, effective writing is stressed. The English staff periodically observes the quality of each student's writing to determine that he meets the composition standard demanded by the college. Even though the major responsibility for improving his composition skills remains with the student, the English staff offers tutoring services to those students whose written work does not meet the standard. During the spring term, a proficiency examination in writing is administered by the English Department and those students who fail this examination must elect the essay writing course in the sophomore year. A notation that the student has passed the proficiency examination is entered on his permanent college record.

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# Communication Arts

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**Professor Boyer, Chairman**  
**Associate Professor Hume**  
**Assistant Professor Carlson**  
**Adjunct-Assistant Professor Enoch**  
**Instructor Fields**

The area of concentration in Communication Arts consists of 8-12 courses tailored to the individual student's needs and interests. Participation in pro-scenium productions on the stage of Roemer auditorium, plays in-the-round, creative writing and experience in editing and publishing, work on the campus radio stations, and cooperative programs with St. Louis radio and television stations complement the curriculum. A sequence of supporting courses may be arranged by the student upon consultation with his faculty adviser. Both the B.A. and B.S. degrees are offered in Communication Arts.

## **10 ORAL ENGLISH (1/2)**

A course designed to assist those students who believe their oral communication to be sub-standard in one or several areas (such as volume, articulatory distinctness, projection of thought, etc.). Any reasonable regional dialect will be accepted. Formal, semi-formal, and informal speech situations will be considered. Sections and tutorials will be arranged to meet individual needs and in harmony with academic schedules. Correction of deficiencies may terminate the student's need for the course before the end of the term. Recommended for freshmen and those transfer students who have not had a basic speech course and who do not achieve proficiency in the speech test. *Hume*

## **51, 52 PRINCIPLES OF BROADCASTING (1/2)**

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



**61, 62, SCENIC ART (1/2)**

Stage design with reference to all aspects of the visible spectacle of the theatre. *Hume*

**81, 82 LITERARY EDITING I AND II**

A class encouraging the correlation of literary editing with broadcasting, theatre, and film. There will be experience in the practical aspects of producing a literary magazine or broadside, as well as a general concern with the problem of communication and the means to overcome failures of communication. Admission by appointment to editorial staffs. *Carlson*

**121 BROADCASTING TODAY**

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

Students will view films from early pioneering efforts of the Edison Studios with the Kinetoscope, Mellies, and the first narrative films of Griffith, Chaplin, the pioneer Russians, Eisenstein and Pudovkin, to modern feature and avant-garde films. Emphasis will be placed on the graphic history and the aesthetic theory of the film. *Fields*

**\*175 HISTORY OF THE THEATRE III**

The extension of the European theatre to the Americas, with particular emphasis on its development within the United States. *Hume*

**180 MASS COMMUNICATION  
IN SOCIETY**

Examination of the history and growth of the mass media and their impact upon our life and time. *Boyer*

**192, 193, 194 (Fall, January, Spring)  
INTERNSHIPS IN BROADCASTING,  
ADVERTISING, AND THEATRE**

Arranged for the student at a cooperating St. Louis radio or television station, advertising agency, or theatre group. *Staff*

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*\*Offered alternate years.*



**\*200 (January) THE AVANT-GARDE  
THEATRE AND THE THEATRE OF  
THE ABSURD**

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 WRITING FOR MEDIA**

Critical analysis of continuity used by the broadcast media. Practice in writing for KCLC-AM-FM. Emphasis upon the preparation of news. *Boyer*

**211, 212 WRITER'S WORKSHOP I AND II**

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*

**\*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*

**\*220 (January) TELEVISION TODAY**

A study of television today: its philosophy and 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.

**\*230 (January) CHILDREN'S THEATRE**

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 (January) THEATRE; BROADCASTING**

An interdisciplinary course in New York City stressing the role of communication as exemplified in theatre and network broadcasting. Prerequisite: History of the Theatre or Modern Drama or Broadcasting in the Public Interest or Mass Communication in Society. *Boyer; Fields*

**\*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*

**\*249 THE ACTOR AND THE PLAY**

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

**\*250 PHONETICS**

Basic principles of phonetics and the International Phonetic Alphabet; the combining of sounds in connected speech. *Boyer*

**\*252 THEATRE PRODUCTION FOR  
NON-MAJORS**

A course designed to give instruction to students whose areas of concentration (other than Communication Arts) may necessitate the employment of dramatic techniques. *Hume*

**\*253 THE ACTOR AND THE THEATRE**

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

**\*260 (January) READERS' THEATRE**

The selection, cutting, adaption, direction, and presentation of literary materials; a sharing of literature by the audience and the reader. *Staff*

**\*262 MASS COMMUNICATION IN SOCIETY**

Examination of the history and growth of the mass media and their impact upon our life and time. *Boyer*

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

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*

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*\*Offered alternate years*

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**\*272 SPEECH FOR BROADCASTING**

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

**280 MOTION PICTURE WORKSHOP**

Production of the 16mm motion picture film. The course will include the study of selected 16mm films and the production and editing of short subjects. *Enoch*

**291, 292, 293, 294 (Fall, January,  
Spring) INDEPENDENT STUDY**

*Staff*

**\*310 (January) THE ROLE OF  
GOVERNMENT IN BROADCASTING  
SEMINAR, WASHINGTON, D.C.**

Government agencies, such as the Federal Communications Commission, the Federal Trade Commission, the U.S. Information Agency, The Voice of America, and congressional committees involved in the regulation of media, will be studied. Opportunity will be provided for visits to the National Association of Broadcasters and to network stations in Washington. Prerequisite: Consent of instructor. *Boyer*

**\*312 BROADCAST PROGRAMMING**

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. Prerequisite: Communication Arts 171, 172, or 175. *Hume*

**\*351 THE COMPLETE THEATRE**

Synthesis of the polygenetic arts of the theatre as conceived and realized by the director-producer. Prerequisite: Communication Arts 253. *Hume*

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# Economics

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**Professor Moore, Chairman**  
**Instructor Roman**

The requirements for an Area of Concentration in Economics include 8-12 courses in the Department of Economics and 2-4 courses in the Division of Social Science in departments other than Economics. Both the B.A. and B.S. degrees are offered in Economics.

## **101 INTRODUCTION TO ECONOMICS I**

A course emphasizing fundamental economic principles and macroeconomics. Topics studied include business organization, national income, business fluctuations, monetary policy and fiscal policy. *Moore, Roman*

## **102 INTRODUCTION TO ECONOMICS II**

An analysis of microeconomics. Attention is given to 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. A brief survey of international economics and comparative economic systems is included. *Roman*

## **104 CONSUMER ECONOMICS**

An analysis and evaluation of the consumer's role in the economy. Included are the basic principles in the determination of price and the expenditure of disposable income. Factors affecting consumer demand, such as fashion, advertising, credit, and fraud are considered. Expenditures on food, housing, transportation, clothing and insurance are examined. Some time is devoted to consumer protection. *Moore*

## **204 (January) THE ECONOMICS OF POVERTY**

An examination of the distribution of income, ideologies of poverty, the culture of poverty, unrealized production potential of human resources,

educational opportunities of the underprivileged, the problems of taxation and the increased cost of deterring crime and administering justice. *Moore, 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**

An examination of the nature and function 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 are given considerable emphasis. Prerequisite: Course 101 or consent of instructor. *Moore*

## **\*303 INTERNATIONAL ECONOMIC RELATIONS**

An examination of the bases of trade among nations, including the theory and mechanism of international financial transactions. Special emphasis is placed on tariffs, quotas, foreign exchange, and custom regulations. There is an evaluation of international, commercial, and financial policies, with special reference to those of the United States. Prerequisite: Course 101. *Roman*

## **\*304 ECONOMIC DEVELOPMENT**

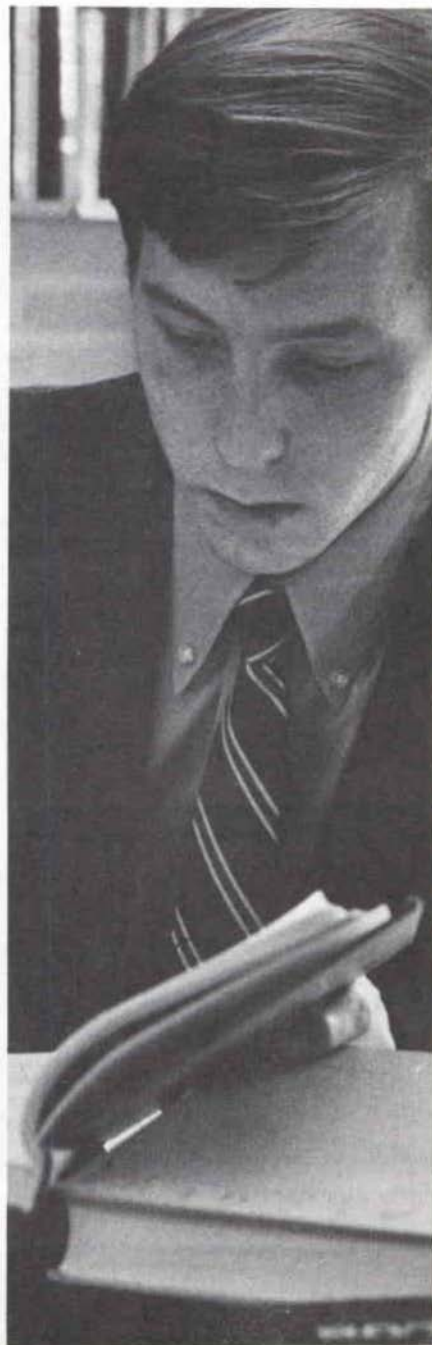
Problems of economic development in less developed nations. A study of economic theory in the area of development and a critical examination of current economic development policies and programs. Prerequisite: Course 101 or consent of instructor. *Roman*

## **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: Course 101, or consent of instructor. *Roman*

## **\*381 HISTORY OF ECONOMIC THOUGHT**

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





# Education

**Professor DeWulf, Chairman**  
**Associate Professor Banks**  
**Associate Professor Quehl**  
**Assistant Professor Carpenter**  
**Assistant Professor Wilhour**  
**Instructor R. Johnson**

## ELEMENTARY TEACHER CERTIFICATION

Students looking forward to elementary level certification have three options available to them. First, there is the program which leads to the B.A. degree with a subject Area of Concentration in a selected department. Secondly, candidates for the B.A. degree may elect a *Composite Concentration* in one of the three divisions (Humanities, Natural Science and Mathematics, Social Science). A third option is available in the form of the B.S. degree in Elementary Education.

### Degree and Certification Requirements

#### Option I. B.A. with subject Area of concentration

- See requirements for specific department
- See Elementary Certificate Requirements

#### Option II. B.A. with Composite Concentration

- See B.A. degree requirements, pp. 82-121 except for items 6 and 7.
- Composite Concentration* requirements:  
 Divisional Exploratory Electives  
 Two in each division. The divisional courses required for certification listed below fulfill this requirement.

Divisional Courses Required for Certification	17
Humanities	4
Natural Science and Mathematics	6
Social Science	7
Composite Concentration Electives	2-6
Additional courses are elected within the division of concentration to fulfill	

requirements for a composite concentration. The minimum and maximum number of courses which may be elected are indicated below.

Humanities 2-4

These figures assume that the student will take 4 foreign language courses to fulfill the language proficiency requirement. If fewer foreign language courses are needed to satisfy proficiency, an additional humanities elective would be included for each language course which is not taken.

Natural Science and Mathematics 4-6

Social Science 3-5

c. See Elementary Certification requirements.

### Option III. B.S. in Elementary Education with Composite Concentration

Lindenwood College Required Courses	3
Lindenwood Common	2
Senior Synthesis	1

#### Divisional Exploratory Electives

Three in each division. The divisional courses required for certification listed below fulfill this requirement.

#### Divisional Courses Required for Certification

Certification	17
Humanities	4
Natural Science and Mathematics	6
Social Science	7

#### Composite Concentration Electives

Composite Concentration Electives	3-8
Additional Courses are elected within the division of concentration to fulfill requirements for a Composite Concentration. The minimum and maximum number of courses which may be elected are indicated below.	
Humanities	6-8
Natural Science and Mathematics	4-6
Social Science	3-5

### Course Requirements for Elementary Teaching Certificate

- Government (U.S. or State and Local), 1 course
- American History, 2 courses
- Geography, 1 course
- Introduction to Psychology, 1 course
- Child Development I, 1 course
- Child Development II (Educational Psychology), 1 course
- Phonetics (I) or Speech for the Classroom Teacher (I)

- Biological and Physical Sciences, 3 courses (total) [students graduating in June, 1971, and thereafter must complete 4 courses]
- Mathematics, 2 courses
- Music and/or Art, 2 courses
- Health Education, (¾)
- Education Courses
  - Education in America (1) or Philosophy of Education (1) or Urban Education (1)
  - A Study of Teaching, Elementary Level (1)
  - Teaching Reading (1)
  - Children's Literature (¾)
  - School Organization for Teachers (½) OR The Nongraded School (½) - (1) or Elementary School Organization (½) - (1) or Schools of Tomorrow, Today (1)
  - Mathematics in Elementary Schools (¾)
  - Art in Elementary Schools (¾)
  - Music in Elementary Schools (¾)
  - Physical Education in Elementary Schools (¾)
  - Student Teaching (2)
- Strongly recommended: Voice or Piano (½)

## SECONDARY TEACHER CERTIFICATION

Students who desire to teach their major subject should pursue the Bachelor of Arts degree and follow the course requirements for a secondary teaching certificate.

### Course Requirements for Secondary Teaching Certificate

- Subject matter courses as approved by Department in which Area of Concentration is taken.
- Introduction to Psychology
- Education Courses
  - Education in America (1) or Philosophy of Education (1) or Urban Education (1)
  - Strategies and Tactics for Secondary Teaching (2)
  - School Organization for Teachers (½)
  - Methods of Teaching a Major Subject (½)
  - Student Teaching (2)
- Strongly recommended: Health Education (¾), Speech for Classroom Teachers (1)

Although specific courses are listed, equivalent courses may be substituted. The student should check with the Chairman, Department of Education, to learn of those which apply in each case.

It should be noted that some states may require one or two additional courses. For full information concerning certification requirements of the state in which you plan to teach, contact the Chairman of the Education Department.



## **8 SCHOOL ORGANIZATION FOR TEACHERS** (½)

An examination of the school and the teacher in their formal and informal social settings. Principles and practices of social interaction and school administration are related to the effective functioning of the classroom teacher. *Staff*

## **10 CHILDREN'S LITERATURE** (¾)

A survey of children's literature, authors and illustrators. A study of the principles related to selection of criteria, presentation, techniques, and construction of interest in reading various types of publications for children. *Banks*

## **12 MUSIC IN ELEMENTARY SCHOOLS** (¾)

A general preparation for the teacher of music in the elementary grades. A study of the principles, procedures, and objectives of school music, emphasizing supervisory and administrative problems of the music supervisor. A comparative study and analysis is made of the most recently published music texts. *Bittner*

## **14 ART IN ELEMENTARY SCHOOLS** (¾)

Study in elementary art education. Studio work and lecture on techniques and skills used in teaching media. Emphasis is placed on the development of the student's ingenuity, resourcefulness, imagination, creativity, and value sense. *Banks*

## **16 TEACHING MATHEMATICS IN ELEMENTARY SCHOOLS** (¾)

A modern approach to the teaching of mathematics is offered for the student preparing to teach in the elementary schools. There is discussion of the new methods of presentation, such as programmed materials, and the various programs developed in the area. Prerequisite: Mathematics 101-102 or equivalent. *Huesemann*

## **30 METHODS OF TEACHING A MAJOR SUBJECT** (½)

Problems of teaching the major subject. 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. Social Studies
- Section E. Speech
- Section F. Business
- Section G. Art

(For English methods, see English 25 and 27)



#### **74 PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (¾)**

*(See Physical Education Courses)*

Study of the characteristics of the various age groups and the developmental processes as related to physical education in elementary schools. Survey of suitable activities, methods of presentation, and practical application in the various activities. *Staff*

#### **100 EDUCATION IN AMERICA**

An introduction to the historical and social foundations of American Education. *DeWulf*

#### **140 URBAN EDUCATION**

The course will actually explore what is urban about an urban school. The historical background of urbanization will be looked at carefully. The problems of initiating social realities into the school will be dealt with. Attempts will be made to illuminate the relationship between the school and the community. The black metropolis will be analyzed relative to community control and the change in the tax base. Each individual in the class will have an opportunity to observe at least one inner city school in operation. *R. Johnson*

#### **\*241 LIBRARY ADMINISTRATION**

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

#### **\*242 CATALOGUING AND CLASSIFICATION**

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

#### **\*243 REFERENCE AND BIBLIOGRAPHY**

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

#### **\*244 SELECTION AND ACQUISITIONS OF LIBRARY MATERIALS**

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

#### **\*245 SELECTION AND ACQUISITION OF AUDIO-VISUAL MATERIAL**

Discussion of the types of material other than books suitable for the school library: purchasing, storing and repairing such materials. Some experience in the making of their own materials, e.g. slides, transparencies, felt boards, etc. *Staff*

#### **\*246 HISTORY AND DEVELOPMENT OF CHILDREN'S LITERATURE**

History and development of literature suitable for the grade school and high school students. Evaluation of current material. *Staff*

#### **\*250 THE NONGRADED SCHOOL**

A course designed to acquaint teachers and administrators with the philosophy, organization, curriculum, and evaluation of the nongraded school. Emphasis is placed on the transition from a graded plan to the implementation of the non-graded structure. School visitations are an integral part of the course. *Wilhour*

#### **\*280 (January) SCHOOLS OF TOMORROW, TODAY**

Course will show that bold changes are needed in the pattern and concept of career development for teachers. After an intensive reading program, visits will be made to observe new practices. Discussions with school personnel at demonstration centers will be followed by a written report. *Staff*

#### **\*289 PHILOSOPHY OF EDUCATION**

Focus of seminar is on developing philosophic-mindedness rather than on transmission of a philosophy or schools of philosophy. In first half of term, the student learns basic philosophical methods and uses them to explore the nature of culture, democracy as a social ethic, freedom and authority, and the function of social policy. In the second half of term, the student analyzes such controversial social-educational policy problems as church-state-education, loyalty and national security, censorship, academic freedom. Emphasis on independent study. Prerequisite: Junior standing. *Quehl*

#### **300-301 STRATEGIES AND TACTICS FOR SECONDARY TEACHING**

The course consists of an analytical study of teaching in the high school, based upon the

*\*Offered alternate years*

logic of scientific inquiry and concepts of human development and learning. Varieties of evidence from the psychology of education and adolescent psychology contribute an understanding, development, and evaluation of teaching and learning models. Provides an integrated view of teaching, learning, and social behavior in the secondary school setting. Prerequisite: Psychology 100. Junior standing. *Carpenter*

#### **303 A STUDY OF TEACHING: ELEMENTARY LEVEL**

A study of the developmental and experimental process of teaching. An analytic approach and evaluation of the principles, techniques, practices, curricula, instructional media. Observations, demonstrations, conferences, special projects and clinics for the kindergarten and elementary level. Prerequisite: Psychology 100, 310, 312. *Banks, Wilhour (Not offered after 1969-1970)*

#### **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: Junior standing. *Wilhour (This course replaces STUDY OF TEACHING, ELEMENTARY LEVEL, in 1970-1971)*

#### **306 TEACHING OF READING**

A study of current techniques in teaching reading, including instructional concepts, printed material, measuring devices, audio-visual aids. Provides a foundation for planning a developmental program. Observations, demonstrations, clinics on elementary school level. Prerequisite: Education 303. *Banks, Wilhour*

#### **\*310 CREATIVE TEACHING**

Designed for prospective teachers and in-service teachers to develop an understanding of the creative process and how it can be translated into creative teaching. The course employs a study of instructional strategies which develop creativity in the learner. *Wilhour*



### 320 (January) THE CLASSROOM AS A SOCIAL SYSTEM

The course will consist of a socio-psychological analysis of the classroom group with attention to such concepts as interaction, norms, sentiment, and activities of peer groups, various leadership styles of the teacher, etc. Students will have the opportunity to observe classrooms in action in order to investigate the potential relevance of a socio-psychological approach to education. Prerequisite: Introduction to Psychology or Introduction to Sociology recommended. *Carpenter*

### 322 (January) TECHNOLOGICAL SUPPORTS FOR EDUCATION

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. Analysis of successful classroom procedures. Prerequisite: Education 303. *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, emphasizing supervisory and administrative responsibilities. Techniques of organizing and promoting choral and instrumental groups are evaluated. Prerequisite: Education 300-301. *Bittner*

### 350 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-half day, 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 350. Prerequisite: Education 300-301 or 303; 306 for elementary teachers; specific subject matter methods for secondary teachers, or concurrent registration in case of alternate year offering. 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. *Staff*

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# English

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Associate Professor Feely,  
Chairman

Professor Barnett

Professor Sibley

Assistant Professor Carlson

Instructor Fields

Instructor Watson

Although no particular courses outside the English Department 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. No more than twelve courses in English may count among the thirty-six required for graduation; therefore, the student should consider any English courses taken in addition to the twelve as additions to the thirty-six course minimum.

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 (1/2)

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

### 27 LINGUISTICS WORKSHOP (1/2)

An intensive study of linguistic theories and the analysis of English sentence structure as these activities relate to grammatical description and literary expression. The course includes phonemic theory, transformational grammar, and linguistic criticism. English 125, HISTORY OF ENGLISH LANGUAGE AND INTRODUCTION TO LINGUISTICS, should be taken prior to or in conjunction with this course. *Barnett*

### 111, 112 WORLD ART AND LITERATURE

A chronological study of great works of art and literature from pre-history to modern times. Both form and content are considered as they relate to the dominant ideas in each period and at the same time reveal universal human values. (Also listed as Art 111, 112). *Feely, Sibley*

### 125 HISTORY OF THE ENGLISH LANGUAGE AND INTRODUCTION TO LINGUISTICS

An introduction to linguistics and a survey of the development of the vocabulary, grammar, and idioms of the English language from its Indo-European origins to modern times. *Barnett*

### \*210 (January) WRITER'S ROUNDTABLE

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, 212 WRITER'S WORKSHOP I AND II

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. Elyot, Bacon, Lamb, Forster, Woolf, and Baldwin are among the authors included. The student is engaged in extensive practice in writing. *Sibley*



**\*220 (JANUARY) MYTHOLOGICAL  
CONVENTIONS IN RENAISSANCE ART  
AND LITERATURE (Florence)**

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. The course includes three weeks of study in Florence, Italy. *Feely*

**\*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  
COURTLY CODE**

A study of the Code of Courtly Love as an idea in English literature from Chaucer's *Troilus and Criseyde* to Eliot's *Ash-Wednesday*. The course includes works by Spenser, Sidney, Keats, Tennyson, and others. *Feely*

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

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  
THE MYTH AND THE REALITY**

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 MODERN DRAMA: DIRECTIONS  
SINCE IBSEN**

A study of the experimental and non-realistic tendencies in drama of the 20th century. Beginning with Ibsen's later plays, the study includes expressionistic, "epic," absurd drama and black humor. *Fields*

**\*236 THE CONTEMPORARY NOVEL**

Reading and discussion of the post-war novel, tracing the development of black humor, existentialism, nihilism, and the absurd as modern themes. *Staff*

**\*238 LITERATURE OF THE ENGLISH  
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 till 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 (January) NEW YORK DRAMA  
AND ART**

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*

**241 CONTEMPORARY SHORT FICTION  
AND THE ESSAY**

Reading and discussion of contemporary issues and points of view reflected in short fiction and the essay. Readings will range from Mailer, Dwight D. Eisenhower, Sartre, Stokely Carmichael, and Philip Roth to current periodicals and magazines. *Carlson*

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

Studies in the chief works of the three great English satirists, with attention given 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**

This course deals mainly with pivotal black writers who are making the greatest literary contribution during the ongoing black revolution in America. Course content includes essays, poetry, autobiography, plays, movies, and novels. Together with the instructor, the class will explore the ways in which the uniqueness of this current phenomenon both adds to and changes the quality of the dominant American cultural scene. *Watson*

**\*248 ANTI-THEATRE IN THE  
20TH CENTURY DRAMA**

A study of the Avant-Garde, Dada, Surrealist, Epic, and Absurd theatre movements in terms of their various manifestos and their contributions to the theatre of today. The careful analysis of particular plays involved is important to the course. *Feely*

**\*250 (January) CLASSICISM AND THE  
ENGLISH ROMANTIC TRADITION  
(GREECE)**

A study of 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. Important to the study are works of classical writers as well as those of major British writers who draw from and contribute to the context. Prerequisite: One of the following: Art/English III, Art 357, Classics 165, or an intention to major in humanities at Lindenwood. *Feely*

**251 MODERN AND CONTEMPORARY  
POETRY**

Intensive reading in Yeats, Pound, Auden, and Eliot, modern European poetry, and contemporary poetry from Ferlinghetti to Bob Dylan. *Carlson*

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*\*Offered alternate years*

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**\*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**

The English Romantic poets: 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.

**\*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.

**275 SEMINARS IN SELECTED AUTHORS**

A concentrated study of one or two authors: the major work, the criticism, and the influence. Student papers will be the basis for most class discussions, the instructor acting as director of research and moderator of the seminar. *Staff*

**\*276 BIOGRAPHY AND AUTOBIOGRAPHY**

Biography and autobiography studied as art forms, with representative examples from the 18th 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*

**\*326 CHAUCER AND THE MIDDLE AGES**

A study of Chaucer's literary works in terms of related medieval literature, art, and architecture. An understanding of Chaucer's longer poems as well as *The Canterbury Tales* is most important to the course. *Feely*

**\*327 CLASSICAL FOUNDATIONS OF  
LITERARY CRITICISM**

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

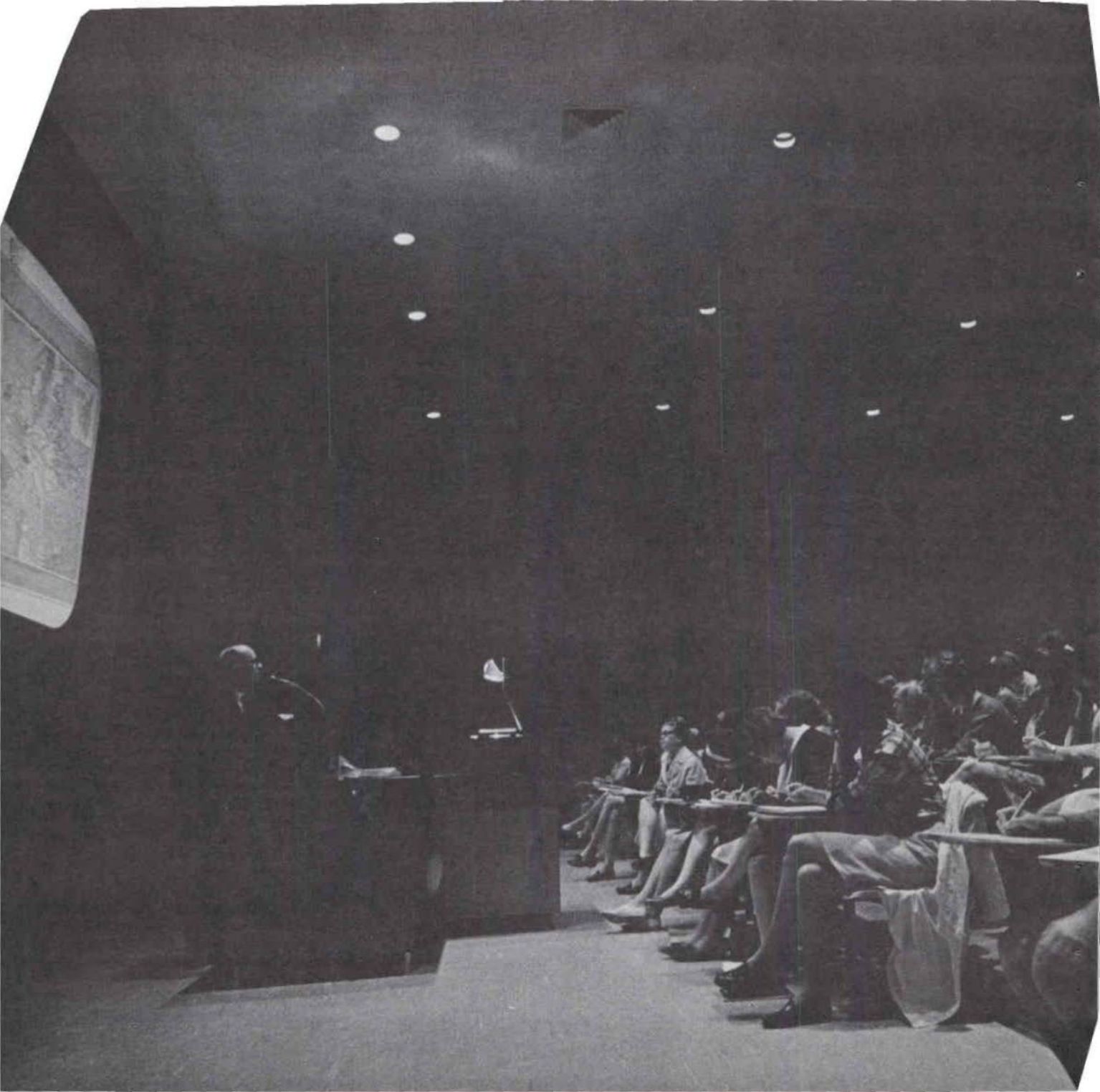
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**FRENCH**

See Modern Languages.

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## GEOGRAPHY

Geography courses are administered by the Division of Social Sciences.

### 201 GEOGRAPHY

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

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## GERMAN

See Modern Languages.

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# History

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**Professor Hood, Chairman**

**Assistant Professor Caine**

**Assistant Professor Martin**

The requirements for an Area of Concentration in History are 8-12 courses in the Department of History, including History 101 and 102, with a minimum of three courses in American History and three courses in European History. Requirements also include Sociology 102, Economics 101, and Political Science 100 or Political Science 200 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.

### 101, 102 THE WESTERN WORLD

An examination of the history of the Western World from the Renaissance to the present, involving the development of modern Western civilization, its expansion beyond the boundaries of Europe, and its consequent interaction with the other great world cultures. *Martin*

### \*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. The first term examines these institutions through the year 1714. The second term examines Britain's changing role in modern times. Intended also to serve as a background for students interested in English literature. *Hood*

### 205, 206 UNITED STATES HISTORY

Each term offers a general survey in the development of the American nation from colonial times to the present. Consideration is given to political trends, but much of the work stresses the economic and social foundations of American institutions. The first term deals with history to 1877; the second term focuses on contemporary American history. *Caine*

### \*209 COLONIAL AND REVOLUTIONARY AMERICA

A study of the foundations of American civilization. The course emphasizes the impact of the New World environment upon the peoples, institutions, and ideas brought from the Old World. The course concludes on the topic of the growth of separatism and the war with England. *Caine*

### \*211 CIVIL WAR AND RECONSTRUCTION

The growth of sectionalism and the Civil War. Primary emphasis is placed on the continuing sectional differences after the Civil War and the problems which resulted. *Caine*

### \*213 DIPLOMATIC HISTORY OF THE U.S. TO 1900

An historical survey of the foreign relations of the United States. The course is particularly concerned with the development of major U.S. policies toward foreign countries and the reasons for these policies, as well as the changes in our interests and attitudes toward other nations before 1900. *Caine*

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*\*Offered alternate years*

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### \*214 DIPLOMATIC HISTORY OF THE U.S. SINCE 1900

The course assesses the role of the United States as it becomes a great power and assumes a wider role in the conduct of international affairs. Particular attention is given to the development of the present U. S. posture in foreign affairs. *Caine*

### \*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 took on a larger, more aggressive role in world politics. The first portion of the course centers about the process of transition as it affected the economic, political, social and intellectual life of the country, and the new problems which were created by change. The second portion emphasizes the response made to these problems, including a study of the beginning of a new era of foreign involvement and the attempts at reform of the political, economic and social systems during the progressive era. *Caine*

### \*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. The evolution of a totally new role in world politics, the changes in the economic life, the transformation of social patterns and values, and the attempts of politicians to respond to new features and new constituencies will all be considered. Special attention will be given to such issues as the dilemma of world leadership, the rising demands of minorities for recognition and equality, the coming of the mass society, and the development of the "welfare state." *Caine*

### \*221 THE EARLY MIDDLE AGES

The course assesses the history of Europe from the fall of Rome to 1100. The downfall of classical culture and the development of new political, economic, and social institutions in Europe in the early middle ages are focal emphases. *Martin*

### \*222 THE HIGH MIDDLE AGES

Europe in the twelfth and thirteenth centuries. The course deals with the culmination of medieval civilization in the Church, the medieval empires, the expansion of the West, and the decline of medieval political, social, and economic institutions. *Martin*



### \*227 THE RENAISSANCE

The transition to modern times in Europe in the 14th and 15th centuries. The course assesses the growth of capitalistic institutions, the rise of urbanism, the changing social structure, and the manifestations of art, literature, and religion in Italy and western Europe. *Martin*

### \*228 THE REFORMATION

The causes, progress, and effects of the major religious reform movements in the 16th and 17th centuries and the interconnections of those movements with the economic, political, and social conditions of Europe. *Martin*

### \*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. *Martin*

### \*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. *Martin*

### \*233 NINETEENTH CENTURY EUROPE

A course designed to make contemporary Europe more understandable by analyzing the background of the attitudes, inclinations, aspirations, and beliefs of Europeans in the 1800's. Their political, social, economic, and intellectual environments are studied to discover reasons for the growth of liberalism, socialism, imperialism, militarism, nationalism, internationalism, and materialism. The course concludes with an analysis of the conflicts in national policies which led to World War I. *Hood*

### \*234 EUROPE SINCE 1918

A study of the background, course, and results of World War I, followed by special consideration of the League of Nations, the Bolshevik Revolution, the development of the democracies since World War I, the rise of Fascism in Italy, the Nazi regime in Germany, the problems of southeastern Europe, contemporary European imperialism, the origins of World War II, the Cold War and the present-day problems in Africa, Southeast Asia, and the Middle East. *Hood*

\*Offered alternate years

### \*281 (January) REVOLUTION

An exploration of the sociological, psychological, military, economic, and historical factors involved in constructing a conceptual framework for the study of modern revolution. Members of the class will study, individually and collectively, the varieties of revolution and the uses of revolutionary change in modern society. *Hood, Martin, Brown*

### \*320 (January) THE BLACK AMERICAN

A study of the changing position of the black man in American history and his contributions to American culture. While attention is given to relations between blacks and whites throughout our history, the major emphasis is placed upon the impact of American institutions and attitudes upon the black man's conception of himself and his role in American history. Prerequisite: Permission of instructor. *Caine*

### \*340 WAR AND PEACE IN THE TWENTIETH CENTURY

A pro-seminar. The course examines the role of war, its motivations, and its impact on contemporary life. The problems associated with the search for peace are assessed. Prerequisite: History 101, 102. *Hood*

### \*350 VICTORIAN ENGLAND

A pro-seminar. 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*

### \*360 THE WEST IN AMERICAN HISTORY

A pro-seminar. The westward movement from colonial times through the 19th century. An attempt is made to assess the importance and impact of the frontier on American life. Prerequisite: History 205, 206. *Caine*

### \*371 TOPICS IN HISTORY

A seminar for majors and other qualified upperclassmen. The course is designed to explore the varying historical interpretations of the period under study and to train students in the art of original historical research. This seminar will deal with the major historical controversies of 20th century America. The writing of a study on a topic of historical interest in this area will be required of each student. *Caine*

### \*380 ENGLISH CONSTITUTIONAL HISTORY

A pro-seminar. A study of the development of the English constitutional and legal system. Consideration is given to the growth of Parliament, the rise of political parties, the role of the crown, and those aspects of political philosophy which had the greatest influence on the United States. Prerequisite: History 201, 202. *Hood*

### \*390 HISTORY AND HISTORIANS

A seminar for the study of history as a craft and as a profession, intended for majors and other qualified upperclassmen. The class will explore the major schools of writing and interpretation in recent years and the work of major modern historians. A research paper arising from the topics within the course will be required of each student. Prerequisite: Permission of instructor. *Hood*

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# Humanities Division

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## HUMANITIES DIVISION COURSES

### Professor Conover, Chairman

Within the Humanities Division are the Departments of Art, Classics, Communication Arts, English, Modern Languages, Music, Philosophy, and Religion. Inter-departmental courses and cooperative courses are listed as divisional offerings.

### HUMANITIES 400 SENIOR SYNTHESIS

Designed as a capstone to the student's college work, the Senior Synthesis summarizes and focuses the materials and discipline of college studies in the context of questions concerning the student's life purposes. The course provides the occasion for a re-examination of the commitment which has been made by the choice of a major, relates it to the points of view of other disciplines, and extends the idea of that commitment into considerations of the student's eventual roles in an occupation or profession and in society. *Conover*



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# Center for the Undergraduate Study of Mathematics

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Believing that mathematical knowledge is essential to civilization in this last third of the twentieth century, and especially relevant for students who will live part of their lives in the twenty-first century, Lindenwood has established a Center for the Undergraduate Study of Mathematics. Designed to discover and nourish mathematical talent at the undergraduate level, the Center makes the facilities of the Lindenwood Computer Center available to undergraduate students and brings in consultants from other institutions and mathematical research centers to enrich the offerings of the Department of Mathematics.

**Associate Professor Soda,  
Director of the Center  
Associate Professor Konstam,  
Computer Center Director  
Assistant Professor Huesemann  
Assistant Professor Nichols**

Concentration in mathematics requires the completion of Mathematics 305, 321, 330 (or 332), required prerequisites for the preceding courses, and three elective courses in mathematics numbered above 300. The student must also complete Physics 303-304. It is recommended that the student satisfy the language requirement with German or French. The student is encouraged to enroll in Mathematics 380 and 294.

The student wishing to specialize in applied mathematics, physics, or engineering should elect Mathematics 200, 351, 355, and 356. The student wishing to specialize in computer science should elect Mathematics 200, 342, 351, and 352.

Students intending to concentrate in mathematics should have had four years of high school mathematics. Both the B.A. and B.S. degrees are offered in Mathematics.



## 101-102 CONCEPTS OF MATHEMATICS I, II

Logical defects in Euclidean geometry, resulting non-Euclidean geometries, ancient systems of numeration, bases other than ten, concept and properties of number, algebraic structures, algebra of sets, vectors and matrices, mathematical logic, nature of proof, extensions of the number system, probability and statistics, permutations and combinations, testing hypotheses, real and complex numbers, functions and graphs, the concept of limit, differentiation and integration. The course is intended primarily for students outside the Division of Natural Sciences and Mathematics who have completed two or three years of high school mathematics. *Staff*

## 151 INTRODUCTION TO ELECTRONIC DATA PROCESSING

A survey course for students who wish to get a general picture of computer science and electronic data processing. Evolution of data processing, functions of the computer, programming and its techniques, a survey of advanced computer configurations, selected uses of the computer. Students will write a few simple programs as an illustration of the techniques but this will not be the main emphasis of the course.

## 171 CALCULUS I

Numbers and functions, graphs and curves, the derivative, sine and cosine, the mean value theorem, sketching curves, inverse functions, exponential and logarithm functions, integration. Prerequisite: Four years of high school mathematics.

## 172 CALCULUS II

Integration, its technique properties and applications, Taylors formula, series, complex numbers, vectors. Prerequisite: Mathematics 171 or the equivalent.

## 181 COMPUTER SCIENCE I

The first of a two course series covering the fundamentals of computer programming and its applications. A prototype machine language and the functioning of a computer, APL for the expression of mathematical and computer operations, an assembler language. Programs in both

machine and assembler language will be written by the student and tested on the computer.

## 182 COMPUTER SCIENCE II

A continuation of Mathematics 181. A review of Fortran, analogue computing, analogue simulation on the digital computer, numerical analysis techniques on the computer, introduction to specialized macrolanguages, computer configurations, applications. Programs will be written by the student and tested on the computer. Prerequisite: Mathematics 181 or the equivalent.

## 200 (January) INTRODUCTION TO COMPUTER SCIENCE

Describes the functions and uses of a digital computer. Fortran computer programming is studied and programming exercises are tested and run on the college's I.B.M. 1620 computer.

## 280 (January) SPECIAL TOPICS IN MATHEMATICS *Staff*

## 294 INDEPENDENT STUDY

## 303 CALCULUS III

Vectors, differentiation of vector valued functions of a scalar, functions of several variables, the chain rule and the gradient, potential functions, line integrals, Taylors formula, maxima and minima of functions of several variables. Prerequisite: Mathematics 172 or the equivalent.

## 304 CALCULUS IV

Vector spaces, linear equations and bases, linear mappings, linear mappings and matrices, determinants, applications to functions of several variables (the derivative as a linear map), multiple integration, Green's theorem, orthogonality and Fourier series. Prerequisite: Mathematics 303 or the equivalent.

## \*305 CALCULUS V

Further topics in Calculus the beginnings of analysis. Prerequisite: Mathematics 304 or the equivalent.

## \*307 COMPLEX ANALYSIS I

Complex numbers, power series, exponential and logarithm, analytic functions, the Cauchy integral, Taylor and Laurent developments, residues, computation of integrals by the method of residues. Prerequisite: Mathematics 304 or the equivalent.

## \*308 COMPLEX ANALYSIS II

Further topics in complex analysis. Prerequisite: Mathematics 307 or the equivalent.

## 311 INTRODUCTION TO REAL VARIABLES I

Sets and functions, sequences and series, limits and metric spaces, continuous functions, topological concepts, Riemann integral theorem. Prerequisite: Mathematics 305, or the equivalent.

## 312 INTRODUCTION TO REAL VARIABLES II

Transcendental functions, Taylor series, sequences and series of functions, Weierstrass approximation theorem, Picard existence theorem for differential equations, the Arzela theorem, Lebesgue integration, Fourier Series, orthonormal expansions. Prerequisite: Mathematics 311, or the equivalent.

## 315 LINEAR ALGEBRA I

Vectors in  $R^n$ , vector spaces, matrices, linear equations, linear mappings, linear mappings and their relation to matrices, determinants, scalar products and orthogonality, matrices and bilinear mappings, symmetric operators, Hermitian operators, unitary operators, Sylvesters theorem. Prerequisite: Mathematics 172 or the equivalent.

## \*316 LINEAR ALGEBRA II

Polynomials and matrices, Cayley-Hamilton Theorem, diagonalisation of unitary maps, spectral theorem, primary decomposition, multilinear algebra. Prerequisite: Mathematics 315 or the equivalent.

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\*Offered alternate years

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### 321 ALGEBRAIC STRUCTURES I

Sets, functions, combinatorics, the integers, groups, rings, polynomials, vector spaces and modules, fields, construction of the real and complex numbers. Prerequisite: Mathematics 315 or the equivalent.

### \*322 ALGEBRAIC STRUCTURES II

The classical linear groups and their relation to geometry, abstract groups, Galois theory and the theory of equations. Prerequisite: Mathematics 321 or the equivalent.

### 330 (January) GEOMETRY

Euclid's axioms, a brief history of geometry, Hilbert's axioms, the relation between geometry and linear algebra, affine geometry, euclidean geometry, projective geometry, the geometry of a bilinear form, some non-euclidean geometries.

### \*332 INTRODUCTION TO TOPOLOGY

Naive set theory, topological spaces, metric spaces, connected and compact spaces, continuous functions, product spaces, separation axioms, separation by continuous functions, complete metric spaces, fundamental group and covering spaces. Prerequisite: Mathematics 304 or the equivalent.

### \*341 PROBABILITY

Axiomatic probability, probability spaces, combinatorial analysis, conditional probability, stochastic independence, Bayes' theorem, random variables, discrete and continuous distributions, expectation, variance, moment-generating functions, special discrete distributions, special continuous distribution, joint distributions, the Chebyshev inequality, law of large numbers, the central limit theorem. Prerequisite: Mathematics 305, or the equivalent.

### \*342 MATHEMATICAL STATISTICS

Sampling, estimations, testing hypotheses, statistical decision theory, regression analysis, design of experiments, analysis of variance, non-parametric statistics. Prerequisite: Mathematics 305, or the equivalent. It will be helpful if the student has completed Mathematics 341. Staff

### 351 NUMERICAL ANALYSIS I

Norms of vectors, and matrices, well-posed computations, linear systems of equations, Gaus-

sian elimination, direct factorization methods, iterative methods, iterative solution of non-linear equations, computation of eigenvalues, eigenvectors, polynomial approximation, Weierstrass' approximation theorem, Bernstein polynomials, least squares approximations, Chebyshev polynomials. Prerequisite: Mathematics 305, or the equivalent. (May be taken concurrently upon instructor's approval.)

### \*352 NUMERICAL ANALYSIS II

Differences, interpolation polynomials, numerical differentiation, quadrature, numerical solution of ordinary differential equations, multi-step methods, one-step methods for partial differential equations, the Laplace equation, wave equation, heat equation, general theory. Prerequisite: Mathematics 351, or the equivalent.

### \*355 APPLIED MATHEMATICS I

Vector calculus, integral theorems, generalized systems of coordinates, tensor analysis, matrices and determinants, infinite series, theory of differential equations. Prerequisite: Mathematics 305, or the equivalent.

### \*356 APPLIED MATHEMATICS II

Infinite series, Taylor expansion, power series, Sturm-Liouville theory, orthogonal functions, Hermitian operators, Hermite functions, Laguerre functions, Chebyshev polynomials, hypergeometric functions, integral equations, Neumann series, calculus of variations, Lagrangian multipliers, variation subject to constraints. Prerequisite: Mathematics 355, or the equivalent.

### \*380 SEMINAR

Students will present to the seminar group papers on various mathematical topics. Topics are selected which have not previously been considered in other mathematics classes, or a previously studied topic may be considered in depth. A research paper prepared under the guidance of a faculty adviser is required of each student. The paper is presented by the student to the seminar for criticism and discussion. Possible topics include mathematical logic, foundations of mathematics, differential equations, differential geometry, group theory, algebraic topology, linear programming.





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# Modern Languages

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**Professor Gálvez, Chairman**

**Professor Doherty**

**Assistant Professor Hirschmann**

**Assistant Professor Gradinger**

**Instructor Morros**

**Instructor Perrone**

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; the first will emphasize conversation and the latter 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.



### 291, 292, 293, 294 INDEPENDENT STUDY

Study may be in French, German or Spanish, with the final digit of the course number indicating the number of quarter course credits to be earned. Prerequisite: Permission of the department chairman and of the instructor concerned. Staff

### 394 INDEPENDENT STUDY

Prerequisite: Senior standing and permission of the department chairman and of the instructor concerned. Staff

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## FRENCH

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### 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, Morros, and Gradinger

### 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 Gradinger

### 311-312 FRENCH CONVERSATION AND COMPOSITION

Systematic grammar review and vocabulary building with readings, oral reports and written compositions on topics of current interest. Emphasis on oral practice in fall term and on written composition in spring. Prerequisite: French 302 or permission of instructor. Doherty and Morros

### \*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.

### 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 equivalent. Doherty

### \*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 (January) CONTEMPORARY FRANCE (PARIS)

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 the Fall Term immediately preceding. History 203 is also strongly recommended. Morros

### 341 FRENCH THEATRE OF THE SEVENTEENTH CENTURY

Reading of representative works of the great dramatists of the classical period: Corneille, Moliere and Racine. Prerequisite: French 331, 332 or permission of instructor. Morros

### 351 THE AGE OF ENLIGHTENMENT

The rise of the "philosophical mind" and the critique of the established order: Montesquieu, Voltaire, Diderot and the Encyclopédie. Prerequisite: French 331, 332 or permission of instructor. Morros

### 354 (January) INTRODUCTION TO PROUST

Reading of selections from *A la Recherche du Temps Perdu* with a detailed analysis of *Un Amour de Swann*. Prerequisite: French 301-302 or permission of instructor. Doherty

### \*361 FRENCH NOVEL OF THE NINETEENTH CENTURY

Critical reading of a few representative novels from the early realism of Balzac to Zola and naturalism. Prerequisite: French 331, 332 or permission of instructor.

\*Offered alternate years

### \*362 FRENCH POETRY OF THE NINETEENTH CENTURY

A study of the Romantic, Parnassian and Symbolist movements in French poetry, with extensive readings from representative writers of each movement, from Hugo to Mallarmé. Prerequisite: French 331, 332 or permission of instructor.

### 365 (January) THEATRE OF THE ABSURD

An intensive study of selected plays by Ionesco, Beckett, Genét, Arrabal, Jarry and Adamov with particular emphasis on language and theme. Prerequisite: French 301-302 or permission of instructor. Morros

### \*370 (January) SEMINAR ON BAUDELAIRE

Intensive reading of selected poems from *Les Fleurs du Mal* and *Petits Poèmes en Prose* with explications de texte. Baudelaire's influence on symbolist and modern poetry. Prerequisite: French 301-302 or permission of instructor.

### \*371 FRENCH NOVEL OF THE TWENTIETH CENTURY

Critical reading of a few selected works by major novelists from Gide to Camus. Analysis of literary style and study of the psychological, social, moral and metaphysical problems presented. Prerequisite: French 331, 332 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 331, 332 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 312 or permission of instructor.

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## GERMAN

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### 201-202 ELEMENTARY GERMAN

Introduction to the fundamentals of the language. Mastery of the basic principles with emphasis on speaking and reading comprehension. Integrated laboratory experience. Hirschmann



### 301-302 INTERMEDIATE GERMAN

A brief review of German grammar. The reading of modern short stories with discussion in German and compositions based on the material read. Classwork is supplemented with oral laboratory experiences. *Hirschmann*

### \*305 GERMAN CULTURE AND CIVILIZATION

A survey of German Culture I. From the early Germanic tribes to the 19th 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. *Grading*

### \*306 GERMAN CULTURE AND CIVILIZATION

A survey of German Culture II. The 19th and 20th centuries. *Grading*

### \*314 GERMAN ROMANTICISM

The development of Romanticism in literature and criticism in the last decades of the 18th century and first half of the 19th century. Study of selected works of major writers of the period. The aesthetic as well as the humanitarian ideas of the time will be considered. *Hirschmann*

### \*317 GERMAN DRAMA

The development of German Drama from Lessing to our times from a theoretical as well as a sociological viewpoint. *Hirschmann*

### 321 (January) POST WAR LITERATURE

A comparison of Post War Literature in West and East Germany from the sociological and political viewpoints. The development of the German prose to the present day, its social functions and its impact on other literatures. *Staff*

### \*322 THE GERMAN CLASSICAL PERIOD

An introduction to the dramas and poetry of Goethe and Schiller. Their historical significance and their relevance today. *Staff*

### \*335 INTRODUCTION TO LITERATURE AND STYLE

Review of structural patterns. Practice in the use of various speech styles. Style analysis of literary selections. Writing of compositions. *Staff*

\*Offered alternate years

### \*339 GERMAN LYRICS

Masterpieces of German lyrics throughout the history of German literature. *Staff*

### 351 SEMINAR

Studies intended to strengthen the student in aspects of the German language and literature not covered in other courses, bringing the knowledge of the language gained into a harmonious whole. *Staff*

### 361 (January) SEMINAR ON INDIVIDUAL AUTHORS

Subject and scope to be adjusted to the needs of the class or of the individual student. *Staff*

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## SPANISH

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### 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. 311 with emphasis on conversation; 312 with emphasis on composition. *Gálvez*

### 335 SPANISH CULTURE AND CIVILIZATION

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

### 336 LATIN-AMERICAN 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*

### \*341 MEDIEVAL SPANISH LITERATURE

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

### \*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*, *Vaquer*, *Tamayo y Baus*, *Alarcón*, *Bécquer*, *Pérez Galdós*, *Pereda*, *Pardo Bazán*, *Palacio Valdés*. *Staff*

### \*351 SPANISH AMERICAN LYRICS AND ESSAY OF MODERNISM AND POST-MODERNISM

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

**\*352 SPANISH AMERICAN NOVEL IN THE TWENTIETH CENTURY**

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

**\*353 SPANISH AMERICAN THEATER 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 theater in different Spanish speaking countries. Staff

**\*361 SPANISH METRICS AND FIGURES OF SPEECH**

Study of representative literary works emphasizing such literary aspects as: metrics, tropology, figures of speech, literary currents, literary genres. Literary analysis and synthesis. 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 (January) MASTERPIECES OF SPANISH AMERICAN LITERATURE (1820-1886)**

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 (January) THE VANGUARD OF SPANISH AMERICAN LITERATURE TODAY**

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 (January) LATIN AMERICA TODAY (In Colombia, S.A.)**

Lectures, seminars, field studies of Latin-American culture and civilization. Discussion of social and economic problems with native experts in these fields. Gálvez



# Music

**Assistant Professor Blittner, Acting Chairman**

**Associate Professor Swingen**

**Assistant Professor Greenlaw**

**Assistant Professor Robbins**

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 — 1/2 course each
- Applied Music — 9 courses

### (Distribution of Applied Courses for Majors)

- 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

### (Distribution of Applied Courses for Majors)

- Major instrument — 2 1/2 courses
- Minor instrument — 1 1/2 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.



## 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. A guide to more intelligent listening is provided by lectures, listening to recorded music, attendance at concerts and recitals, and assigned readings. *Swingen*

## 101 INTRODUCTION TO MUSIC THEORY

A course designed to introduce the student to the vocabulary and the various theoretical disciplines of music. The fundamentals of harmony, counterpoint, and form are explored. The development of skills in sight-singing and ear training are emphasized. *Greenlaw*

## 194 (January) INDIVIDUAL PROJECTS IN MUSIC

A course designed to allow the student to pursue an approved individual study project in music off-campus. A substantial research paper is required of the student. *Staff*

## 200 OPERA LITERATURE (1/2)

An in-depth study of the history and literature of the Opera, custom-designed to the needs of the students enrolled. *Robbins*

## \*220 (January) EUROPEAN MUSIC SEMINAR (VIENNA)

In some of the most prominent music centers of Europe visits will be made to historic concert halls, opera houses, cathedrals, palaces and homes where great composers lived and worked. Preparatory readings and lectures, attendance at concerts, recitals, and operas with discussions following will form the bulk of the course work. There is no prerequisite although a course in music history or appreciation is strongly recommended. *Greenlaw*

## 250 MUSIC OF THE 19TH CENTURY

A study of the principal types of music of the 19th century, showing the evolution of earlier forms and the development of those peculiar to this period, and a study of major composers of this 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. A course designed to acquaint the student with contemporary trends in music. Stylistic elements of the various composers will be studied. *Robbins*

## 302 THEORETICAL FOUNDATIONS OF MUSIC

Development of skills in harmony, counterpoint, 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. More emphasis is placed on form and analysis. Prerequisite: Music 302 *Greenlaw*

## 351-352 HISTORY OF MUSIC

A study of the development of music from its origins in the Near East and Ancient Greece to the present day. Special stress is laid on a study of the evolution of musical style. Prerequisite: Some previous academic work in music, or the consent of the instructor. *Greenlaw*

## \*370 COUNTERPOINT (1/2)

Special problems in counterpoint, with emphasis on the study of contrapuntal techniques of the Twentieth Century.

## \*371 FORM AND ANALYSIS (1/2)

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

## \*385-386 CONDUCTING

Fundamentals of score reading and conducting techniques. Rehearsal procedures applied to problems in tone, balance, diction, dynamics, phrasing, blend, intonation, and interpretation. Basic principles of correct vocal production. Organizational problems and selection of repertoire for school and church choirs. Studies in vocal arranging for special voice combinations. *Greenlaw*

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## APPLIED MUSIC

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(Long term only)

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|--------------------------------------|-----|
| 1. Functional Piano (Beginners only) | 1/4 |
| 2. Piano (Private Lessons)           | 1/4 |
| 3. Organ (Private Lessons)           | 1/4 |
| 4. Voice (Private Lessons)           | 1/4 |
| 5. Orchestral Instruments            | 1/4 |

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 on 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, the student 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 third 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 early romantic periods. Mozart, Haydn, or Clementi sonatas.

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

Level Three. 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.

Level Four. A technique and repertoire sufficient to present a full recital, with representative works from the major composers of different periods.

#### OTHER INSTRUMENTS

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

#### \*10 INSTRUMENTAL TECHNIQUES: STRINGS (1/4)

A study of the string instruments conducted as an introduction to the teaching of violin, viola, cello, and bass, and as a demonstration of classroom teaching of these instruments.

#### \*12 INSTRUMENTAL TECHNIQUES: WOODWINDS (1/4)

A study of the woodwind instruments conducted as an introduction to the teaching of the clarinet, flute, oboe, saxophone, and bassoon, and as a demonstration of classroom teaching of these instruments. *Bittner*

#### 13 INSTRUMENTAL TECHNIQUES: BRASS (1/4)

A study of the brass instruments conducted as an introduction to the teaching of the trumpet, trombone, and horn, and as a demonstration of classroom teaching of these instruments. *Bittner*

#### 14 INSTRUMENTAL TECHNIQUES: PERCUSSION (1/4)

A study of the percussion instruments conducted as an introduction to the teaching of these instruments, and as a demonstration of classroom teaching. *Bittner*

#### \*388-389 RECITAL AND RESEARCH

A course limited to the student emphasizing performance. The course includes the public performance of a major recital. A substantial paper involving stylistic analysis of the works played on the recital will be required. Prerequisite: Senior standing. *Staff*

\*Offered alternate years

## MUSICAL ORGANIZATIONS

#### 20 CHOIR (1/4)

Ensemble experience in the singing of both sacred and secular literature. Concerts and programs presented both on and off the campus. Open to all students. *Greenlaw*

#### 40 VOCAL CHAMBER MUSIC ENSEMBLE (1/4)

A small vocal ensemble known as the Lindenwood Singers specializing in the study and performance of significant choral literature from all periods. Open to all students by audition. *Greenlaw*

#### 50 OPERA THEATER (1/4)

A study of the opera from the standpoint of production. This repertory theater is based on professional standards where the student members work on equal basis with some of the finest singers and directors in the United States. Repertoire for the year includes 4 complete operas and, in addition, field trips to observe other professional work and the convention of the National Opera Association. *Robbins*

# Philosophy and Religion

**Professor Conover, Chairman**  
**Associate Professor E. Johnson**  
**Associate Professor Thomas**

## PHILOSOPHY

The following courses offered in the Department of Philosophy and Religion are required: Philosophy 155; Philosophy 301, 302; Philosophy 202;

Philosophy 254; Religion 301; Religion 302; and one additional course in Contemporary Philosophy. Three additional courses offered in the Department of Philosophy and Religion are to be chosen, 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 (January) PHILOSOPHY OF SCIENCE

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. *Conover, Bornmann, Moore*

#### 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. *Conover*

#### 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. *Conover*

#### 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. *Conover*

#### 206 EXISTENTIALISM

A critical reading of central works by Kierkegaard, Nietzsche, Sartre, Camus, Marcel and others. Admission by consent of the instructor. *Thomas*

#### 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. *Conover*

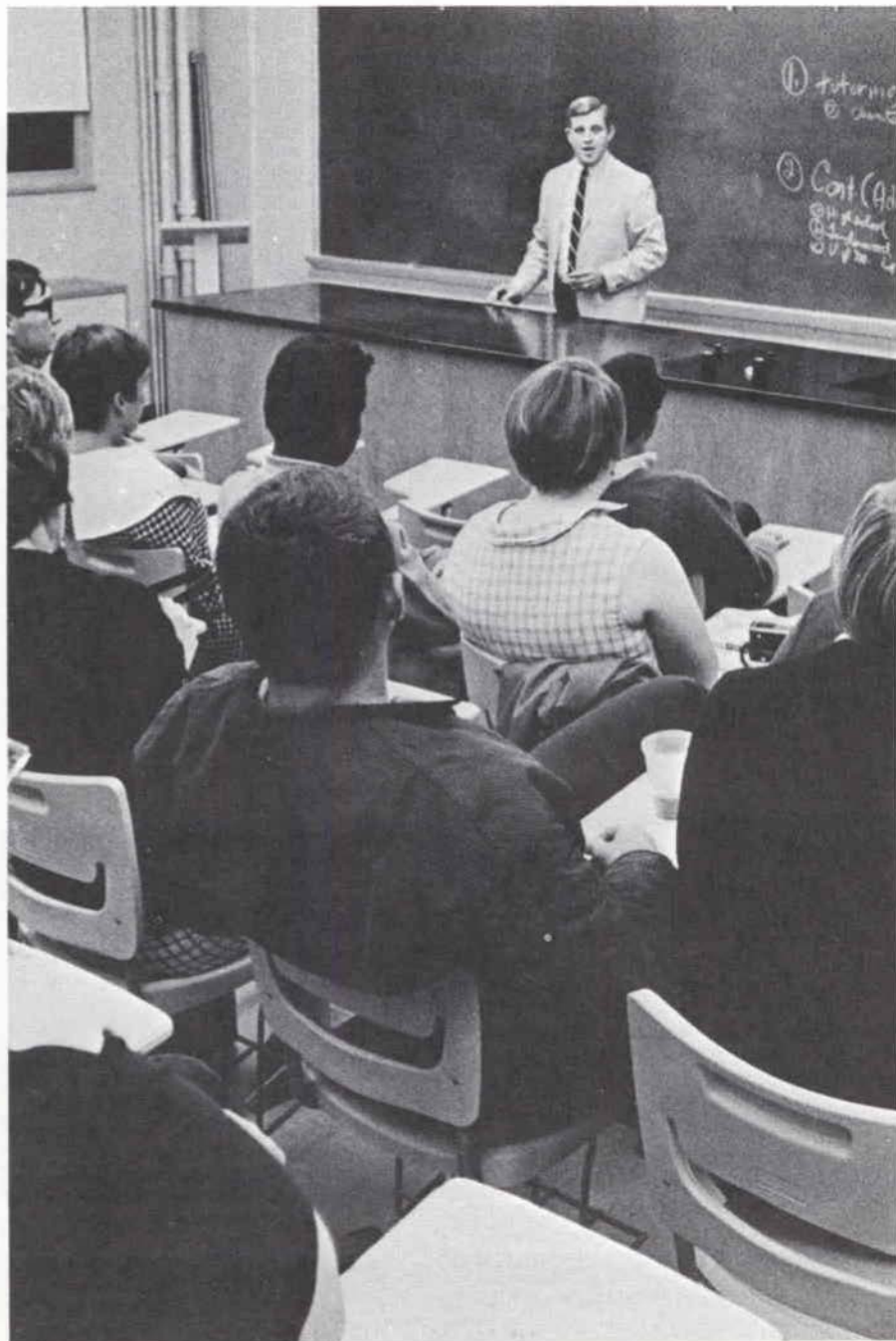


### **\*301, 302 HISTORY OF PHILOSOPHY**

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 studied in the first semester, and modern philosophy in the second semester. Prerequisite: for Course 301, junior or senior standing; for Course 302, Course 301 or 155. *Staff*

### **315, 316 SEMINAR IN PHILOSOPHY AND THEOLOGY**

*Same as Religion 316*



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## **RELIGION**

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*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 312. 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**

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*

## 151 TRADITION AND DISSENT IN 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. *Thomas*

## 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*

## 210 (January) CONTEMPORARY CONTROVERSIES IN THEOLOGY

Themes of alienation, secularization, and the quest for identity in recent religious discussion. *Thomas*

## 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 (January) THE SPIRIT OF PROTESTANTISM

A study of contemporary Protestantism, its origins in the Reformation, and its contribution to world culture. Recent developments in the various denominations and in the ecumenical movement are explored. Field trips to outstanding churches and centers of Protestant work in the St. Louis area are an important element in the course. *E. Johnson*

## \*301 SEMINAR IN THE HISTORY OF CHRISTIAN THOUGHT

Christian thought from the Church Fathers through the Reformation. Augustine, Aquinas, Luther, and Calvin are included. Prerequisite: Junior standing. *Thomas*

## \*302 SEMINAR: MODERN THEOLOGY

An examination of the thought of selected nineteenth and twentieth century theologians. Schleiermacher, Barth, and Tillich are included. Prerequisite: Junior standing. *Thomas*

## 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 the instructor. *E. Johnson*

## 310 COMPARATIVE RELIGION

A study of the major contemporary religions, and of the similarities and differences in the religions and philosophies of East and West. Prerequisite: Junior standing or consent of instructor. *Thomas*

## 316 READINGS IN RELIGIOUS PHILOSOPHY

Readings and discussion of major works or special topics in philosophy and theology, such as the philosophical theology of Paul Tillich, or the concept of freedom in selected philosophers and theologians. Prerequisite: Consent of the instructor. *Thomas*

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\*Offered alternate years

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# Physical Education

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**Professor Ross, Chairman**  
**Associate Professor Amonas**  
**Instructor Bittner**  
**Instructor Ebest**

The student who plans to teach physical education may prepare for elementary or secondary accreditation by completing the area of concentration in Biology and including the following courses in the academic program:

Nine courses in Biology including Biology 101-102, 305, 317.

Chemistry 151-152.

Physical Education 70, 72, 73, 74, 300, 304, 305, 311-312, 350 and eight Physical Education Activities including Senior Life Saving and Physical Education Activity Labs I, II, III, and IV, which are offered in alternate years.

## 50 HISTORY OF DANCE (1/4)

Study of dance historical development from pre-historic to modern times and its role in society. Course includes attendance and discussion of dance performances. Open to all students. *Amonas*

## 70 ORIENTATION IN PHYSICAL EDUCATION (1/2)

Study of the various aims and objectives of physical education for a general understanding of the meaning and interpretation of physical education. *Ebest*

## 72 FIRST AID (1/2)

Standard Red Cross with certificate for those who complete the course satisfactorily. Open to all students. *Ebest*



### 73 HEALTH EDUCATION (3/4)

A course designed to provide the teacher with basic knowledge of personal and environmental hygiene. Stresses positive health education and develops techniques and methods necessary for teaching health education in both elementary and secondary schools. *Ebest*

### 74 PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (3/4)

The organization and teaching of physical education activities for the elementary school including movement exploration, instruction in motor skill progression, creative dance and discussion of the modern concepts of physical education. Lecture and activity. *Amonas*

### 75 (January) TECHNIQUES OF HORSEMANSHIP (1/2)

Offered for the student interested in furthering the knowledge of horses and horsemanship. The course surveys the instruction of riding, breeds of horses, selection and care of horses and equipment, feeding, shoeing, safety, first aid, and camp and school riding programs. 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. *Bittner*

### 77 (January) PERSONAL DEFENSE FOR WOMEN (No credit)

A course in technical and practical application of modern methods of self-defense. Open to all students. *Ross and Guest Instructor*

### 78 (January) GYMNASTIC WORKSHOP (1/4) *Ebest*

### 204 CAMP COUNSELING

A study of the camp aims, objectives, philosophies and counselor training for both cabin responsibilities and for practical camping activities, including camp craft skills, camp singing and dramatics. Consideration given to camper problems. Open to all students. *Ross*

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

A creative approach to the teaching of dance is offered for the student preparing to teach

creative 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: a course in creative dance and knowledge of folk dance or consent of instructor. *Amonas*

### 304 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION

A study of objectives, philosophy and methodology of organizing and conducting classes for girls' and women's physical education; purchase and care of equipment; departmental policies and procedures are discussed. Prerequisite: Physical Education 70. *Ross*

### \*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 317. *Ebest*

### \*311-312 TECHNIQUES OF TEACHING SPORTS

Analysis of skills and discussion of teaching techniques in women's sports. The student learns the skills, theory, and class organization of the sports. *Ebest*

### 350 ADAPTIVE PHYSICAL EDUCATION

Preventative, corrective, and remedial work in reference to the mechanics of posture at various age levels. Prerequisite: Anatomy and Kinesiology. *Ross*

### 294 INDEPENDENT STUDY *Staff*

The physical education activities program 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 intramural program in individual, dual, and team sports is conducted by the department and the Women's Recreation Association. Opportunity is given for all 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 all students.

Two terms of physical education are required for graduation. In the women's college these requirements must be met during the freshmen year unless excused by the college physician for medical reasons. Regulation gymnasium uniforms, swimming suits, and leotards are required of all 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 Group, and the Women's Recreation Association.

For information on recreation and intramural activities for male students, see the section on Lindenwood II, p. 122

The following activity courses are offered twice a week for 1/4 credit each term.

#### FALL TERM

1. Tennis
  - Beginning
  - Intermediate
  - Advanced
2. Gymnastics
3. Swimming
  - Beginning
  - Intermediate
  - Advanced
  - Sr. Life Saving

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## Physical Education Activities Program

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\*Offered alternate years

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**4. Creative Dance**

Intermediate  
Advanced

**5. Bowling**

Beginning  
Intermediate

**6. Riding**

Beginning  
Intermediate  
Advanced

**7. Activity Lab I**

(For only those students  
who plan to teach  
physical education)

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**JANUARY TERM**

**77—Personal Defense**

**78—Gymnastics Workshop**

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**SPRING TERM**

**1. Tennis**

Beginning  
Intermediate  
Advanced

**2. Gymnastics**

**3. Swimming**

Sr. Life Saving  
Water Safety Instructor<sup>1</sup> I, II

**4. Creative Dance**

Intermediate  
Advanced

**5. Bowling**

**6. Riding**

Beginning  
Intermediate  
Advanced

**7. Activity Lab II**

(For only those students  
who plan to teach  
physical education)

**8. Golf**

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<sup>1</sup>American Red Cross Water Safety Instructor  
certification for qualified students.

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## PHYSICS

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Physics courses are administered by the Division of Sciences and Mathematics.

### 303, 304 GENERAL PHYSICS I, II

Fundamental principles of mechanics, heat, sound, light, electricity and magnetism, atomic and nuclear physics. Prerequisite: Math 172. *Willis*

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# Political Science

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**Associate Professor Williams, Chairman**

**Professor Brown**

**Assistant Professor Wier**

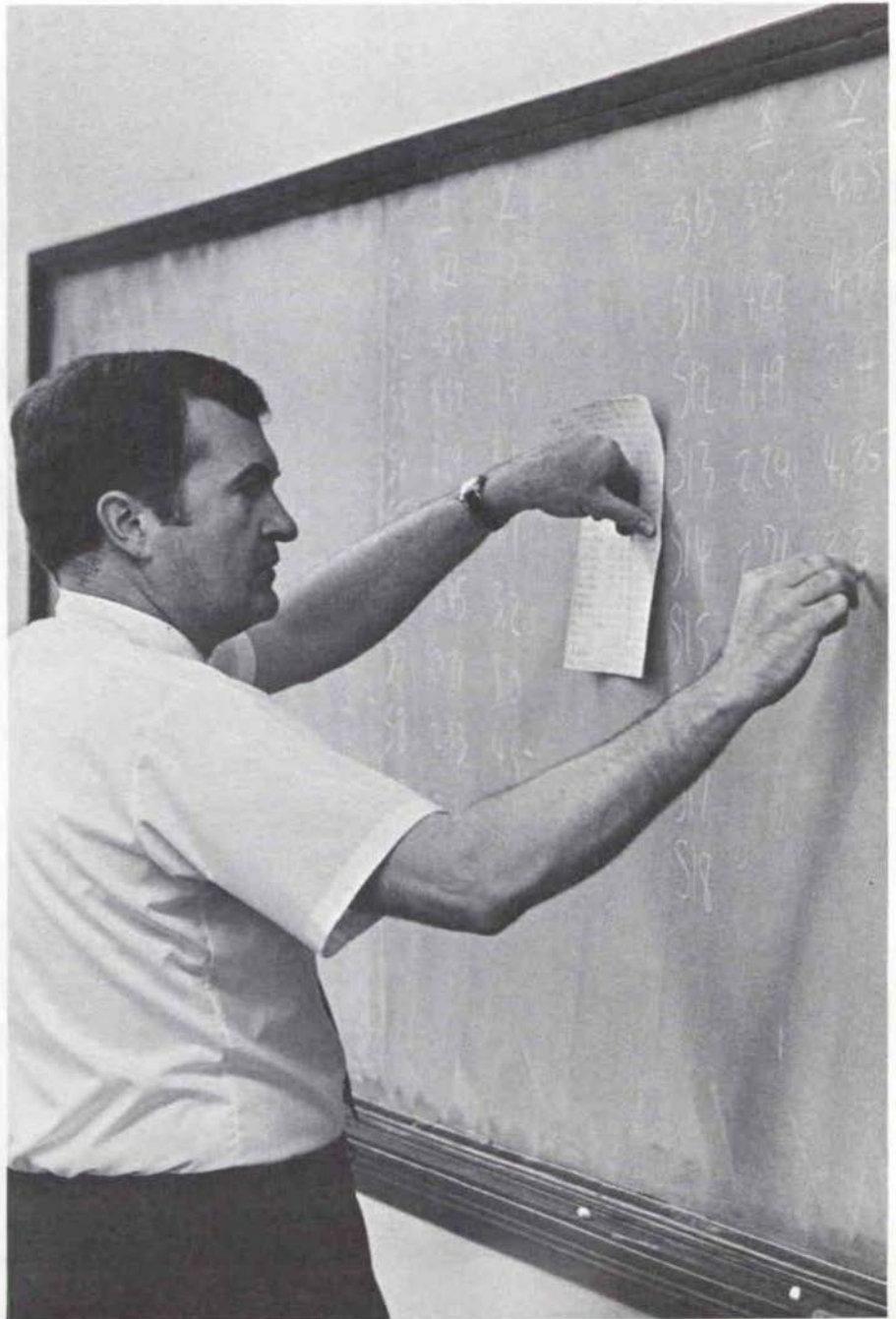
The requirements for the B.A. degree with an Area of Concentration in Political Science are 8-12 courses in the Department of Political Science and 2-4 courses in the Division of Social Science in departments other than Political Science. For the B.S. degree, the course in Social Science Statistics must be included among the preceding requirements.

### \*100 THE 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. *Williams.*

### 155 AMERICAN NATIONAL GOVERNMENT

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



### 206 COMMUNITY POLITICAL SYSTEMS

An examination of the structure, 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 PUBLIC OPINION

A study of the major techniques, processes and effects of public opinion and propaganda upon the political system. *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*

### 244 AMERICAN POLITICAL THOUGHT

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

### 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*

### 285 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*

### 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*

### 311 COMMUNIST POLITICAL SYSTEMS

A comparative study of the major contemporary Communist political systems. *Wier*

### 325 LEGISLATIVE PROCESSES

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

### 335 POLITICAL PARTIES

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

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# Psychology

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**Professor Eddowes, Chairman**  
**Assistant Professor Nord**

The requirements for an Area of Concentration for both the B.A. and B.S. degrees in Psychology include 8-12 courses in Psychology. The student must elect two to four supporting courses from other departments in the Social Science Division. The psychology student planning graduate study is advised to elect Social Science Statistics, Experimental Psychology, Psychological Measurement and History, and Systems of Psychology among the 8-12 courses required for the Area of Concentration. Psychology students may develop their program of study with their advisers according to their particular interests and ultimate training goals and requirements.

The Department is a cooperating member of the Merrill-Palmer Institute of Human Development in Detroit, Michigan. Participation in this program permits a limited number of advanced psychology students to spend one of the terms in the senior year in residence at the Institute.

### 100 INTRODUCTION TO PSYCHOLOGY

A beginning course that surveys psychology as a science of behavior. The course treats basic facts, theories, principles, and methods of psychology. The course may be taken the freshman year. *Nord, Eddowes*

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*\*Offered alternate years*

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### 101 THE PSYCHOLOGY OF PERSONALITY

An introductory course that surveys the various facts, interpretations, ideas and theories about personality. The development of personality is reviewed with respect to the major factors which influence what a person may become. *Nord*

### \*102 PRINCIPLES OF CHILD GROWTH AND DEVELOPMENT

The purpose of this course is to familiarize the student with the basic phenomena of growth and development. Acquisition of a background of meaningful information on which further study in child development may be based is a second learning goal. *Eddowes*

### \*210 SOCIAL PSYCHOLOGY

A study of the reciprocal relationships of personality and society. The emphasis is upon understanding social behavior and the effect of society on personality development, group behavior, social movements, leadership, and morale.

### \*211 EDUCATIONAL PSYCHOLOGY

Principles of growth and development perception, learning and motivation are integrated with social and cultural influences and applied to the processes of teaching and learning to foster understanding of the application of Psychology to Education.

### \*212 INDUSTRIAL PSYCHOLOGY

The application of psychological principles and techniques in the selection, classification, training, and utilization of personnel in business, industry, and government. *Eddowes*

### 310 CHILD PSYCHOLOGY I

A study of the behavioral growth and development of the child from conception to about age 8. Psychological principles involved in learning, perception and motivation and their associated physiological processes are reviewed as they relate to the child's personality, social development and intellectual growth. Prerequisite: Course 100 or 102. *Eddowes*

### 311 CHILD PSYCHOLOGY II

The behavioral growth and development of the child from school age through adolescence is reviewed. The influences of family, school and community on the child's continuing behavioral growth are studied. Prerequisite: Course 100 or 102. *Eddowes*



### \*314 EXCEPTIONAL CHILDREN

The study of children with deviant patterns of development: gifted, retarded, those with sensory defects, and those with emotional problems. Prerequisite: Courses 100 and 310 or consent of instructor.

### \*315 THE EMOTIONALLY DISTURBED CHILD

A study of the nature of emotional disturbances in children. Emphasis is directed toward understanding how to successfully work with children who are experiencing problems.

### 320 EXPERIMENTAL PSYCHOLOGY

Emphasis is placed on problems of research design, criterion problems, and the analysis of data. The student conducts psychological experiments on human or animal subjects. Prerequisite: Social Science Statistics 210. Eddowes

### \*324 PSYCHOLOGICAL TESTS AND MEASURES

An introduction to the principles of psychological measurement and evaluation. Prerequisite: Social Science Statistics 210. Eddowes

### \*330 THE PSYCHOLOGY OF LEARNING

A detailed study of the facts of learning and of significant developments in interpreting and using the facts to better understand learning and its relation to human behavior. Prerequisite: Course 320. Eddowes

### \*331 CREATIVITY

A course designed to develop an understanding of the creative process. Attention is focused on developing creativity in oneself, as well as learning how to develop it in others. Prerequisite: Course 100, 101 or 102.

### \*332 THEORIES OF MOTIVATION

A systematic presentation of major theories of motivation, with an emphasis on current research on achievement motivation. Prerequisite: Course 320.

### \*333 THE PSYCHOLOGY OF PERCEPTION

A comprehensive study of the essential processes of perception, of the data describing perceptual performance, and of the theoretical interpretations offered to aid in understanding how man interacts with his environment. Prerequisite: Course 320. Eddowes

### 340 ABNORMAL PSYCHOLOGY

A study of behavior disorders with emphasis on understanding symptoms, syndromes, and theories concerning the causes of the disorders and their relationship to normal behavior. Prerequisite: Course 101. Nord

### \*341 COUNSELING AND PSYCHOTHERAPY

An introduction to the theories, principles, and techniques of counseling and psychotherapy. Prerequisites: Courses 101 and 340. Nord

### 350 HISTORY AND SYSTEMS OF PSYCHOLOGY

A presentation of the history and development of Psychology as a science, including study of the major psychological systems and theories, such as Structuralism, Functionalism, Behaviorism, Gestalt, and Psychoanalysis along with their contemporary representations. Prerequisite: Course 320. Eddowes

### 351 (January) MODEL SOCIETIES FROM A PSYCHOLOGICAL POINT OF VIEW

A course designed to study a number of utopias and experimental communities. The societies will be discussed in terms of their underlying assumptions about the psychological nature of man and the effects of these assumptions on the societies' structure and operation. Nord

### \*352 VISITS TO PSYCHOLOGICAL SERVICE AGENCIES

The metropolitan St. Louis area will be used as a laboratory to acquaint the student with those agencies, institutions, hospitals, etc., and the psychological services rendered to the public by these agencies. Prerequisite: Course 100, 101 or 102.

\*Offered alternate years

## RELIGION

See Philosophy and Religion.

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# Sciences and Mathematics Division

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Professor Bornmann, Chairman

## General Science

The concentration in general science is intended primarily for students planning to teach in elementary or junior high school. Concentration in general science requires the completion of the following courses: Biology 101-102, Chemistry 151-152, Mathematics 101-102 or 171-172, Physics 303-304, plus four other courses in biology, chemistry or physics.

Within the Natural Sciences and Mathematics Division are the departments of Biology, Chemistry and Physics, Mathematics, and Physical Education. Inter-departmental courses and cooperative courses are listed as divisional offerings.

## SCIENCE 201-202 PHYSICAL SCIENCE CONCEPTS

A lecture, discussion, laboratory course for elementary school teachers treating of the concepts of the physical world, encompassing astronomy, physics, chemistry and geology, and of how such physical concepts are related and dependent upon each other in an essential unity.

## \*SCIENCE 307 HISTORY OF SCIENCE

The evolution of thought in the sciences from ancient to modern times, with special emphasis on the awakening awareness within science of the historical determinants upon itself. Prerequisite: Junior standing. Grundhauser

## \*SCIENCE 308 PHILOSOPHY OF SCIENCE

A treatment of science as viewed both outward to nature and inward to man. The philosophical implications in man's relation to nature, in man's knowledge in the physical mode (including models), and in man's knowledge of himself. Prerequisite: Junior standing. Grundhauser

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# Secretarial Institute

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## Associate Professor Purnell, Director

In addition to providing students with initial skills for beginning employment in many fields, the Lindenwood College Secretarial Institute is designed to qualify students for:

- a. high-level secretarial positions and increasing career opportunities in management
- b. teaching business subjects on the secondary level
- c. future professional preparation for business careers
- d. personal use and information

Students desiring to obtain a Certificate in Secretarial Studies in addition to the B.A. or B.S. degree will include the following courses in the academic program:

SI 250	Basic Business Concepts
SI 255-256	Principles of Accounting I, II
SI 260	Business Law
SI 320	Fundamentals of Management
SI 358	Business Correspondence

These six 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. Although college credit is given for typewriting courses toward the 40 courses possible in four years, this credit does not count toward the minimum 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 Institute, may be completed by proficiency examinations or enrollment in specific courses.

Secretarial 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 Science, or Social Science Divisions.





#### †60A-60B TYPEWRITING (1/4-1/4)

An introductory course placing primary emphasis on correct typing techniques, appropriate speed, and acceptable control in typing simple material. Open to the beginner and to the student with previous training who shows, through proficiency tests, the need for a review of fundamentals. *Purnell*

#### †61A-61B TYPEWRITING (1/4-1/4)

An intermediate course stressing reconstruction of and further improvement in basic techniques, application of straight-copy skill to personal and business materials, and organization of work. Prerequisite: Course 60A or satisfactory standing on a proficiency test. *Purnell*

#### †62A-62B TYPEWRITING (1/4-1/4)

An advanced course including special communication forms, statistical reports, business forms and reports, minutes of meetings, stencils, legal reports, employment tests, and concentrated speed work. Prerequisite: Course 60B or satisfactory standing on a proficiency test. *Purnell*

#### †63A-63B (By arrangement) TYPEWRITING (1/4-1/4)

A terminal course in typewriting, placing major emphasis on planning and typing advanced material. Speed, accuracy, and evenness of touch on electric typewriters make typewriting an effortless skill. Prerequisite: Course 60C or satisfactory score on a proficiency test. *Purnell*

#### 250 (January) BASIC BUSINESS CONCEPTS

An introduction to business fundamentals, career opportunities, and the interrelationship between business and liberal arts. *Purnell*

#### 255-256 PRINCIPLES OF ACCOUNTING

An introduction to the fundamental principles and practice of accounting, with direct application to single proprietorship, partnership, and corporation. Financial statements are prepared and analyzed. Assigned readings, discussions, prob-

lems, and laboratory practice combine to give a basic understanding of accounting theory and concept, as well as practical training. *Purnell*

#### \*260 BUSINESS LAW

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

#### 261-262 ELEMENTARY SHORTHAND

An introduction to the theory and practice of Gregg Shorthand. Emphasis is placed on rapid reading, fluent writing, and accurate transcribing from shorthand plates and dictated new material. Open to beginners and to those with previous training who show, through proficiency tests, the need for a review of fundamentals. Typewriting must be taken concurrently unless the student has had the equivalent of Course 60B. *Purnell*

#### \*320 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*

#### 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 systematic study of the principles of indexing, records management, and other office procedures. Prerequisite: Course 60B or satisfactory score on a proficiency test. *Purnell*

#### \*358 BUSINESS CORRESPONDENCE

A study of the psychology and writing principles used in successful letters and reports, and practice in writing simply, directly, and correctly. Prerequisite: Course 60B or satisfactory score on a proficiency test. *Purnell*

#### 363 ADVANCED SHORTHAND

An intensive study of shorthand principles. The student's shorthand vocabulary is enlarged, and greater speed and accuracy in taking and transcribing dictation is developed. Prerequisite: Courses 60B and 262 or satisfactory standing on proficiency tests. *Purnell*

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

Concentrated dictation and study in the field of the student's choice. Emphasis is placed on definition of terms, shorthand outlines, forms, records, office procedures, and information pertinent to particular professions. Prerequisite: Course 60B and 363 or satisfactory scores on proficiency tests. *Purnell*

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## Social Science Division

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*Professor Moore, Chairman*

Within the Social Science Division are the departments of Economics, Education, History, Political Science, Psychology, and Sociology. Interdepartmental courses are listed as divisional offerings.

#### 210 SOCIAL SCIENCE STATISTICS

An introduction to theory and application of statistics to the social sciences. Major content categories are statistical inference, probability, descriptive statistics, random variables, and expected values. *Nord*

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\*Offered alternate years

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†If the student takes both the A and B sections of a Typewriting course in the same term, 1/2-course credit may be earned.

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# Sociology

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**Assistant Professor Bartholomew,  
Acting Chairman**

**Assistant Professor Batt**

**Instructor R. Johnson**

The requirements for an Area of Concentration in Sociology include 8-12 courses in the Department of Sociology including Sociology 102, 320, 325 and two full courses of independent study in Sociology either on or off-campus. An additional 2-4 courses in the Division of Social Science in departments other than Sociology are required. It is strongly recommended that students take Political Science 100, Psychology 210, Social Science 210 and a course in Economics and History. Both the B.A. and B.S. degrees are offered in Sociology.

## **102 BASIC CONCEPTS IN SOCIOLOGY**

The subject matter of sociology; sociological perspectives and its contribution to the understanding of social life; social relationships and processes central to social inquiry. *Batt*

## **122 HUMAN EVOLUTION AND RACES**

Human variation and origins; human evolution; the genetic basis of human variation; somatological and genetic bases for racial classification. *Batt*

**50**



## 201 MAJORITY-MINORITY RELATIONS

There will be some background data concerning the history of the black man in the U.S.A. The origin of racial prejudice within the U.S.A. will be dealt with. During the term there will be readings which the students will be directed to in order to discover different philosophies concerning the problems of majority-minority relations as they relate to social institutions e.g. labor, housing, school, religion. There will be many opportunities for direct interchange of ideas and thought. *R. Johnson*

## \*302 SOCIAL PROBLEMS

A consideration of social problems as the symptoms of maladjustment in our complex modern society, with emphasis placed on the major social forces at play in a rapidly changing culture. Ways of correcting the maladjustments apparent in social life and individual behavior are examined critically with a view toward the development of rational social policy. Prerequisite: Course 102. *Batt*

## \*308 THE SOCIOLOGY OF METROPOLITAN REGIONS

A course intended to increase the student's understanding of the demographic, ecological, and organizational features of large urban agglomerates. Some attention is given to problems generated by urban living, including its impact on personality. Prerequisite: Course 102. *Bartholomew*

## \*311 THE SOCIOLOGY OF COMPLEX ORGANIZATIONS

The functioning of complex, bureaucratic social groupings is examined. Special attention is given to an examination of goals, structures, coordination, dispersion, survival, change as seen in various organizations including governmental, educational, religious, business, and occupational groups. Prerequisite: Sociology 102 or equivalent with consent of the instructor. *Bartholomew*

## 313 CULTURE AND PERSONALITY

Theories of the relations of personality to culture and group life; personality development in cultural milieu; influence of social role on behavior. Prerequisite: 102 or consent of instructor. *Batt*

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\*Offered alternate years

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## \*314 THE FAMILY PROCESS

The interpersonal dynamics of family life; conflict and solidarity, family influences on personality development, role relationships within the family, and the influence of external social forces on family functioning. Variations in family structure and functioning in different cultures and social classes will be examined. Prerequisite: 102 or consent of instructor. *Batt*

## \*317 SOCIAL AND CULTURAL CHANGE

The major processes of social and cultural change; critical evaluation of selected studies; review of various theoretical positions, their contributions and limitations. Prerequisite: 102 or consent of instructor. *Batt*

## 320 SOCIAL THOUGHT AND THEORY

Writings of selected major contributors to the development of sociological theory are read and analyzed. An attempt is made to understand the ideas in terms of individual personalities and the social-cultural milieu of the times. Contributions to succeeding thought and theories are traced. Prerequisite: Course 102 or consent of the instructor. *Bartholomew*

## \*322 DEVIANT BEHAVIOR

The study of recurrent forms of deviance and of the relationship between deviant behavior and social controls. The social implications of defining behavior as deviant will be examined. Students will be expected to prepare research papers which will contribute to the conduct of the course. Prerequisite: 102 or consent of instructor. *Bartholomew*

## \*324 THE SOCIOLOGY OF RELIGION

The study of religious behavior, beliefs, and organization in historical and comparative perspectives. Emphasis will be placed on the interaction of religion with other social institutions. Attention will be given to the relation of theories in the sociology of religion to major trends in general sociological theory. Prerequisite: 102 or consent of instructor. *Bartholomew*

## 325 INTRODUCTION TO SOCIAL RESEARCH METHODS

A non-statistical course designed to introduce students to current sociological research techniques, methodological approaches and relevant analytical procedures. Prerequisite: Sociology 102 or equivalent with consent of the instructor. *Bartholomew*

## \*331 SOCIAL CONFLICT

An examination of selected cases of social interaction from the perspective of conflict theory, in an attempt to understand the dynamics of social conflict. Materials may be drawn from community organizations, student behavior, the family, war, labor and management, and intra-organizational conflict. Prerequisite: 320 or consent of instructor. *Bartholomew*

## \*333 POPULATION ANALYSIS

Analysis of the causes and consequences of major population trends throughout the world; fertility, migration, and mortality as mechanisms of population change; relationships between population, resources, technology and social organization; discussion of the role of family organization in population control. Prerequisite: 102 or consent of instructor. *Batt*

## \*334 CURRENT ISSUES IN ANTHROPOLOGY

Exploration and critique of selected problems, methods, and theories of contemporary anthropology. Prerequisite: 102 or consent of instructor. *Batt*

## 370 (January) COMPARATIVE URBAN STRUCTURE

The examination of the development of the city in varying geographical and historical settings. The implications of structure for social patterns. Unplanned and planned city growth, and the development of the field of city planning. Prerequisite: 102 or consent of instructor. *Bartholomew*

## 380 (January) FIELD RESEARCH IN URBAN SOCIAL PROBLEMS

The study of urban structures, the rural-urban continuum, and the processes of social development in traditional and modernizing contexts in selected cities and nearby localities. An off-campus course. Prerequisite: 102 or consent of instructor. *Batt*

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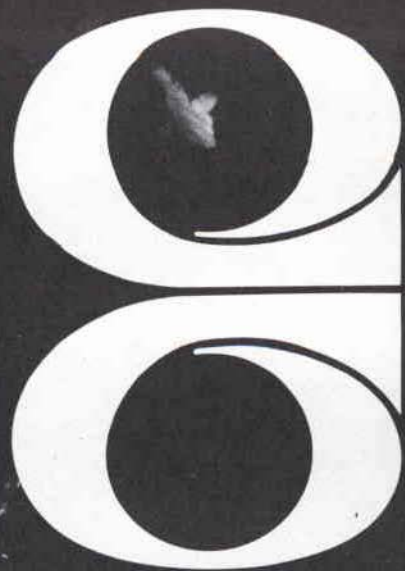
## SPANISH

See *Modern Languages*.

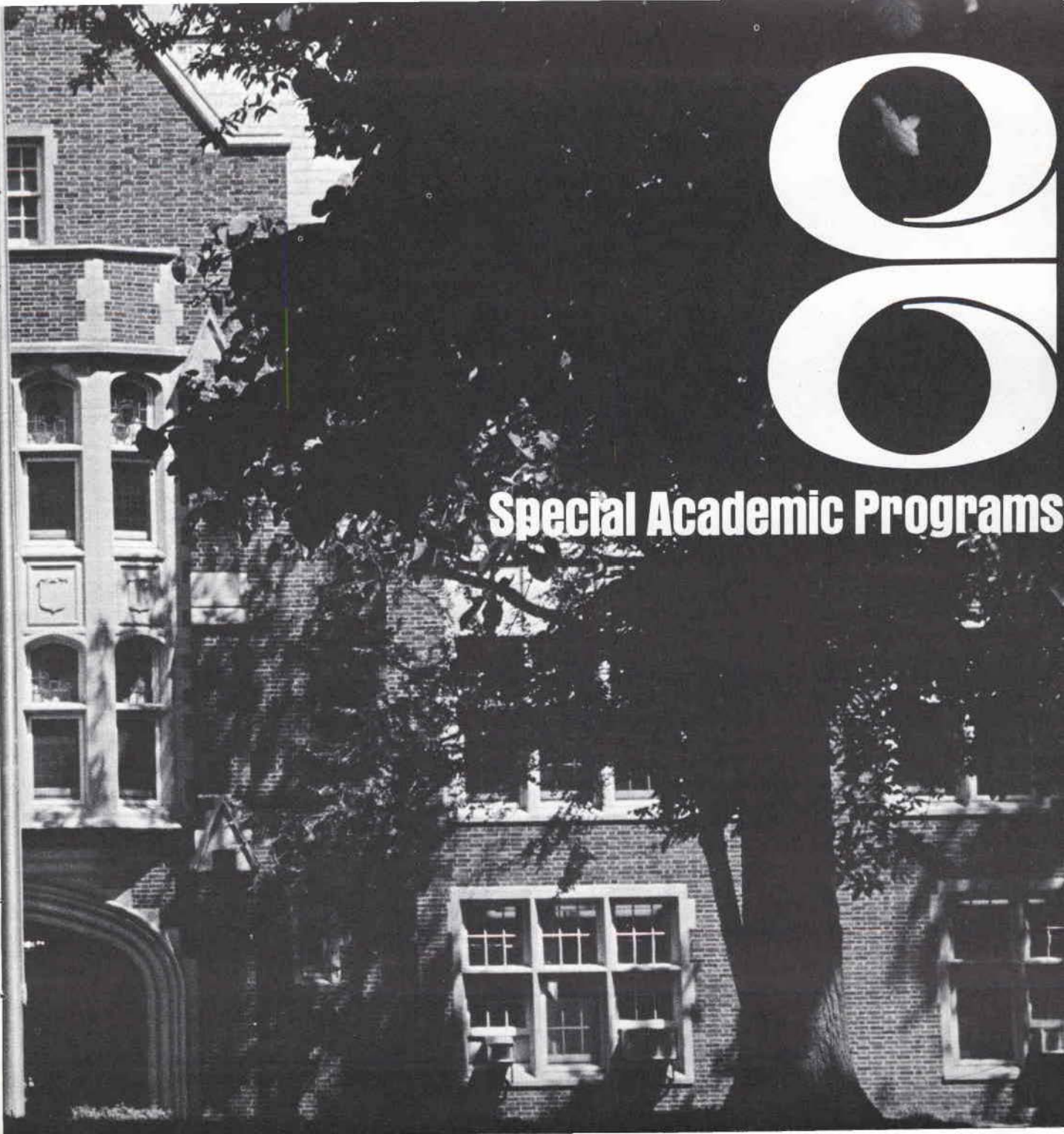
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# Special Academic Programs





## Off-Campus Study

Flexibility and imaginative planning are salient features of the January term; specially designed programs of study away from the Lindenwood campus, carefully tailored by the student to individual academic needs and interests, are encouraged. Off-campus study projects during the January term are limited to the upperclass (sophomore, junior, senior) student. Study during the January term usually consists of group instruction in Lindenwood-sponsored courses in various locations in the United States and abroad.

In certain instances, the student may wish to undertake an individual study project off-campus during the January term. On a *Plan of Study* application form, obtained in the Dean's office, the student must state clearly and in detail the nature of the individual study project, what the student expects to achieve from the project, and how the study will be conducted. The project plan must be approved by the student's faculty sponsor, the appropriate department chairman, and the *January Term Committee* no later than two days after the beginning of the January term. The student is advised to complete plans for an individual study project well before the beginning of the January term.

**Study Abroad.** The experience of studying and living in a country other than one's own provides the student with opportunities for widening intellectual horizons and acquiring specialized knowledge. An increasing number of international study programs are available to Lindenwood students. Study abroad programs are usually undertaken during the January term or junior year, although a number of excellent opportunities are available during summer vacation periods.

While general travel and sight-seeing abroad are valuable in themselves, The Lindenwood Colleges require that all foreign study contribute to the objectives of the student's academic program. Study abroad is strongly encouraged, but academic credit will be approved only when specific academic requirements are adequately fulfilled. A student who wishes to study abroad and receive credit for his work may elect either of two options. If the student wishes to study in an *established program* that is supervised by an American college or university, all requirements of the specific program must be met. If the student wishes to study *independently abroad*, he should be prepared to substantiate his claims for credit with letters of attendance and/or achievement, by copies of examinations, or by interviews and examination in his department of concentration at Lindenwood.

To be eligible for *any* foreign study program that is to be taken for academic credit,<sup>1</sup> the student (1) must, except in unusual cases, have junior standing; (2) have a grade point average of at least 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, *OR* enroll in an intensive course in that language concurrently with his other study in the country; (4) exhibit certain practical qualities, including self-reliance and intellectual and emotional maturity; and (5) have a definite educational objective that is acceptable to the chairman of his department of concentration.

Applications for study abroad must first be approved by the departmental chairman and then be filed with the Chairman of the Committee on Off-Campus

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<sup>1</sup>Requirements may be waived for Lindenwood-sponsored courses offered during the January term.

Study by February 1 of the student's sophomore year. After a personal interview with the student, the Committee will refer its recommendation to the departmental chairman and to the Dean of the College for final approval. All responsibility for travel, application for admission to a foreign institution when applicable, and other arrangements rest with the student. Once during each term abroad the student must file with the Chairman of the Committee on Off-Campus Study and with his departmental chairman a summary of the year's experience, together with any supporting papers. Final approval of academic credit is granted by the Dean of the College upon recommendation of the Committee after the student's work has been evaluated and judged to be satisfactory.

**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 Chairman of the Division of Social Sciences 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.



# Opportunities for Independent Study

Many classes in the curriculum provide exceptional opportunities for independent work. In addition, two special programs of independent study, each leading to course credit, have been designed particularly for the student who can most benefit from this educational experience.

**Special Independent Study Program.** Courses numbered 191, 192, 193, 194, 291, 292, 293, 294, and 394 (See Numbering of Courses, P 9) enable the student to elect a special project for either full or fractional course credit. The Special Independent Study Program affords an opportunity for the student who wishes to undertake a project (either on or off-campus) that is relatively limited in scope and treatment. While the student works under the guidance of a faculty member, the project is carried on in an independent manner without regular class meetings. A student wishing to elect an independent study course is instructed to formulate, with a faculty sponsor selected by the student, a statement that describes precisely the purpose, the content, and the procedure to be used in the project. This statement is to be filed with the proper departmental chairman for approval not later than one week after the beginning of classes in the fall or spring term and not later than two days after the beginning of the January term or the Summer Session. The project must be completed and a final report submitted to the faculty sponsor and the respective departmental chairman before the end of the term in which the work is taken.

**Departmental Honors Program.** The Departmental Honors Program is offered to seniors of unusual scholarly attainment. The program is designed primarily for the senior who merits the opportunity to do individual work (either on or off-campus) of an advanced quality not typically required in an undergraduate course. It is the superior nature of the work expected that differentiates the Departmental Honors Program from the Special Independent Study Program.

The senior who wishes to expand the scope and treatment of a 394 Independent Study course may, upon petition to the Special Academic Programs Committee take the course for departmental honors.

The student may choose a research problem that has specific value and relevance to the area of concentration. The project may be a creative undertaking, such as a composition in music or in art, or the project may take an inter-disciplinary approach in which the student draws upon several related fields of knowledge to analyze a problem common to the disciplines involved.

To qualify for a Departmental Honors Program, the student is expected to have a grade point average of 3.0 or higher. An application in writing for approval of a departmental honors project must be made to the Chairman of the Special Academic Programs Committee. The application requires a concise statement of the problem to be studied, research findings and other knowledge related to the problem, and the method or way in which the problem is to be investigated. Application forms may be obtained from the Dean of the College. The student must submit the request for a departmental honors project during the sixth long term at Lindenwood, or within two weeks prior to the beginning of any subsequent term. The project must be two or three terms in duration and will carry one course credit each term. The honors project must be completed

and a final report of it submitted to the Chairman of the Special Academic Programs Committee by May 1 preceding the student's commencement date. An oral examination will be given by the Committee and members of the faculty from the appropriate department, covering the material contained in the student's report. Depending upon the quality of the report and the results of the oral examination, the Committee may award the student's work (1) Credit with a grade, (2) Honors, (3) High Honors, or (4) Highest Honors in the department in which the work was undertaken. The award of "HIGHEST HONORS IN THE DEPARTMENT OF . . ." is listed in the program for the commencement at which the student is graduated and made a part of the student's permanent academic record.

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The accelerated degree program is designed to permit qualified and interested students the option of graduating in three years and two summers, or in the minimum of three years. The advantage of acceleration is clearly one of expediency, and, as such, runs the risk of forfeiting the enrichment offered by the four-year program. However, the college recognizes there are reasons, such as plans for graduate school or specific career choices, that might place a premium on early graduation. It likewise recognizes that students who demonstrate the ability to carry loads heavier than those normally permitted may desire to complete their baccalaureate program in less than four years. It is for these students that the accelerated program is designed.

Students with a grade point average of 3.0 or higher may make application to the Dean's office for the accelerated program. This application, once approved by the Accelerated Degree Program Committee, the Director of the Program, and the Dean of the College, constitutes an agreement between the student and the college.

This application must be made before the end of the freshman year. Qualified freshmen may petition the Dean for permission to carry an overload in the spring term of the freshman year.

Once accepted in the program, the student must maintain the academic level appropriate to the program. A grade point average in any term which falls below the 3.0 average will lead to a reconsideration of the student's status, and unsatisfactory performance may lead to a revocation of permission to continue in the program. In the case of imposed deceleration, the student may appeal to the program committee for a hearing. Students may withdraw from the program at the end of any term.

The application for the program involves: (1) a sound statement of reasons for wanting to enter the program; (2) an outline of the projected program; (3) the proposed area of concentration; (4) the proposed time of completion of the requirements for graduation. This agreement must be approved by the Accelerated Degree Program Committee, the Director of the Program, the Dean of the College, and the student.

## Accelerated Degree Program



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# 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 as regular or special students<sup>1</sup> may contact the Office of Continuing Education and Career Planning for further information and counseling concerning requirements, financial arrangements and educational opportunities.<sup>2</sup>

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.

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<sup>1</sup>A regular student is one who is enrolled in at least three courses in a long term. A special student is a non-resident student who is enrolled in fewer than three courses in a long term, including day and evening classes. No distinction is made during the January term.

<sup>2</sup>Due to the differences in program and services required by mature students, special considerations have been adopted regarding requirements and fees.

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# Evening Division

The Lindenwood Colleges offer a number of degree and non-degree courses in the late afternoon and evening hours. These courses are designed to serve several groups:

1. The regular Lindenwood student who wishes to extend his or her daytime schedule by taking one or more courses in the evening.
2. Individuals from the St. Charles community and surrounding areas who are pursuing technical degree programs in the city universities and who may wish to take liberal arts courses for transfer.
3. Continuing Education students who find evening courses a convenient way to complete course work toward a Lindenwood degree.
4. Special students from the community who wish to take college courses in particular areas without a degree in mind.
5. Those students enrolled in specific programs available in the evening, such as the Missouri School Library Certificate Program, which is offered entirely through summer session and evening division courses.

Inquiries about evening courses may be made by calling the office of the Associate Dean of The Lindenwood Colleges, 723-3474.

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# The Summer Session

The Lindenwood Colleges Summer Session offers a full academic program. In addition to the academic course offerings, social and cultural opportunities are designed to extend the classroom experience into the campus community. The summer academic program is six weeks in duration, and the student is able to select up to two courses of college work from a wide variety of offerings during

the six-week session. *Two summer session courses from Lindenwood or the equivalent (7 credit hours) from another college or university may be counted each year toward the graduation requirement of 36 courses.* Classes are held daily, Monday through Friday. In addition to the regular academic program, independent study opportunities, credit and non-credit institutes, clinics, forums, and workshops are offered annually during the summer session. Detailed information about all summer offerings may be obtained by writing the Director of the Summer Session.

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

The Council on Teacher Education consists of the members of the staff of the Department of Education, the President, the Dean of the College, the Dean of Students, the Registrar, and staff members of other college departments as indicated. Under the leadership of the Department of Education the Council cooperatively plans or approves the programs of teacher education. Faculty members representing other departments in the college who are members of the Council are:

Howard A. Barnett, English  
Jeanne Huesemann, Mathematics  
Groff S. Bittner, Music  
Martha May Boyer, Communication Arts  
Luis Gálvez, Modern Languages  
Edward Eddowes, Psychology  
J. Walter Grundhauser, Biology  
James F. Hood, History  
Dorothy Ross, Physical Education  
John H. Wehmer, Art

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 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 final decision on a student's acceptability to continue in the Teacher Education Program. In addition to a well-defined interest in teaching, the applicant must have emotional stability, an effective personality, and must rate average or above in ability to do college work as determined by appropriate test scores. To continue his work, the student, in addition to having

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

# Teacher Education Curriculum



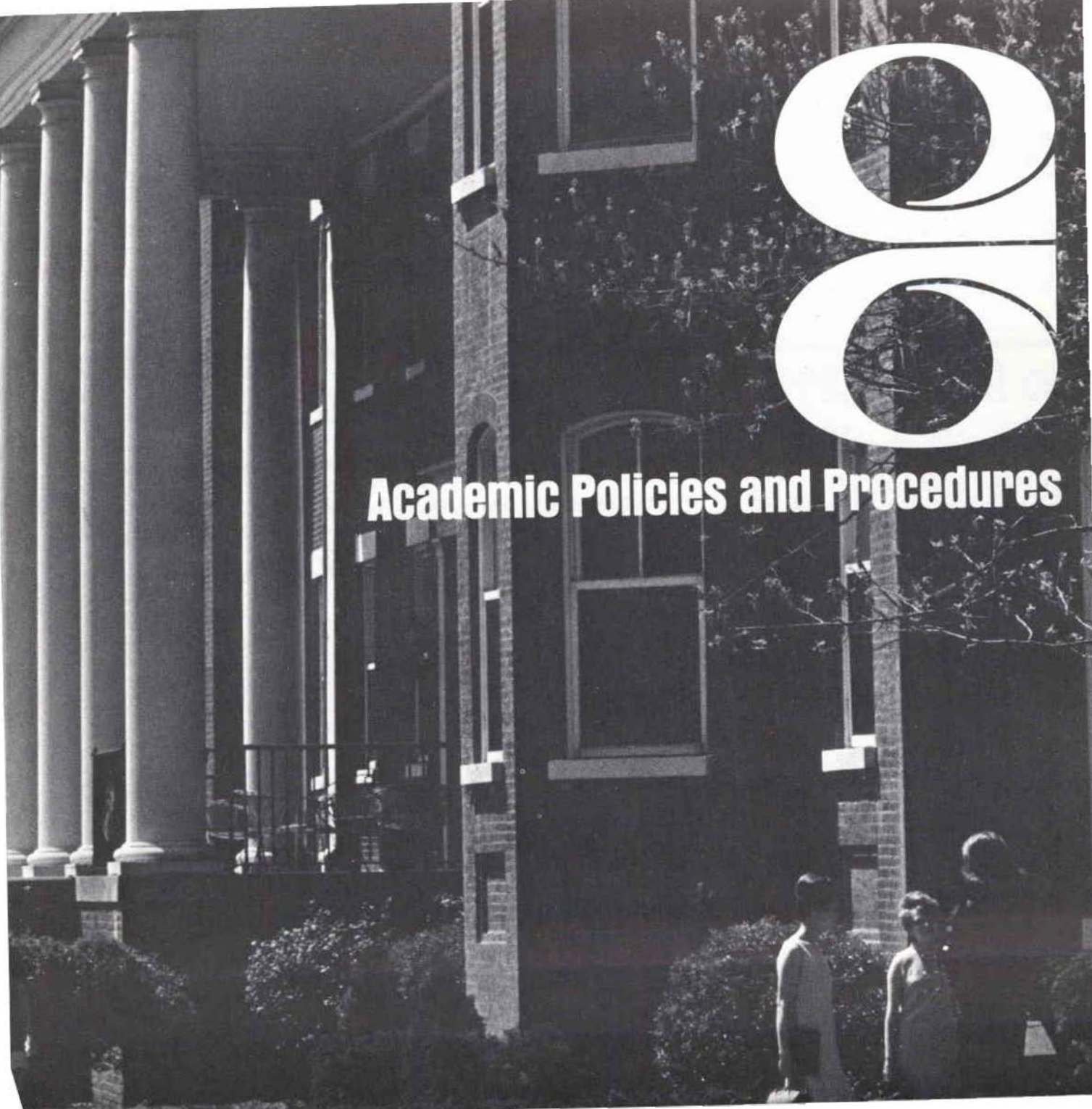
demonstrated a competent professional attitude, must conform to grade standards established by the Council on Teacher Education.

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 Department of Education 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 Department of Education at least one term in advance of enrollment in professional courses off-campus or by correspondence.

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# **Academic Policies and Procedures**



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# 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.

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# Academic Load

With the exception of fractional courses (See Numbering of Courses, page 9), most course offerings carry full course credit. The student is permitted to carry no fewer than three courses in the fall and spring terms. The maximum course load during the fall or spring term is four courses, and during the January term, one course. Certain fractional courses in physical education, music, secretarial institute, and communication arts may be added to a total of  $\frac{1}{2}$  course without constituting an overload. Any overload must be approved by the student's faculty adviser and the Dean of the College.

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# 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 final approval of the Registrar. Such courses will be awarded the grade, *W.F.*, unless the student has a grade of *C* or higher in the course at the time it was dropped. In such cases, the grade *W.P.* will be recorded for the course.

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# 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. Fractional courses may not be audited. No credit can be earned or later claimed by the student who audits a course.

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# 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, numbered 200 or above, in the field of concentration at Lindenwood.

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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, but must be taken in addition to the thirty-six courses required for graduation.

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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 each college.

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The faculty has adopted the following statement of policy regarding the student's class attendance:

1. 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.
2. It is desirable that the student attend each meeting of each course.
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. Students who find it necessary to be absent from a class meeting on these days must petition the Dean of their College in advance so the absence may be excused. 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 recommend to the Dean of his College that the student be dropped from the course with a grade of *F*.
5. All absences because of illness must be certified by the Health Center.

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## Correspondence Work

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## Arrangement of Course Schedule

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## Class Attendance



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# 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 due to circumstances beyond the control of the student. 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 grade is figured into the grade-point average at the lowest passing grade, which is a *D*. The condition must be removed by satisfactory work in the following term or the *D* is automatically changed to an *F*. The *W.P.* grade (Withdrawal-Passing) is given in exceptional cases to the student who is given permission by the Registrar to withdraw from a course after the official time designated for such withdrawals has passed. The grade is given only when the student has a grade of *C* or higher in the course at the time it was dropped. The student whose work is below *C* caliber at the time of withdrawal will have a *W.F.* grade (Withdrawal-Failing) recorded for the course.

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# 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.

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## 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.

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## Final Examinations

The student will find that the means for evaluating progress varies from course to course. In some cases, evaluation will take the form of research or independent study papers. In the majority of cases, evaluation will primarily take the form of several examinations throughout the term and a final examination at the end of the term. When a final examination is included as part of a course requirement, the faculty member will adhere to the final examination schedule that is established by the Registrar. This means that the faculty member will not administer a final examination at any time prior to the time and date approved by the Registrar. The student is expected to plan personal affairs, such as travel home, vacation, and summer employment, in such a way that there will be no conflict with the final examination schedule. Only in rare instances involving clear emergency will the student be allowed to take final examination(s) at an earlier date, and approval must be granted by the Dean of his College. In no case will a student be required to pay a special fee for early final examinations that have been approved.

A grade of *F* will be recorded for the student who is absent from a final examination without adequate reason.

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## 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 14-week 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 Students.
- 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 conferred 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.



# **Admissions and Financial Aid**



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## 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 re-enrollment in order to fulfill requirements for the degree.

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**Admissions and Financial Aid**





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# 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. These tests should be taken no later than January of the senior year.

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# 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.

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# 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 admissions office.

Successful candidates are required to submit a non-refundable deposit in the amount of \$100 by April 1. Candidates notified of acceptance after March 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 transferable 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.

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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 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.

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## **Early Notification**

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.
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## **Admission to Advanced Standing**

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.)

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## **Advanced Placement**

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).

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## **Foreign 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, The Lindenwood Colleges, R27-29, Roemer Hall, telephone 724-6460.

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## **Continuing Education Students**



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## Financial Aid

Financial assistance at The Lindenwood Colleges is based upon scholastic achievement or outstanding talent and on financial need as established by an analysis of the Parents' Confidential Statement. While awards are made for only one year at a time, they are normally renewed in subsequent years provided the student maintains scholastic work of sufficient quality and demonstrated financial need continues.

Each candidate applying for financial assistance (other than recipients of endowed grants to children of ministers) must file a Parents' Confidential Statement with the College Scholarship Service. New students may obtain the Parents' Confidential Statement from their secondary school office, or by writing directly to the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540. Returning students may obtain the necessary forms from the Financial Aid Office at Lindenwood College.

Financial aid may be in the form of scholarships, grants, loans, or student employment. Most financial aid recipients will receive a combination of two or more forms of assistance.

The Lindenwood Colleges have a limited number of scholarships with a value of one-half or full tuition available for students demonstrating superior talent in art, music, communication arts and natural sciences and mathematics. Students who are recipients of these scholarships are expected to select the area in which the award was given as their area of concentration. Specific information regarding these scholarships may be obtained from the Admissions Office.

Scholarship applicants are expected to file a Parents' Confidential Statement with the College Scholarship Service. Scholarships are renewable as long as the student obtains a grade-point average of at least 2.75 at the end of the freshman year, 2.90 by the end of the sophomore year, and a 3.0 by the end of the junior year and continue to meet all other college requirements.

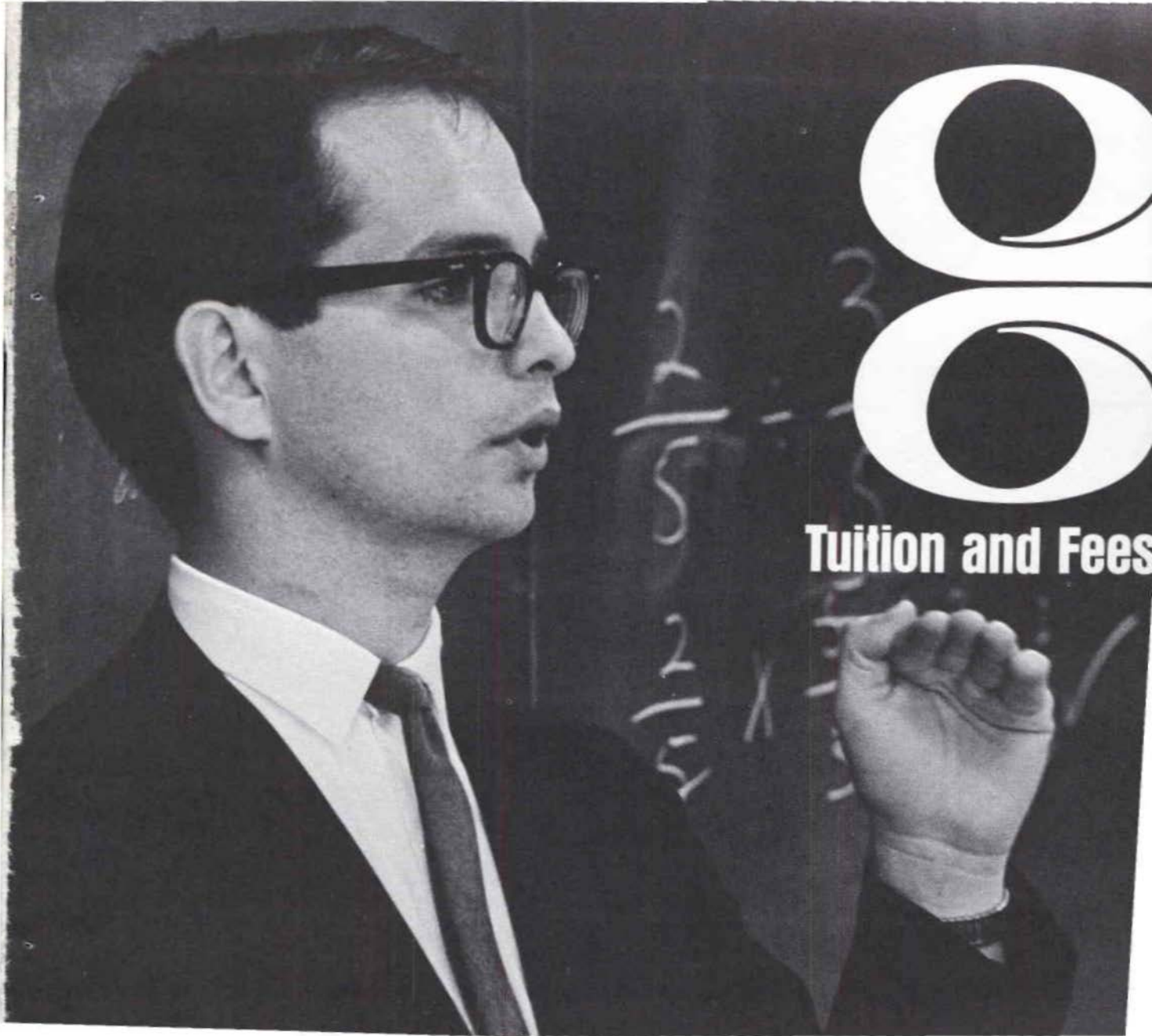
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## Special Grants Program for January Off-Campus Study

For approved January Interim Term off-campus study, a special grant of up to \$100.00 shall be awarded to each full-time student in *good standing* for every full year of residence for which tuition has been paid to The Lindenwood Colleges, beginning September 1, 1967, this grant to be applied to a following year. Those students who had paid tuition for only one previous long term would be entitled to one-half of the grant.

These grants are accumulative. Third year students who had been continuously enrolled at Lindenwood or Lindenwood II and had not previously used the special grant would be eligible for up to \$200.00 and fourth year students in 1970-1971, under the same conditions listed above, would be eligible for the maximum grant of \$300.00.

A portion of the grant may be used by students for group field trips or independent study off-campus in January, providing the students clear their plans and expenses through the office administering the off-campus study program.



**Tuition and Fees**



# Fees and Charges

The comprehensive charge for resident students for the college year includes tuition, room, board, health service and student activity fee. Available optional services for which additional charges are made are listed on page 76.

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. Special grants for off-campus study are described on page 76.

## Comprehensive Fee

### Resident Students<sup>3</sup>

Tuition <sup>1</sup> .....	\$1,750
Room and Board <sup>1</sup> .....	1.150
Student activity fee <sup>2</sup> .....	50
	<hr/>
	\$2,950

### Day Students<sup>3</sup>

Tuition <sup>1</sup> .....	\$1,750
Student activity fee <sup>2</sup> .....	50
	<hr/>
	\$1,800

<sup>1</sup>Tuition 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.

<sup>2</sup>Student Activity fee covers admission to lectures, concerts, convocations, social activities open to the entire student group, subscriptions to the student newspaper, year-book, and the literary magazine.

<sup>3</sup>Comprehensive fee for students enrolled as full-time students prior to June, 1968:

Resident students	\$2,750
Day students	1,800

## Application Fee

New students will pay an application fee of \$15.00. 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.

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.

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 who attend The Lindenwood Colleges while living at home, if married, or in the homes of their parents, if single, may enroll as day students. Legal residents of the City of St. Charles or of St. Charles County qualify for a \$500 tuition grant. 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.<sup>1</sup>

<sup>1</sup>Day students residing outside St. Charles County who were enrolled in degree programs prior to June, 1968, may continue to enjoy the grant privileges otherwise limited to St. Charles County residents.

# General Deposit

## Deferred Payment Plans

### Day Students

## Payment Schedule

#### New Students:

	<i>Resident</i>	<i>Day Student</i>
1st payment (due upon acceptance) (Non-Refundable) . . . . .	\$ 100	\$ 50
2nd payment (Due May 1) (Non-Refundable) . . . . .	300	100
3rd payment (Due September 1) . . . . .	1,550	850
4th payment (Due January 1) . . . . .	1,000	800
	\$2,950	\$1,800

#### Returning Students:

1st payment (Due March 1) (Non-Refundable) . . . . .	\$ 25	\$ 25
2nd payment (Due May 1) (Non-Refundable) . . . . .	300	100
3rd payment (Due September 1) . . . . .	1,550	850
4th payment (Due January 1) . . . . .	1,075	825
	\$2,950	\$1,800



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## 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. 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.

A charge of \$150.00 per course is made for all special students receiving credit from The Lindenwood Colleges.

The charge for auditing a course is \$75.00.

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## 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 available to each full-time student for the academic year including travel time to and from the campus.

*Applied Music*—Individual lessons in piano, voice, orchestral instruments and organ—\$60.00 per term for one half-hour lesson each week; \$110.00 per term for two half-hour lessons each week. Music majors will pay a maximum of \$60.00 per term regardless of the number of lessons taken.

*Functional Piano*—Group lessons, beginners class, \$30.

*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 \$75.00 per term for the spring and fall terms and \$25.00 for the January term.

*Stable Rental*—A limited number of stalls are available for the student who wishes to bring his or her own horse to college. The monthly charge for the care and feeding of a horse in the Lindenwood College stables is \$75 per month.

*Air Conditioned Rooms*—An additional charge of \$30 is made for each occupant of a room in an air conditioned resident hall. McCluer Hall and Parker Hall are air conditioned.

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## Student Teaching Fee

A fee of \$100.00 will be charged students doing practice teaching. This fee will be payable at the beginning of the term in which student teaching is done, and the total amount thus collected will be used as compensation to the teachers supervising this student teaching in their classrooms.

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## Graduation Fee

A graduation fee of \$10.00 is due and payable by April 2 preceding graduation. This fee applies only to graduating seniors.

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## General Business

All remittances should be mailed to the Business Manager, The Lindenwood Colleges, St. Charles, Missouri 63301.

When students have been accepted for admission, parents and guardians accept all the conditions of payment and regulations of the college.

Diplomas and transcripts will not be issued until all college accounts are paid in full.

The college is not responsible for loss due to fire, theft, or any other cause. Students who wish to insure against these risks should do so individually.

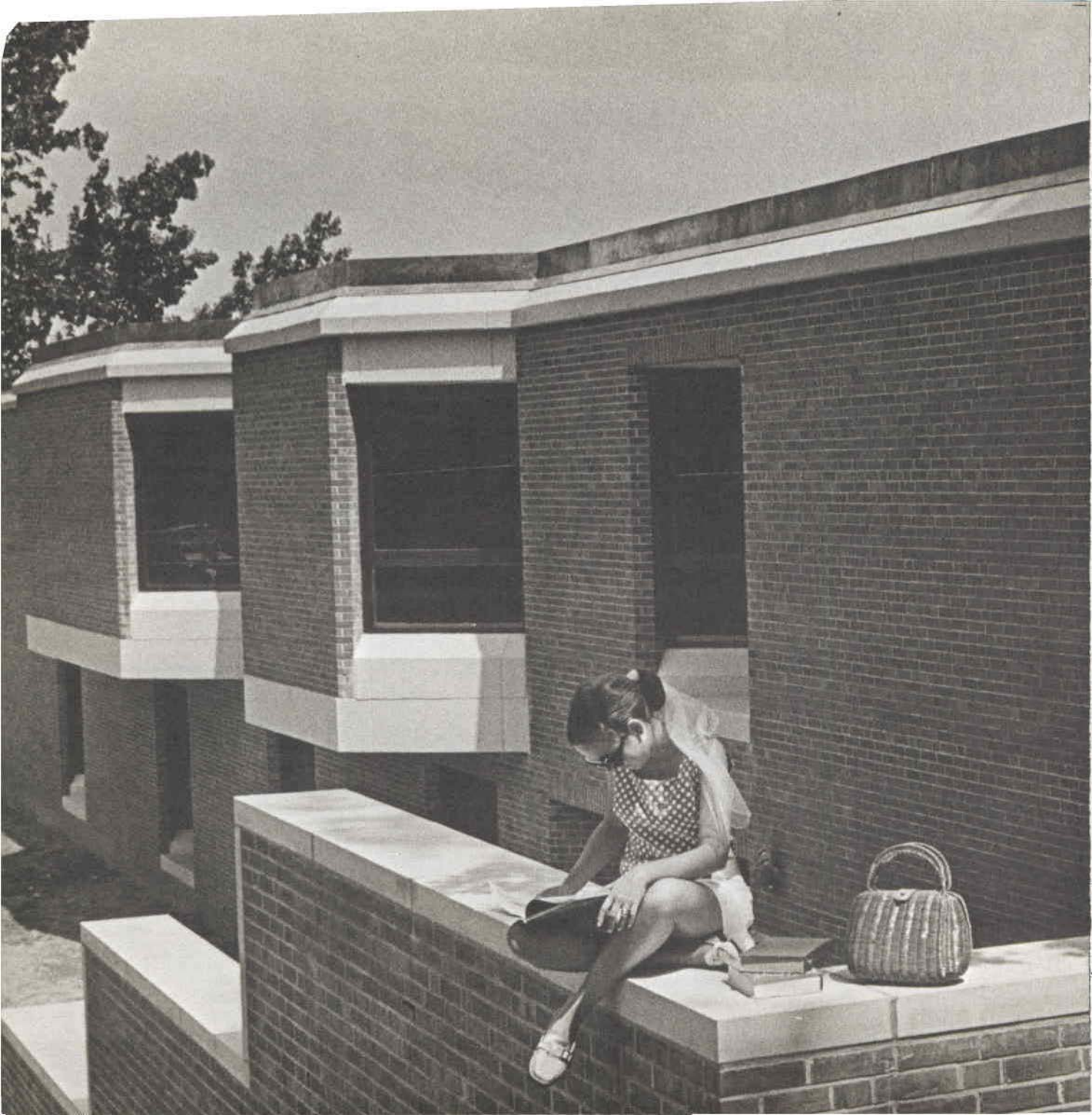
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## Withdrawal Terms

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 voluntarily or involuntarily before the end of the college year, there is no reduction in fees except in case of withdrawal upon the recommendation of the college physician because of serious illness, in which case a refund pro rata will be made. No deduction is made for temporary absence during the year.







**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 founda-

tion 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.

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

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## 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.
- 

MARGARET LEGGAT BUTLER CHAIR OF RELIGION—Established in 1917.

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

NELL QUINLAN REED PROFESSORSHIP OF MATHEMATICS—Established in 1967 by Mrs. James A. Reed to further the study of mathematics at Lindenwood.

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

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## Endowed Chairs, Professorships, Lectureships



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# Degree Requirements

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## Bachelor of Arts

The curriculum for the Bachelor of Arts degree has the following requirements distributed over the four years:<sup>1</sup>

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 courses 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 and speech. Proficiency examinations are administered by the Department of English and the Department of Communication Arts. Students whose written language does not meet established standards will take English 213. Students who fail to meet established standards in oral language may register in a recommended speech course, or after a conference with a member of the staff may work independently to bring their speech to the desired standard.
10. Additional requirements for students who wish to qualify for elementary or secondary teaching credentials are listed on page 22.

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<sup>1</sup>Students enrolled in Lindenwood College prior to June, 1969, may complete requirements for their degrees as stated in the catalog of the year they entered, or elect the Bachelor of Arts degree program described above. Information on specific requirements for returning students may be obtained in the Office of the Registrar.

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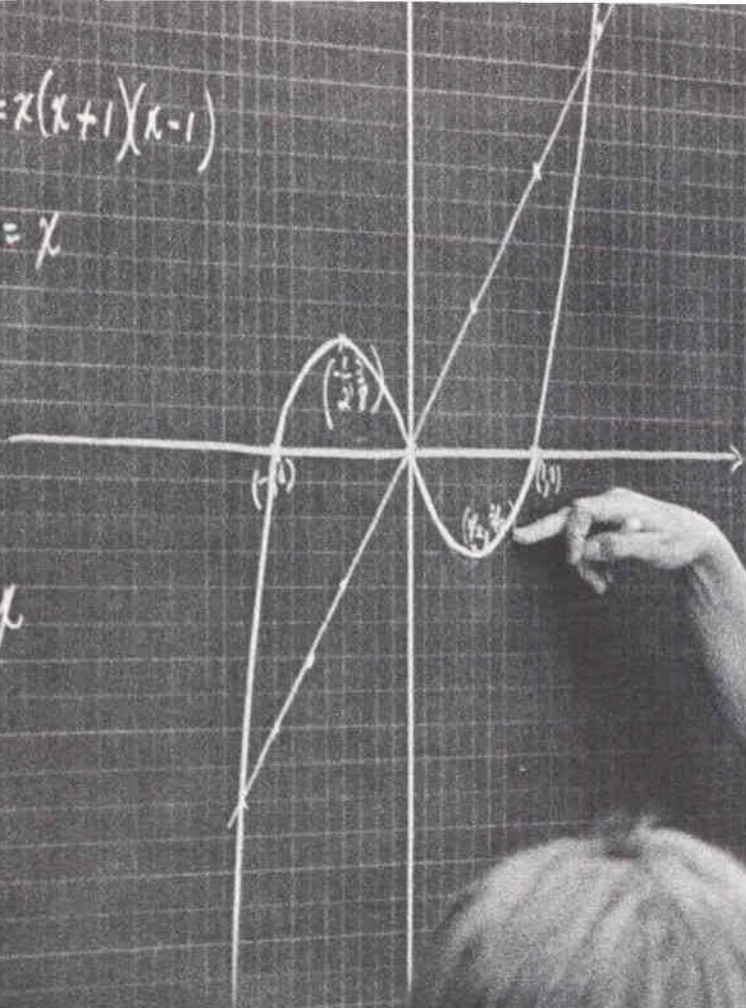
## Bachelor of Science

The curriculum for the Bachelor of Science 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.

$$f(x) = x(x+1)(x-1)$$

$$g(x) = x$$



$$2x) dx$$





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# Nursing

Requirements for the B.A. or B.S. degree in nursing in cooperation with Deaconess Hospital:

1. The usual pattern is for the student to spend the first and fifth year on the Lindenwood campus and the intervening three at Deaconess.
2. Lindenwood—Eighteen courses including the following:  
Lindenwood Common  
One Humanities Exploratory Divisional—Elective  
Foreign Language—intermediate level proficiency or an exploratory elective from each of the three divisions in addition to the one in humanities (to be determined under the guidance of the academic adviser for the nursing program).  
Senior Synthesis program
3. Deaconess—Sixteen courses  
Chemistry or English                      Philosophy                      Sociology  
Anatomy and Physiology                  Religion                          Nutrition  
Microbiology                                  Psychology                      Practicum

The Deaconess program fulfills the Science and Social Science requirements, one-half of the Humanities requirement and the area of concentration requirement.

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# Convocation Requirement

Assemblies, lectures, concerts, plays, and related cultural activities are important extensions of course study and, as such are an essential part of the educational program of Lindenwood College. During each of the long terms, a student-faculty committee will designate a number of programs as CONVOCA-TIONS and all students will be required to attend at least seven to fulfill their convocation requirement for that term. In January, two out of four will be required for those attending on-campus courses.

Students failing to meet their convocation quota will have a half course added to the graduation requirement of 36 courses for each of the long terms in which the quota is not met. A quarter course will be added to the graduation requirement for a January term in which the quota is not met. Attendance cards for all convocation events will be distributed at the door.<sup>1</sup>

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<sup>1</sup>This regulation is an administrative implementation of a faculty policy decision made on March 26, 1969 and is subject to final faculty approval on September 5, 1969.

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# Student Academic Participation

In addition to student organizations which offer positions of leadership in the affairs of the college, there are two areas in which students have an active voice in the college administration. One of these is the Dean's Advisory Committee which has on it representatives of the Student Association, the Resident Assistant Program, the Social Council, and the Linden Scroll. The other is the President's Council, to which certain student leaders are appointed. Through these representatives, any student at Lindenwood may present issues which relate to the academic, resident, and extracurricular life of the entire college community.





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## Counseling Program

A young woman enters a new world in college. She is, often for the first time, on her own. The college will not violate this new freedom but will provide a variety of programs to capture the student's interest, to motivate her toward worthwhile endeavor, to get her to try new ideas and new patterns of learning. The central part of this provision is the Lindenwood curriculum, designed to challenge and motivate today's students. Closely related is the counseling program which will assist the student as an individual to integrate the academic and social life of college into a complete and fully realized experience.

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## 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.

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## 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 and the Dean of Students 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.

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## Professional Counseling

In addition to psychiatric counseling on a consulting basis, a full time professional counselor is available to all students. Her role is a highly confidential one; her area of competence is in dealing with those needs of students which are social or personal-emotional in nature.

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## 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.

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## 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.

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## Social Life and Extracurricular Activities

Social life and campus activities are under the general supervision of the Dean of Students 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 Educators' National Conference for music students. A tutorial program is a current project for students interested in community service.

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## 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.

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## 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 Depart-



ment 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 Bark*, 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.

Open to all students, although a specialty of those in Communication Arts, Lindenwood's educational FM station and campus AM station, KCLC, offers opportunities in radio broadcasting for writers, announcers, programmers, and technicians.

Campus Chest has been established to bring together all organizations on campus for the purpose of aiding various philanthropic student-related projects off-campus with donated or raised funds.

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Lindenwood College is historically related to the United Presbyterian Church U.S.A. and considers religious concern to be a force in today's college generation. The college supports both traditional forms of worship and the search for new ways of finding and expressing spiritual values, although neither is imposed or required.

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The Student Interfaith Network is a voluntary organization for all Lindenwood students. It draws together students of diverse experiences and faiths in a program designed to open their lives to "new understanding and deeper relationships . . . that together they may join in the struggle for peace and justice, freedom and dignity for all people."

The organization is affiliated with the National and International Student YWCA, The World Student Christian Federation, and the University Christian Movement.

The Student Interfaith cabinet works with the administrative officers of the college in planning the annual Religion-in-Life Program. Lindenwood students have the opportunity to participate in student organizations sponsored by the churches of St. Charles.

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All resident students are under the medical supervision of the college. The college maintains on the campus a small infirmary with registered nurses in residence. In case of any illness, the student must report to the Health Center; and should it be necessary for her to miss a class, a Health Center excuse will readmit her. The college physician calls at the Health Center every day and is available on call at any hour. In ordinary cases, no fee is charged. In case of serious illness requiring a private nurse, special attention of the college physician, hospitalization, or surgery, the student must bear the expense. Special medications are billed to the student.

If the student prefers medical treatment other than that provided by the college, all expenses must be borne by the student. Appointments with dentists,

## Campus Religious Life

## Student Religious Organizations

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## Health Service



oculists, and other specialists may be made through the Health Center. It is vitally important that the Health Center have a record of any outside medical treatment that a student may be receiving. If the campus physician is unaware of medication being taken, he might not be able to administer effective treatment in case of emergency.

An accident and sickness insurance plan is available to all full-time students for the college year. Details of the plan are mailed to all students.

Entering resident students are required to have a physical examination before enrolling for the first term.

Any student who must leave college during the academic year for reasons of health is required to submit a full report of the treatment and results from her physician to the Health Center BEFORE SHE RETURNS. If the absence exceeds two weeks, permission to return must be requested from the Dean of the College.

The College is not staffed to deal with serious emotional illness. In the case of an emotional illness which is disturbing to other members of the residence hall, it will be necessary to request the student to withdraw either temporarily or permanently.

The College provides, on a consulting basis, the services of a psychiatrist for those students who wish or need specialized counseling. The college reserves the right to refer any student for psychological evaluation when determined necessary for the good of the student or for the welfare of the college community. If continued treatment is indicated, however, it will be done only with the consent of and at the expense of the student's parent or guardian.

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## 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 preferences 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.

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## Banking Services

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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.

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## 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.



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**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.

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**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.

**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 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.

## Special Funds

## Endowed Scholarships



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.

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## 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 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.

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Specific information regarding National Defense Student Loans may be obtained from the Business Office.

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

**THE STUDENT LOAN FUND OF THE UNITED PRESBYTERIAN CHURCH U.S.A.** is available to undergraduate students in the junior and senior years who are communicant members of the United Presbyterian Church U.S.A. and citizens of the United States, registered with or under care of their presbytery for a church occupation, or who are students in the Junior Year Abroad program of the Commission on Ecumenical Mission and Relations. (The maximum loan available is \$1,000 in an academic year, or \$500 for summer school.) The loan is repaid in quarterly payments beginning six months after completing or discontinuing study; and is to be fully repaid within six years. Interest is charged at the rate of three percent annually and begins when the borrower completes or discontinues study. To obtain the necessary application forms, the applicant should write directly to the Office of Educational Loans and Scholarships, 425 Witherspoon Bldg., Philadelphia, Pa. 19107.

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

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

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

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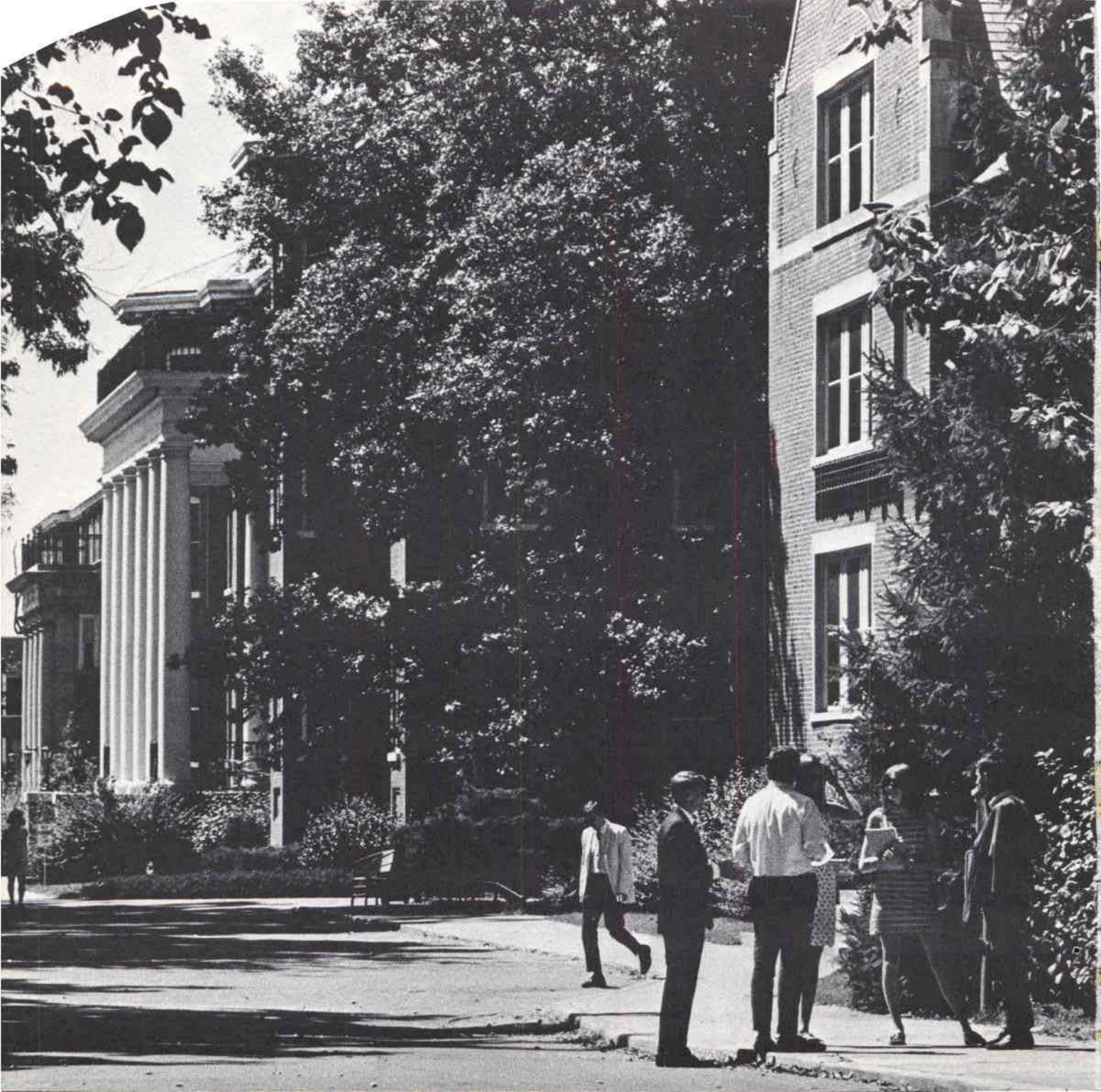
Approximately one-third of the students attending Lindenwood College are employed part-time on the campus. Student employment assignments are varied in nature.

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## Student Loan Funds

## Student Employment







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# Directory of the College

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## The Board of Directors

### OFFICERS OF THE BOARD

John M. Black, *President*  
John M. Wolff, Jr., LL.D., *Vice-President*  
Russell J. Crider, M.D., *Vice-President*  
William H. Armstrong, *Secretary and Treasurer*  
Mary E. Yonker, A.B., *Assistant Secretary*

### MEMBERS OF THE BOARD

#### Term of Office 1967-1973

The Reverend George E. Sweazey, D.D. (1959), Webster Groves, Mo.  
John M. Wolff, Jr., LL.D. (1963), St. Louis, Mo.  
The Reverend W. Davidson McDowell, D.D. (1960), St. Louis, Mo.  
David S. Jacobson (1968), Palo Alto, Calif.

#### Term of Office 1968-1974

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

#### Term of Office 1969-1975

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

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## The Board of Overseers

Mrs. K. K. Barton, *Alumna* (1966), Kansas City, Mo.  
Arthur S. Goodall (1937), St. Louis, Mo., *Life Member*  
R. Wesley Mellow (1943), St. Louis, Mo., *Life Member*  
Mrs. James A. Reed, LL.D., *Alumna* (1953), Kansas City, Mo., *Life Member*  
The Reverend W. Sherman Skinner, D.D. (1955), St. Louis, Mo.,  
*Life Member*  
Sidney W. Souers, LL.D. (1958), St. Louis, Mo., *Life Member*  
Mrs. Horton Watkins, L.H.D. (1957), St. Louis, Mo., *Life Member*  
Mrs. Robert R. Wright, *Alumna* (1957), Clayton, Mo.

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# Standing Committees of the Board of Directors, 1969

## *Executive*

John M. Black, Chairman  
William H. Armstrong  
Russell J. Crider, M.D.  
John M. Wolff, Jr.  
Richard A. Young

## *Faculty and Curriculum*

Mrs. Arthur Stockstrom, Chairman  
William H. Armstrong  
Mrs. Thomas S. Hall  
William B. Harris  
David Q. Reed

## *Buildings and Grounds*

Russell J. Crider, M.D., Chairman  
The Reverend W. Davidson  
McDowell  
James W. Quillian  
Mrs. Arthur Stockstrom

## *Finance*

Richard A. Young, Chairman  
William H. Armstrong  
John M. Black  
David S. Jacobson  
John M. Wolff, Jr.

## *Auditing*

Richard A. Young, Chairman  
William H. Armstrong  
John M. Black

## *Development*

John M. Wolff, Jr., Chairman  
John M. Black  
Mrs. Thomas S. Hall  
William B. Harris  
David S. Jacobson  
James W. Quillian  
David Q. Reed

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# 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 College*

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

## *B. Richard Berg, Vice-President for Public Affairs*

A.B., Fresno State College; M.S., Boston University.

## *Mary E. Ambler, Librarian*

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

## *Lula Clayton Beale, Registrar*

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

## *Robert H. Betts, Acting 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.

## *Earl L. Davis, Director of Admissions*

B.A., State College of Iowa.

## *Thomas A. Harig, Business Manager*

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

## *James F. Hood, Associate Dean of the College for Special Programs*

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

## *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 (Mrs. Sidney), *Director of Alumnae Affairs*  
B.A., Lindenwood College
- Sandra Thomas, *Dean of Students*  
B.A., University of Texas; M.S., Indiana University.
- Carole Watson (Mrs. Eddie), *Director of Intercultural Programs*  
B.S., Kansas State College; M.A., St. Louis University.

## 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.
- 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.
- 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.
- Lear, Mary E., *Professor, Chemistry, 1916; Professor Emeritus, 1960*  
A.B., B.S., M.A., University of Missouri; Sc D., Lindenwood College.
- 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

- 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.
- Banks, Marjorie Ann, *Associate Professor, Education, 1960*  
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.
- Barnett, Howard A., *Professor, English, 1965*  
B.A., M.A., Indiana University; graduate study, University of Chicago; Ph.D., Indiana University.
- Bartholomew, John N., *Acting Chairman, Assistant Professor, Sociology, 1969*  
B.A., Cornell University; B.D., Princeton Theological Seminary; doctoral candidate, Princeton University.
- Batt, Carl E., *Assistant Professor, Sociology, 1969, National Teaching Fellow*  
B.A., University of the Americas; M.A., Northwestern University.





# Faculty

- Bauer, Hugo John, *Associate Professor*, 1947; *Director of Audio Visual Center and Language Laboratory*  
A.B., Elmhurst College; M.A., Northwestern University; graduate work, Washington University; Goethe Institute Summer Seminars, Germany.
- 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, *Acting Chairman, Assistant Professor, Music*, 1961  
B.S., Indiana Central College; M.Mus., Indiana University; further study with Ozan Marsh, Patricia Benkman, and Reah Sadowsky.
- Borrmann, 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, *Chairman, 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.
- 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.
- Caine, Karen (Mrs. Stanley), *Visiting Instructor in the Department of Physical Education*  
B.S., Macalester College.
- Caine, Stanley Paul, *Assistant Professor, History*, 1967  
B.A., Macalester College; M.S., Ph.D., University of Wisconsin.
- Carlson, Craig B., *Assistant Professor, English and Communication Arts*, 1969  
B.A., The College of William and Mary; doctoral candidate, Exeter University.
- Carpenter, Virginia Lewis (Mrs. Jack), *Assistant Professor, Education*, 1967  
A.B., M.A., Ph.D., Washington University.
- Conover, C. Eugene, *Chairman, Margaret Leggat Butler Professor of Philosophy and Religion*, 1948  
A.B., College of Wooster; B.D., Union Theological Seminary; A.M., Ph.D., University of Cincinnati.
- 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), *Instructor, Physical Education*, 1968  
B.A., Fontbonne College; M.A., Washington University.
- Eckert, W. Dean, *Associate Professor, Art*, 1968  
B.A., B.F.A., M.A., Ohio State University; Ph.D., State University of Iowa.
- Eddowes, Edward E., *Chairman, Professor, Psychology*, 1968  
B.A., University of Miami; M.A., Ph.D., University of Florida.
- Enoch, Philip R., *Adjunct Assistant Professor, Communication Arts*, 1969  
B.F.A., Ohio University; M.A., Ohio State University.
- Feely, James H., *Chairman (1969-70), Associate Professor, English*, 1958  
A.B., Northwestern College; M.A., Northwestern University; graduate work, Washington University.
- Fields, N. Jean, *Instructor, English and Communication Arts*, 1965  
B.A., Morris Harvey College; M.A., Ohio State University; graduate work, U.C.L.A.
- Gálvez, Luis A., *Chairman, Professor, Modern Languages*, 1968  
Professor de Literaturas, Quito, Ecuador; M.S., Ph.D., University of Notre Dame.

- Grading, Klaus H., *Assistant Professor, Modern Languages*, 1969  
Staatsexamen and doctoral candidate, Saarbrucken University.
- Greenlaw, Kenneth G., *Assistant Professor, Music*, 1968  
A.B., M.A., Occidental College; graduate work, U.C.L.A.; D.M.A., University of Southern California.
- Grundhauser, J. Walter, *Professor, Biological Science*, 1946. On sabbatical Fall and January Terms, 1969-70  
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.
- Hirschmann, Rudolf, *Assistant Professor, Modern Languages*, 1969  
B.A., Valparaiso University; M.A., Ph.D., University of Colorado.
- Hood, James Frederick, *Chairman, Professor, History*, 1961  
Associate Dean of the Colleges for Special Programs.  
B.A., M.A., Ph.D., University of Illinois.
- Huesemann, Jeanne H. (Mrs. T. J.), *Assistant Professor, Mathematics*, 1957  
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.
- Johnson, Esther L., *Associate Professor, Philosophy and Religion*, 1963  
A.B., Smith College; M.A., Ed.D., Union Theological Seminary and Columbia University.
- Johnson, Roosevelt, *Instructor, part-time, Sociology and Education*, 1969  
B.S., M.S., Southern Illinois University; doctoral candidate, Saint Louis University.
- Kanak, Arthur L., *Associate Professor and Artist in Residence, Art*, 1953  
B.A., M.F.A., State University of Iowa; post graduate work in painting, drawing, and prints, State University of Iowa.
- Knickmeyer, Henry E., *Instructor, part-time, Art*  
B.F.A., Webster College; M.F.A., S.I.U., Edwardsville.
- Konstam, Aaron H., *Director of the Computer Center, Associate Professor, Mathematics*, 1969  
B.S., Polytechnic Institute, Brooklyn; Ph.D., Pennsylvania State University.
- Martin, Lynnewood F., *Assistant Professor, History*, 1969  
B.S., M.A., Washington University; doctoral candidate, Saint Louis University.
- Moore, John B., *Chairman, Professor, Economics*, 1950  
Director of Lindenwood Common  
A.B., Westminster College; M.A., University of Missouri; graduate work, University of Michigan; Ph.D., University of Missouri.
- Morros, Lucy (Mrs. Boyd), *Instructor, Modern Languages*, 1967  
B.A., M.A., Washington University.
- Mudd, Jane Thompson (Mrs. Robert D.), *Assistant Professor, Modern Languages*, 1967. On Leave of Absence, 1969-70  
A.B., Vassar College; M.A., Middlebury College.
- 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.
- Nord, Ann Feagan (Mrs. W. R.), *Assistant Professor, Psychology*, 1967  
A.B., Ph.D., Washington University.
- Perrone, Anthony, *Instructor, Modern Languages*, 1969  
B.A., Assumption College; M.A., University of Illinois.
- Purnell, Emma, *Associate Professor and Director, Secretarial Institute*, 1955  
B.A., M.A., Washington University.
- Quehl, Gary Howard, *Associate Professor, Education*, 1967  
B.A., Carroll College; M.S., Ed.D., Indiana University.



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# Faculty

- Rechtern, Marion Dawson, *Professor, Biological Science*, 1936  
A.B., University of Wisconsin; M.S., Northwestern University; Ph.D., Cornell University.
- Robbins, Joseph C., *Assistant Professor, Music*, 1966  
B.A., Hendrix College; M.M. in Opera and Voice, Indiana University; doctoral study, University of West Virginia. Graduate study in Painting and Design for the Theater, Art Institute of Chicago. Artist pupil of David Lloyd and Margaret Harshaw.
- Roman, Dolores (Mrs. Paul D.), *Assistant Professor, Economics*, 1967  
B.S., Arizona State University; M.A. (R), St. Louis University.
- Ross, Dorothy, *Chairman, Professor, Physical Education*, 1946  
B.S., Central Missouri State College; M.A., Colorado State College of Education; graduate work, Indiana University.
- Sibley, Agnes, *Professor, English*, 1943  
B.A., M.A., University of Oklahoma; Ph.D., Columbia University.
- 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.
- Swingen, Allegra, *Associate Professor, Music*, 1946  
B.Mus., M.Mus., Chicago Musical College; graduate work in music history, Washington University. Private study in piano with Mollie Margolies, Rudolph Ganz, Max Pirani, and Gustav Dunkelberger.
- Thomas, William West, *Associate Professor, Philosophy and Religion*, 1960  
B.A., Washington and Lee University; B.D., Yale University; Ph.D., Duke University.
- Toliver, Hazel M., *Chairman, Professor, Classics*, 1957  
B.A., M.A., University of Arkansas; Ph.D., State University of Iowa.
- Watson, Carole L. (Mrs. Eddie L.), *Instructor, English, Director of Inter-Cultural Programs*, 1968  
B.S., Kansas State College; M.A., St. Louis University.
- Wehmer, John H., *Assistant 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; doctoral candidate, Georgetown University.
- Wilhour, Jane R. (Mrs. Russell), *Assistant Professor of Psychology and Education*, 1966  
B.A., Bloomsburg State College; M.A., East Tennessee State University; graduate work, St. Louis University.
- Williams, DeLores J., *Chairman, Associate Professor, Political Science*, 1965  
B.A., Southern Illinois University; Institut d'etudes Politiques, Paris; M.A., University of Chicago; Ph.D., Georgetown University.
- Willis, Donald E., *Assistant Professor, Part-time, Natural Sciences*, 1964  
B.S., Marshall College; M.S., Ph.D., Louisiana State University; Senior Research Chemist, Monsanto Company.

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# Library

- Ambler, Mary E., *Associate Professor, Librarian*, 1964  
B.A., Lindenwood College; B.S., in Library Science, Columbia University; M.A., University of Chicago.
- Stangle, Jean, *Instructor, Assistant Librarian*, 1968  
A.B., Wilmington College; M.S. in Library Science, Simmons College.
- Meszaros, Stephanie, *Assistant Librarian*, 1966  
B.A., Fontbonne College; M.S. in Library Science, Simmons College.
- Blodgett, Andrea (Mrs. Douglas), *Secretary*  
B.A., Lindenwood College.
- Piatt, Florine (Mrs. L. V.), *Secretary*  
B.S., Bloomsburg State College.

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Davis, Frances A. (Mrs. Earl), *Director of Child Development Laboratory*, 1967  
B.M.E., Cornell College; post graduate work, Juilliard School of Music; Coe College.

Lawther, Syble (Mrs. James A.), *Assistant to Director*, 1963

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# Child Development Laboratory

Bauer, Hugo John, *Associate Professor*, 1947; *Director of Audio Visual Center and  
Language Laboratory*

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

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# Audio Visual Center

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## 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 COLLEGE

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

James F. Hood, Ph.D., *Associate Dean of the Colleges for Special Programs*

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

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

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

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

## OFFICE OF THE VICE-PRESIDENT FOR PUBLIC AFFAIRS

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

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

Edward C. Krehmeyer, M.S.W., *Director of Development*

Nancy McClanahan (Mrs. Sidney), B.A., *Director of Alumnae Affairs*

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

Dolores Dilks (Mrs. Lawrence), *Secretary, Alumnae Office*

Mary M. Gardner, B.A. (Mrs. Robert C.), *Supervisor, Mailing Services*

Jeanette Justman (Mrs. David N.), *Secretary, Public Information Office*

Virginia Seabolt (Mrs. B. H.), *Secretary, Development Office*

## OFFICE OF THE BUSINESS MANAGER

Thomas A. Harig, M.S., *Business Manager*

Hazel Fuller, *Assistant to the Business Manager*

Alice M. Wise (Mrs. G. E.), *Secretary to the Business Manager*

Colette Aubuchon (Mrs. Gene), *Cashier—College Accounts*

Louise Burger (Mrs. Fred), *Cashier—Student Bank*

Ellen Colvin (Mrs. Robert), *Part-time Cashier—Student Bank*

Ruth Gross (Mrs. Paul H.), *Accounting Assistant*

Verda Plume (Mrs. Norman J.), *Accounting Clerk*

Dorothy Barklage (Mrs. J. Kenneth), *Manager of the Bookstore and Post Office*

# Administrative Staff



# Student Personnel Services

## **OFFICE OF ADMISSIONS**

Earl L. Davis, B.A., *Director of Admissions*  
Joan Chapman, B.A., *Assistant Director of Admissions*  
Thomas J. Comer, B.S., *Assistant Director of Admissions*  
Martha C. Latt, M.F.A., *Assistant Director of Admissions*  
Janice M. McVey, B.S.E., *Assistant Director of Admissions*  
Ronald E. Mills, M.A.T., *Assistant Director of Admissions*  
Melba Bilyeu (Mrs. E. A.), *Secretary*  
Janice Cole (Mrs. Richard), *Secretary*  
Janet Wilhelm (Mrs. Roger), *Secretary*

## **BUILDINGS AND GROUNDS**

Charles H. Bushnell, *Superintendent of Buildings and Grounds*  
Mary Jane Hobelmann (Mrs. William), *Clerk*

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## **OFFICE OF THE DEAN OF STUDENTS**

Sandra C. Thomas, M.S., *Dean of Students*  
Marie Mayfield (Mrs. A. L.), *Secretary to the Dean of Students*  
Edna Steger (Mrs. L. A.), *Executive Hostess and Assistant to the Dean of Students*

## **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*

## **COUNSELING SERVICES**

Dorothy Roudebush (Mrs. G. S.), M.S., *Counselor*  
Carole Watson (Mrs. Eddie), M.A., *Counselor*  
Wilbur H. Gearhart, M.D., *Consulting Psychiatrist*

## **HEAD RESIDENTS**

Helen Davies (Mrs. Glenn R.), *Butler Hall*  
Adele Luther (Mrs. Paul), *Irwin Hall*  
Edna Steger (Mrs. L. S.), *McCluer Hall*  
Ruth Kendig (Mrs. H. M.), *Parker Hall*  
Kathryn Clymonts (Mrs. E. S.), *Sibley Hall*

## **FACULTY RESIDENT FELLOW**

N. Jean Fields, M.A., *Cobbs Hall*

## **HEALTH CENTER**

Tom Kamada, M.D., *College Physician*  
Anne Lewis (Mrs. D. G.), R.N., *Nurse*

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# Degrees, Awards, and Honors, 1969

## HONORARY DEGREE OF DOCTOR OF LAWS

Raymond Roche Tucker

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## HONORARY DEGREE OF DOCTOR OF HUMANE LETTERS

Paul Findley

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## BACHELOR OF ARTS DEGREES

Rebecca Ann Achelpohl  
*cum laude*  
Linda Kay Allen  
Charlotte Hunt Ali  
Jean Elizabeth Lundy Bailey  
\*Janet Lynn Barbour  
\*Cynthia Anne Brandow  
Susan Jane Bell  
Carol Jeanne Bollinger  
†Dorothy J. Brune  
Geraldine Marie Burns  
Candace Carol Buss  
*Honors in English*  
Sandra Sorensen Caldwell  
Suzanne Elizabeth Carlton  
Joan Brewster Chapman  
Jeanne Lee Chappell  
Sue Ellen Conde  
\*Carolinda Louise Cowles  
\*Estelle Harriet Crews  
\*Adalaide A. Daley  
Judith Jeanne Darlington  
Gwendolyn Jane Davis  
Catherine L. Dean  
Sherri Jean Dennis  
\*Marla Alice Dill  
Anne Claire Doherty  
*cum laude*  
†Elise duPont Donaldson  
Linda Kay Forrest  
Judith Ann Fritsch  
Margaret Anne Gaffney  
\*Carol Jean Garcia  
Katherine Gillis  
Louise Vera Hallworth  
Roanne Harless  
Penelope Jane Harrison  
†Van Haviland  
Julianne Hendren  
Mary Van Herrington  
Mary Ellen Heslop  
Patricia Ann Holder  
Carolyn Mauldin Holliday

Linda R. Iorio  
Bernadette Grace Jackson  
Brenda Johnson  
*cum laude*  
Susan Louise Josephson  
Sherry Maureen Kelleher  
Joy Anne Kesler  
Joy Kathleen Kruse  
Vicki Mae Lea  
Dale Patricia Little  
†Judith Loeffler  
\*Eileen McIntyre Lonergan  
Linda Karol Long  
Linda Jean Loughridge  
†Victoria Jean Lowe  
*cum laude*  
Beth Reid Lower  
Donna Kay McCaslin  
Linda Granger McCormick  
Kathy Jayne Riddle McCoy  
Patricia A. McKibbin  
Judy Kathryn Maxwell  
Samye Norene Miller  
Janet Eileen Morgan  
Nancy Nemeč  
Gail Gross Neumann  
*magna cum laude*  
Jean Kay Nixon  
Marguerite Odell  
Kathleen Pearson  
Patricia Ann Penkoske  
*magna cum laude*  
Jary Knemueller Persons  
Katherine Pfeifer  
Lynda Sue Pontius  
Meredith Olivia Reichel  
Ann Hall Robinson  
Edith LaMotte Rogers  
Melinda Johnson Sachs  
Rachel C. Sampson  
Gail L. Savage  
†Barbara Lee Zelif Schifeling  
*cum laude*





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Jane Ann Seck  
*Highest Honors in Chemistry*  
Ann DeVere Silva  
\*†Diane Elaine Singer  
\*Catherine E. Skirrow  
Margaret Abigail Slemmer  
\*Josephine Smith  
Lizbeth Stone Smith  
Sharon Louise Soutar  
Laura Spicer Thomas  
Joan Marie Tomschin  
Virginia Claire Tiffany  
*summa cum laude*  
Patricia Sue Trampe  
Lynn Constance Trout

Phyllis Janell Underwood  
†Kathleen Gaffney Velsor  
Anne E. Venters  
Holly J. Vince  
Susan Ann Warburg  
Elizabeth Shepherd Warren  
Roy Randall Warren  
Tove E. Weisser  
Anne Rothman Whitney  
Kathleen Anne Williams  
†Judith Kistler Wilson  
\*Kirstin L. Witman  
Betty Frances Witthaus  
Virginia Wolf  
Susan Martha Wolfe

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**BACHELOR OF SCIENCE DEGREES**

\*Kathy Lee Alexander  
Lydia Virginia Allred  
\*Joan Robertson Ballard  
Ginger Louise Bauer  
Marilyn Sue Bennett  
†Wanda Holland Bueneman  
Sharon Patricia Clelland  
†Barbara J. Cook  
Betty A. Coons  
Mary Louise Cox  
Margaret Ann Crawford  
Diane Elizabeth Crow  
\*Susan Denise Deal  
Joan Harper Dwyer  
Betty Connell Dye  
Catherine Mary Falcone  
Mary Catherine Falcone  
Bonnie Lee Fiedler  
\*Charlene E. Finders  
Rowena Ann Fischer  
Pamela Gay Foster  
Miriam Audrey Gerber  
Susan Bowers Good  
Sally Louise Gordon  
Adrine Anne Griggs  
Margaret Louise Haller  
\*Mary Lou Hamilton  
\*Ann Hill  
Christine Jackson Hinton

Mary Ann Hodgins  
Lovice Holland  
Beverly Gail Hudgens  
Linda Louise Jinkerson  
Mary Frances Evans Joplin  
\*Kay Lorraine Kirkland  
Ellen M. Koehler  
Jeanne Bender Kuhlman  
Ann Christine Lohrman  
Gentry Moellenhoff  
Marilyn Kay Leonard Perry  
Nancy A. Peters  
Helen Polonski  
Elvera May Rogers  
Elois Elizabeth Ruth  
Martha Ann Saathoff  
Sue Ann Sample  
Joyce Frances Schneider  
Kathy Ann Scott  
Sarah Waite Scudder  
Judith T. Segal  
†Nan Lee Seybert  
Janie Shifflett Traner  
\*Joyce Black Vaughan  
Margaret Anne Westgate  
Martha Ann White  
Imogene Ruth Yankey  
\*Tanya Odette Yeldell  
† in absentia  
\* returning credit

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**BACHELOR OF MUSIC EDUCATION**

Lauren Mary Ewing  
Norma Jean Meyer

Linda Jean Froemling  
*cum laude*

# Student Recognition

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## AWARDS AND HONORS, 1968-1969

*Alpha Lambda Delta Book Award*  
Patricia Penkoske

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## JUNIOR YEAR ABROAD, 1969-1970

Madrid — Susan Ackerman

Munich — Neva Ellwein  
Sandra Sather

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## MERRILL-PALMER SEMESTER, 1969-1970

Elva Percival

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## WASHINGTON SEMESTER, 1969-1970

Helen Jones

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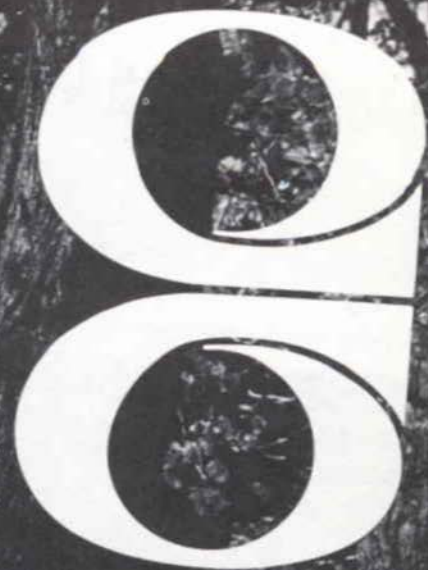
## STUDENT ASSOCIATION OFFICERS, 1969-1970

Patricia Uren, Omaha, Neb., *President, Lindenwood Student Association.*  
Mary Margaret Smith, Tulsa, Okla., *Vice President for Academic Affairs.*  
Barbara Roth, Cincinnati, Ohio, *Vice President for Housing and Judicial Affairs.*  
Geraldine Robinson, St. Louis, Mo., *Secretary, Lindenwood Student Association.*  
Pamela Parrish, Hightown, N.J., *Chairman, Resident Advising Program.*  
Patsy Holloway, Pampa, Texas, *Chairman, Social Council.*  
Shirley Feller, Cissna Park, Ill., *President, Student Interfaith Network.*  
Elisabeth Williams, St. Charles, Mo., *President, Alpha Lambda Delta.*  
Karen Diehr, St. Charles, Mo., *President, Linden Scroll.*  
Chris Kleinholz, Kearney, Neb., *Editor, Linden Leaves.*

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**Lindenwood College II**





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# Lindenwood College II

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## 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 coordinate college with its own identity, purpose and autonomy be established, and until such time as it should have its own resources the parent college would provide through contract and lease arrangements the faculty and facilities necessary for its full operation.

On January 24, 1969 the charter for Lindenwood College II was granted. Then came the naming of members of the Board of Trustees, with Mr. Walter A. 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 and Bachelor of Science degrees, the responsibility and authority for instruction and the awarding of academic degrees residing with the faculty of Lindenwood College.

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## Accreditation

Lindenwood College II, by virtue of its affiliation with Lindenwood College, is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education.

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# 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.

In responding to the opportunities inherent in these circumstances, Lindenwood College II has initiated a student and administrative organization which involves community planning and implementation in the true sense. The usual divisions between faculty, students, and administrative officers have been modified strategically. While ultimate authority for making certain kinds of decisions, and the responsibility that pertains to such authority must necessarily rest with the faculty and administration of the college, Lindenwood College II proposes to make every effort to operate as a community, the nature of which is manifest in the organizational structure.<sup>1</sup>

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<sup>1</sup>From a statement by Gary H. Quehl, Vice-President and Dean of the College.

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.

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# Community Government



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To work effectively, community government requires some change in the idea of the roles for trustees, administrative officers, faculty members and students, although it implies, also, the recognition of certain traditional roles.

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*Trustees:* Legally, the college is the Board of Trustees, for this body is entrusted with the property and operation of the college as a corporation. This authority and responsibility cannot be abrogated. Under the kind of community government envisioned at Lindenwood College II, however, trustees will have a role that is broader than the traditional one. They will participate in the life of the college as people who wish to be familiar with the problems of the college, and who wish to listen to students and faculty as well as to act. The trustees of Lindenwood College II will be part of the vital life of the college instead of being remote figures of authority.

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*Chief Administrative Officers:* The traditional responsibility for day-to-day decision making, and for the long range mission of the college resides in the President, who receives his legal status from the Board of Trustees. Other Administrative Officers derive their authority from the President, who appoints them after consultation with faculty, students and trustees. Among these, the Vice-President and Dean of the College is the one most closely related to and responsible for the academic program of the college. The idea of community government extends these traditional roles to include constant contact with students and faculty so that major decisions are a shared responsibility.

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*Faculty:* The faculty traditionally has responsibility for and authority over the fundamental areas of curriculum, subject matter, methods of instruction, grading, research, faculty status, and those aspects of student life which directly relate to the educational program. Insofar as a faculty member possesses expertise to justify the authority of his position in a particular field of knowledge, he must necessarily act as authority. In other areas, where he is less expert, he shares similar authority and responsibilities which the whole community undertakes.

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*Students:* By virtue of being primarily learners of new knowledge, students necessarily enter college as persons dependent on others for their advancement. In the process of learning, however, each student moves toward independence at his own pace. Along with his growth in independence that comes from advancing in knowledge (within and outside of the classroom), each student increasingly takes part in shaping the direction of academic programs and of the life around him. Upon entering Lindenwood College II, then, the community government principle implies that each student shall assume an important obligation for participating in decision-making when his knowledge is sufficient and, particularly, when his concerns and interests are central.

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*Liaison Officers: The Community Manager, The Community Ombudsman.* In addition to the President and the Vice-President and Dean of the College, there are two other officers, whose positions especially reflect the community government principle at work. One is the *Community Manager*, who is a student chosen from







among his peers. The Community Manager shares an office complex with the Vice-President and Dean. His responsibilities are varied, but he is primarily responsible for coordinating the various forms of student participation that are necessary for helping to plan, implement, and evaluate the academic and student life programs of Lindenwood College II. *The Community Ombudsman* is a full-time member of the faculty, who performs important duties in assisting students and in advising the community in general. His special duties are to act confidentially in helping individual students to solve major and minor academic or personal difficulties that arise when other officers, agencies, or persons within the college have not been sufficiently helpful or satisfying.

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In addition to the several meetings of the Board of Trustees each year, community government moves primarily through three kinds of planning-decision-making councils. These are as follows:

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*The Executive Cabinet.* The Executive Cabinet meets regularly to discuss and determine policy matters that relate to day-to-day decisions, as well as long-range planning. Chaired by the Vice-President and Dean of the College, the Executive Cabinet includes among its members the officers of the college, the Community Manager, faculty members, and students.

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*The Common Council.* Chaired by the Vice-President and Dean of the College, the Common Council consists of a significant number of faculty and Lindenwood II students who are especially capable and who are vitally interested in the development of the college. Selected for their commitment, the faculty members of the Common Council represent a wide range of the academic disciplines in the humanities, the social sciences, and the natural sciences and mathematics. The planning function of Lindenwood II is primarily carried on through the Council. Its work is essentially problem-oriented, aimed at the development of both distinctive academic programs and student life. Students who are particularly interested in special phases of academic planning and evaluation are able to share with faculty the study of such sample projects as the improvement of teaching and learning, the planning of interdisciplinary courses, and the development of work-study opportunities off the Lindenwood campus.

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*The Hall Council.* The development of student life within each residence hall resides with the Community Manager and the resident student body. Since each Hall has its own distinctive character, the nature of Hall governance varies. Interested faculty members are, as an important community government principle, often invited to participate in student life planning and decision-making.

Free from the complex hierarchy of committee and organizational structure typical of older colleges, Lindenwood College II will develop its programs as a community, allowing each person an opportunity to choose how his personal contribution to the policy-making process will be made.

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## Planning and Decision Making Councils



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# The Academic Program

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## Relation to Lindenwood College

To avoid unnecessary duplication of human resources, the development of Lindenwood College II in these early years requires that responsibility and authority for instruction and the awarding of all academic degrees reside with the faculty of Lindenwood College. This being the case, Lindenwood College II students will participate fully in all purposes and academic programs of The Lindenwood Colleges.

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## Academic Planning

The planning of a distinctive academic life for Lindenwood College II brings together the faculty of Lindenwood College and the student body and administrative officers of Lindenwood College II. This planning is carried on primarily through the Common Council of Lindenwood College II. Proposals which result from study and planning, and which clearly depart from existing purposes and academic programs of The Lindenwood Colleges shall be reviewed by the faculty of Lindenwood College.

Committed to the development of interdisciplinary academic programs, Lindenwood College II begins with general emphasis on the natural sciences and social sciences and with particular emphasis on mathematics and the communication arts and sciences. For this reason, Lindenwood College II and Lindenwood College jointly sponsor two interdisciplinary prototypes, the Center for the Undergraduate Study of Mathematics and The Center for the study of Communication Arts.

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# Degree Requirements

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## Bachelor of Arts

Lindenwood College II, in cooperation with the faculty of Lindenwood College, offers programs leading to the Bachelor of Arts and Bachelor of Science degrees, with majors and areas of concentration as specified on p. 6 of this catalog. Requirements for these degrees, however, are not the same as those for the women's college and are as follows:

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.)<sup>1</sup> 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 and speech. Proficiency examinations are administered by the Department of English and the Communication Arts Center. Students whose written language does not meet established standards will take English 213. Students who fail to meet established standards in oral language may register in a recommended speech course, or after a conference with a member of the staff may work independently to bring their speech to the desired standard.
8. Additional requirements for students who wish to qualify for elementary or secondary teaching credentials are listed on page 22.

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<sup>1</sup>Exceptions 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.

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The curriculum for the Bachelor of Science 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.

## Bachelor of Science



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## Convocation Requirement

Assemblies, lectures, concerts, plays, and related cultural activities are important extensions of course study and, as such, are an essential part of the educational program of The Lindenwood Colleges. During each of the long terms, a student-faculty committee will designate twelve programs as CONVOCATIONS and all students will be required to attend at least seven to fulfill their convocation requirement for that term. In January, two out of four will be required for those attending on-campus courses.

Students failing to meet their convocation quota will have a half course added to the graduation requirement of 36 courses for each of the long terms in which the quota is not met. A quarter course will be added to the graduation requirement for a January term in which the quota is not met. Attendance cards for all convocation events will be distributed at the door.<sup>1</sup>

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<sup>1</sup>This regulation is an administrative implementation of a faculty policy decision made on March 26, 1969 and is subject to final faculty approval on September 5, 1969.

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## Student Life

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## Intramural Activities

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.

As students demonstrate interest in particular sports, and as their participation becomes more complete, serious consideration will be given to changing the status of these sports to an intercollegiate activity.

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## 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.







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# Relation to Lindenwood

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## Guidelines for Student Life

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.

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.

The student who is repeatedly unable to adhere to the minimum standards of conduct developed by the community, shall have his status at Lindenwood College II reviewed by fellow students, faculty and administrative officers. Due process for the student in such case is adhered to as an integral part of the governance of the college.

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**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.

## Scholarship and Grants



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## Student Loan Funds

Specific information regarding National Defense Student Loans may be obtained from the Business Office.

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 Building, Philadelphia, Pa. 19107.

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## 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.

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# Directory of the College

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## Board of Trustees Lindenwood College II

### OFFICERS AND EXECUTIVE COMMITTEE

Walter A. Metcalfe, Jr., *Chairman*  
George W. Brown, *Vice-Chairman*  
John Anthony Brown, *Secretary-Treasurer*

### CLASS OF 1969-1971

George W. Brown  
Edwin D. Van Woert

### CLASS OF 1969-1973

John Anthony Brown, LL.D., L.H.D., Litt.D.  
Edward J. Drummond, S.J., Ph.D.  
Joseph F. Sadusk, M.D.

### CLASS OF 1969-1975

Walter A. Metcalfe, Jr.  
Carol A. Mundt

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## 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.

Gary H. Quehl, *Vice-President and Dean of the College*  
B.A., Carroll College; M.S., Ed.D., Indiana University.

B. Richard Berg, *Vice-President for Public Affairs*  
A.B., Fresno State College; M.S., Boston 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, *Acting 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

Earl L. Davis, *Director of Admissions*  
B.A., State College of Iowa.

Thomas A. Harig, *Business Manager*  
B.S., Washington University; M.S., St. Louis University.

James F. Hood, *Associate Dean of the College for Special Programs*  
B.A., M.A., Ph.D., University of Illinois

Edward C. Krehmeyer, *Director of Development*  
B.A., M.S.W., Washington University.

Carole Watson (Mrs. Eddie), *Director of Intercultural Programs*  
B.S., Kansas State College; M.A., St. Louis University.

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**LIAISON OFFICER**

Edward E. Eddowes, Ph.D., Professor of Psychology, *Community Ombudsman*

**STUDENT OFFICER**

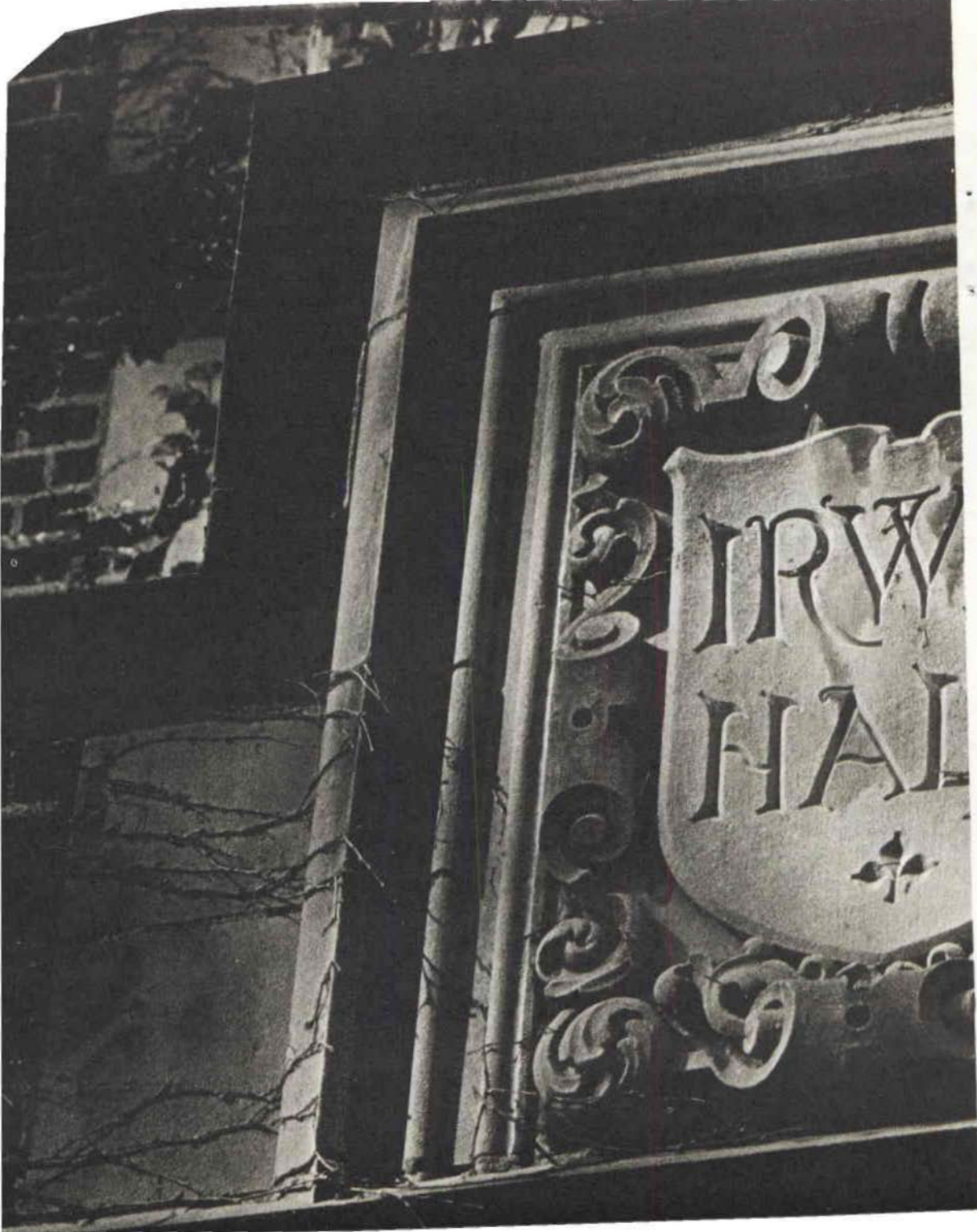
Val Sampson, Glenview, Illinois, *Community Manager*, 1969-1970

**STAFF**

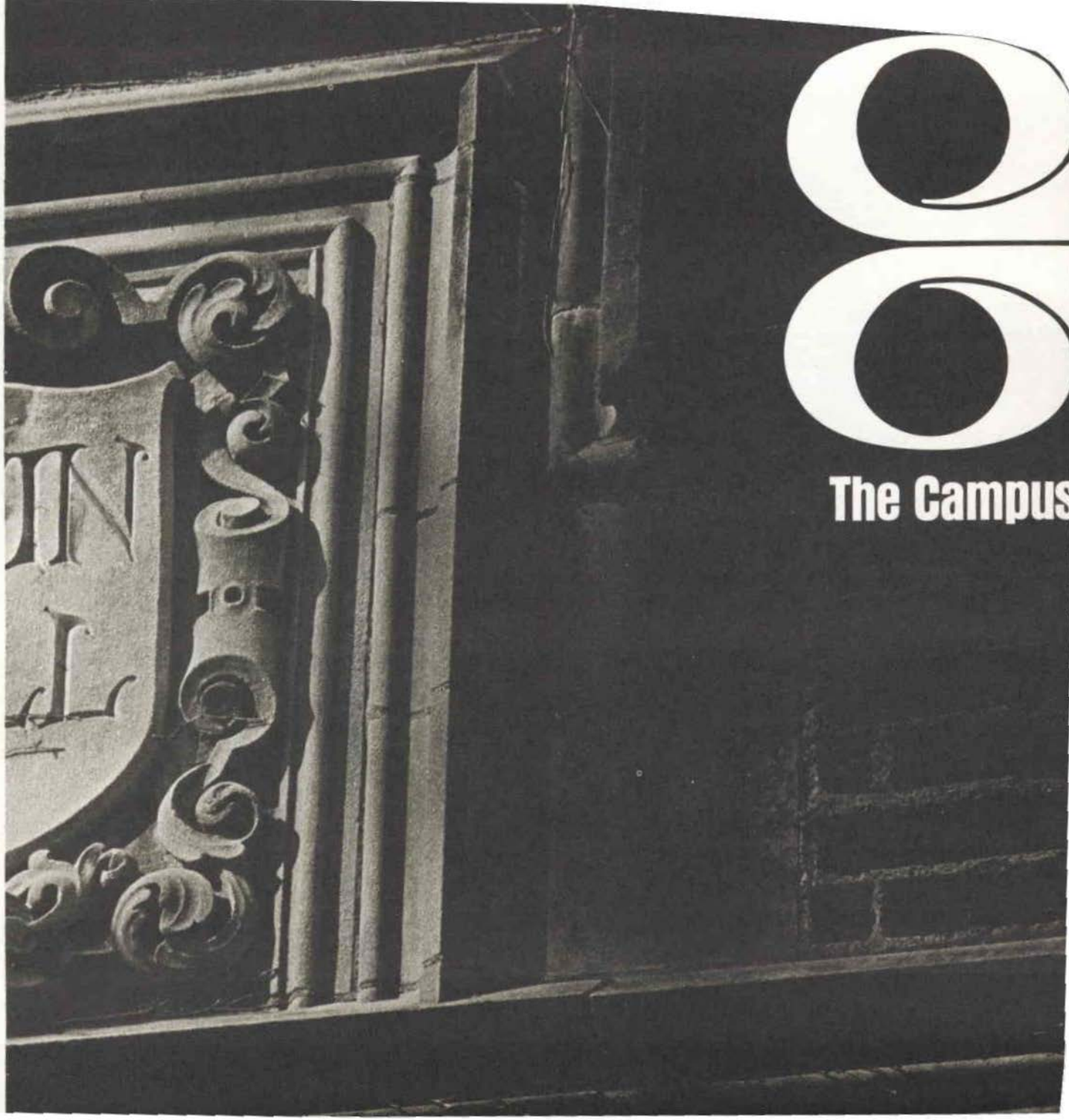
Mary Carriker (Mrs. Willard M.), *Secretary to the Vice-President and Dean of the College*







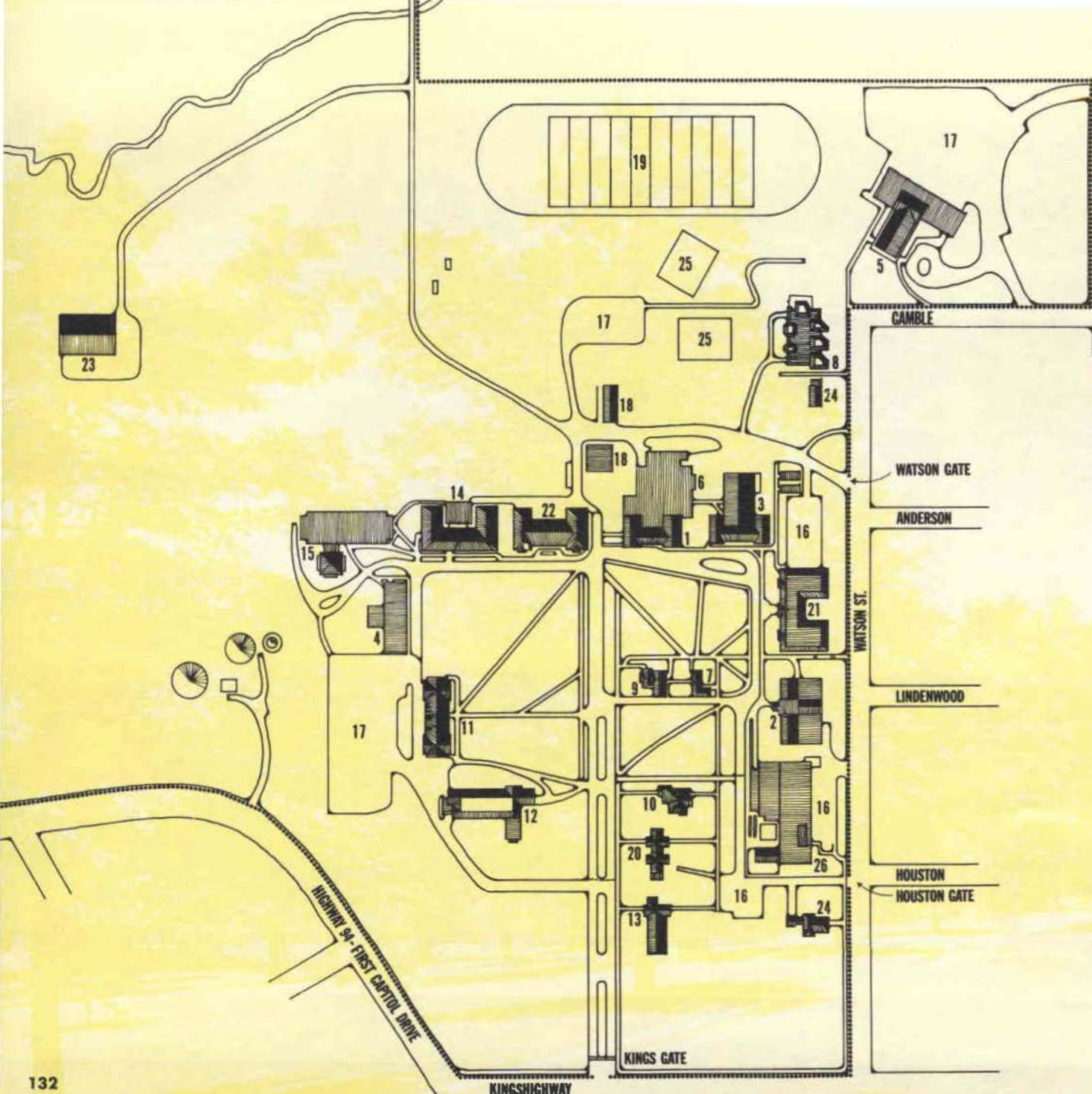
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The Campus





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# The Lindenwood Colleges Campus

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



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# The Campus

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## 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. Located high above the Missouri River, the city is surrounded by rich farm land. Lewis and Clark departed from here on their epic expedition into the northwest. Restoration of Missouri's first capitol building on Main Street in St. Charles is nearing completion 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 Lambert-St. Louis Airport.

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## 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 and reading facilities for faculty and student use are being expanded in the new library addition.

As of June 30, 1969 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 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, postoffice 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 this 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.

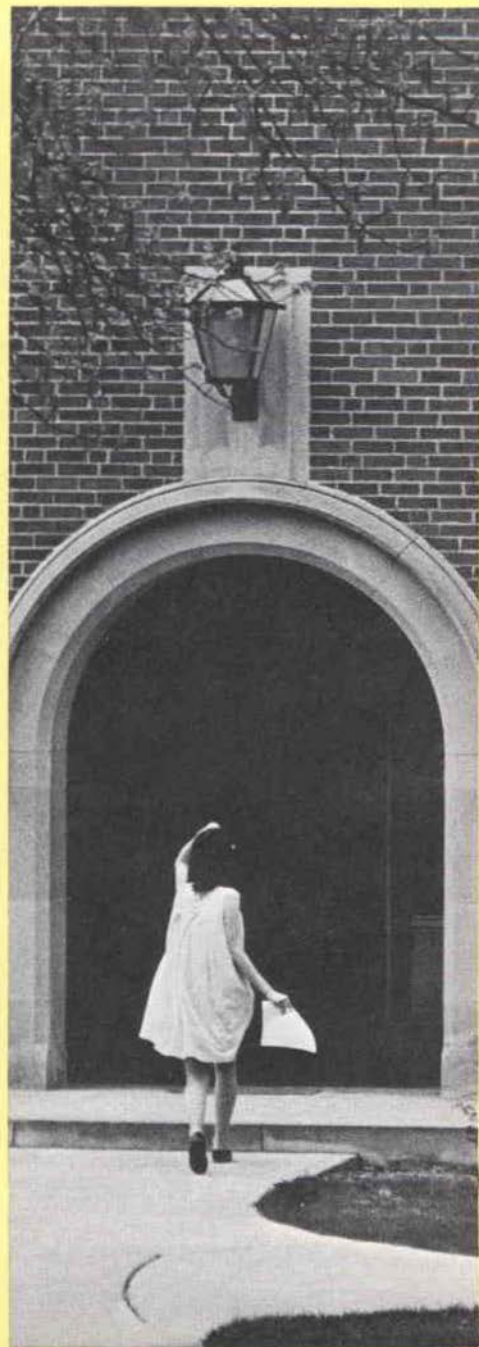
*The Lillie P. Roemer Memorial Arts Building* was erected in 1939 through a gift received from Mrs. Roemer's estate. The Memorial Arts building houses the Music Department and the Center for the Study of Communication Arts. The studios of radio station KCLC AM-FM are also located in this building.

*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 chapel is also the home of the Lindenwood College Child Development Laboratory, which provides a pre-school program for children in the community and serves as a laboratory for the Psychology and Education Departments.

*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.





*The Dining Room*, an annex to Ayres Hall.

*The Tea Room* is on the terrace level of Cobbs Hall. It provides automated food service.

*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.

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## 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 Lindenwood College II. 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. 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.

*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.

*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.





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## January January Term

Tuesday 6	January Term Begins (Four day week: Tuesday, Wednesday, Thursday, Friday)
Thursday 8	Last Day to Change Classes
Monday 12	Meeting of Board of Trustees of Lindenwood College II
Monday 19	Meeting of Board of Directors of Lindenwood College I
Friday 30	January Term Ends

## February Spring Term

Thursday 5	Spring Term Begins: 8 a.m.
Wednesday 11	Last Day to Change Classes
Wednesday 18	Religion-in-Life Program
Saturday 21	Father-Daughter Banquet; Lindenwood College I

### MARCH

Thursday 26	Spring Recess Begins After Last Class
-------------	---------------------------------------

### APRIL

Monday 6	Classes Resume: 8 a.m.
----------	------------------------

### MAY

Monday-Friday 4-15	Registration for 1970-71 Academic Year
Wednesday 13	Honors' Convocation
Thursday 21	Last Day of Classes
Friday 22	Reading Day
Saturday-Wednesday 23-27	Final Examinations
Friday 29	Meeting of Board of Directors of Lindenwood College I
29	BACCALAUREATE: 7:30 p.m.
Saturday 30	COMMENCEMENT: 10:30 a.m.

## June Summer Term

Monday 8	Summer Session Begins
Monday 15	Meeting of Board of Trustees of Lindenwood College II

### JULY

Friday 17	Summer Session Ends
-----------	---------------------



**SEPTEMBER**

Thursday-Saturday 3-5  
 Saturday 5  
 Sunday 6

Monday 7  
 Tuesday 8

Wednesday 9

Mon. 14  
**OCTOBER**

bing - Saturday 17  
 Wednesday 28

**NOVEMBER**

Monday-Friday 16-20

~~Wednesday 18~~

Wednesday-Monday 25-30

**DECEMBER**

Tuesday 1

Thursday 10

Friday 11

Saturday-Wednesday 12-16

Sunday 13

**JANUARY**

Tuesday 5

Thursday 7

Friday 29

**FEBRUARY**

Thursday 4

Monday 8

**APRIL**

Friday 2

Tuesday 13

**MAY**

Friday 21

Saturday-Wednesday 22-26

Friday 28

Saturday 29

**FALL TERM**

Faculty Conferences

New Students Arrive: ~~Academic Convocation~~

Student Orientation Day; Lindenwood College  
 I and Lindenwood College II

Freshman Testing: a.m.

~~New Student Registration~~ Continued

Classes Begin

*Evening classes begin*

Parents Day

Final Registration for January Term Courses  
 on Campus

Course Adjustments for Spring Term

~~Graduate Record Examinations for Seniors~~

Thanksgiving Recess or Reading Period on  
 Campus

Classes Resume: 8:00 a.m. (Four day week:  
 Tuesday, Wednesday, Thursday, Friday)

Classes End

Reading Day

Final Examinations: Christmas Vacation Begins  
 After Last Examination

Christmas Vespers

**JANUARY TERM**

January Term Begins: (Four day week:

Tuesday, Wednesday, Thursday, Friday)

Last Day to Change Classes

January Term Ends

**SPRING TERM**

Spring Term Begins: 8:00 a.m.

*Evening classes begin*

Spring Recess Begins

Classes Resume: 8:00 a.m.

Reading Day

Final Examinations

BACCALAUREATE: 7:30 p.m.

COMMENCEMENT: 10:30 a.m.

*Ad. with  
 Nathan - thought  
 important*

*Mon  
 L.C. B. with Jan 11*

*L.C. B. with Jan 25*

*Just Feb 27 to do  
 Song*

*LCE Bdnty June*  
*LCE Bdnty June*

**JUNE** **SUMMER SESSION**  
 Monday 7 Summer Session Begins

**JULY**  
 Friday 16 Summer Session Ends

*Monday 7 First S.S. Begins*  
*Friday 2 " " ends*  
*Tues. 6 Second " Begins*  
*Friday 30 " " ends*

**SEPTEMBER** **FALL TERM**  
 Saturday 4 New Students Arrive  
 Wednesday 8 Classes Begin

**NOVEMBER**  
 Wednesday-Monday 24-29 Thanksgiving Recess or Reading Period on Campus  
 Tuesday 30 Classes Resume

**DECEMBER**  
 Friday 10 Reading Day  
 Saturday-Wednesday 11-15 Final Examinations: Christmas Vacation Begins After Last Examination

**JANUARY** **JANUARY TERM**  
 Tuesday 4 January Term Begins  
 Friday 28 January Term Ends

**FEBRUARY** **SPRING TERM**  
 Thursday 3 Spring Term Begins

**MARCH**  
 Friday 24 Spring Recess Begins After Last Class

**APRIL**  
 Tuesday 4 Classes Resume

**MAY**  
 Friday 19 Reading Day  
 Saturday-Wednesday 20-24 Final Examinations  
 Friday 26 BACCALAUREATE  
 Saturday 27 COMMENCEMENT

**JUNE** **SUMMER SESSION**  
 Monday 5 Summer Session Begins

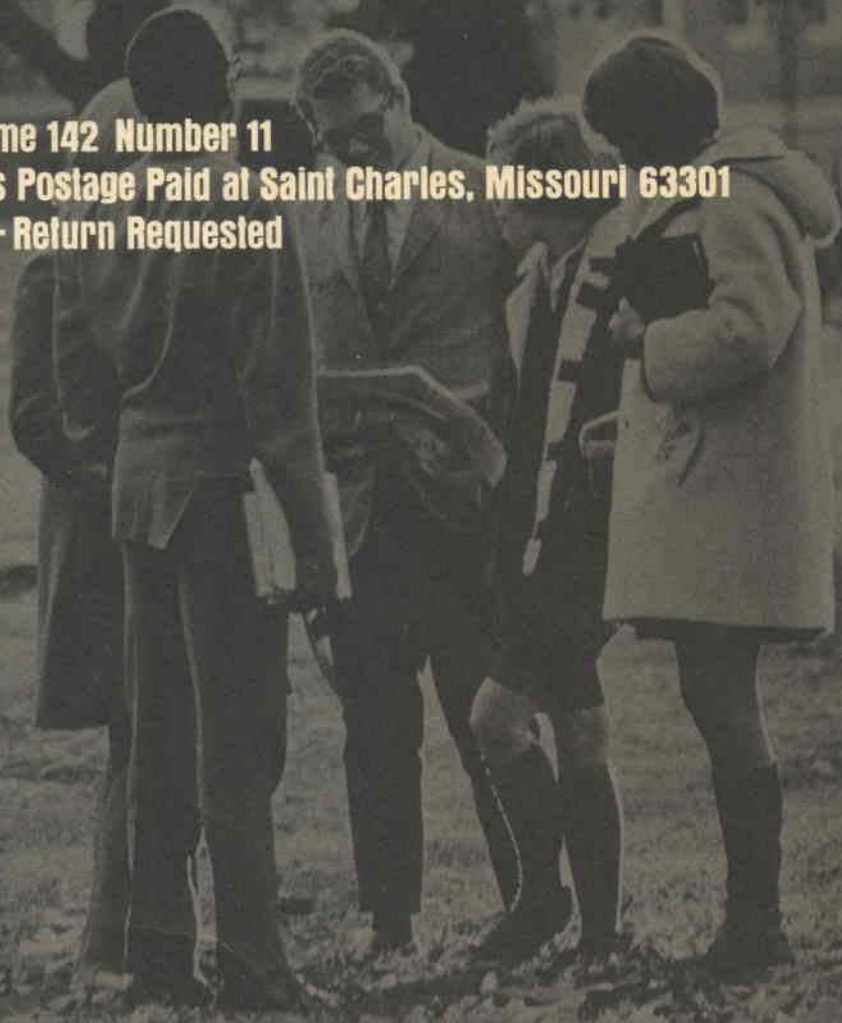
**JULY**  
 Friday 14 Summer Session Ends

**Calendar 1971-1972**



# The Lindenwood Colleges

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The Lindenwood Colleges

1969-1971