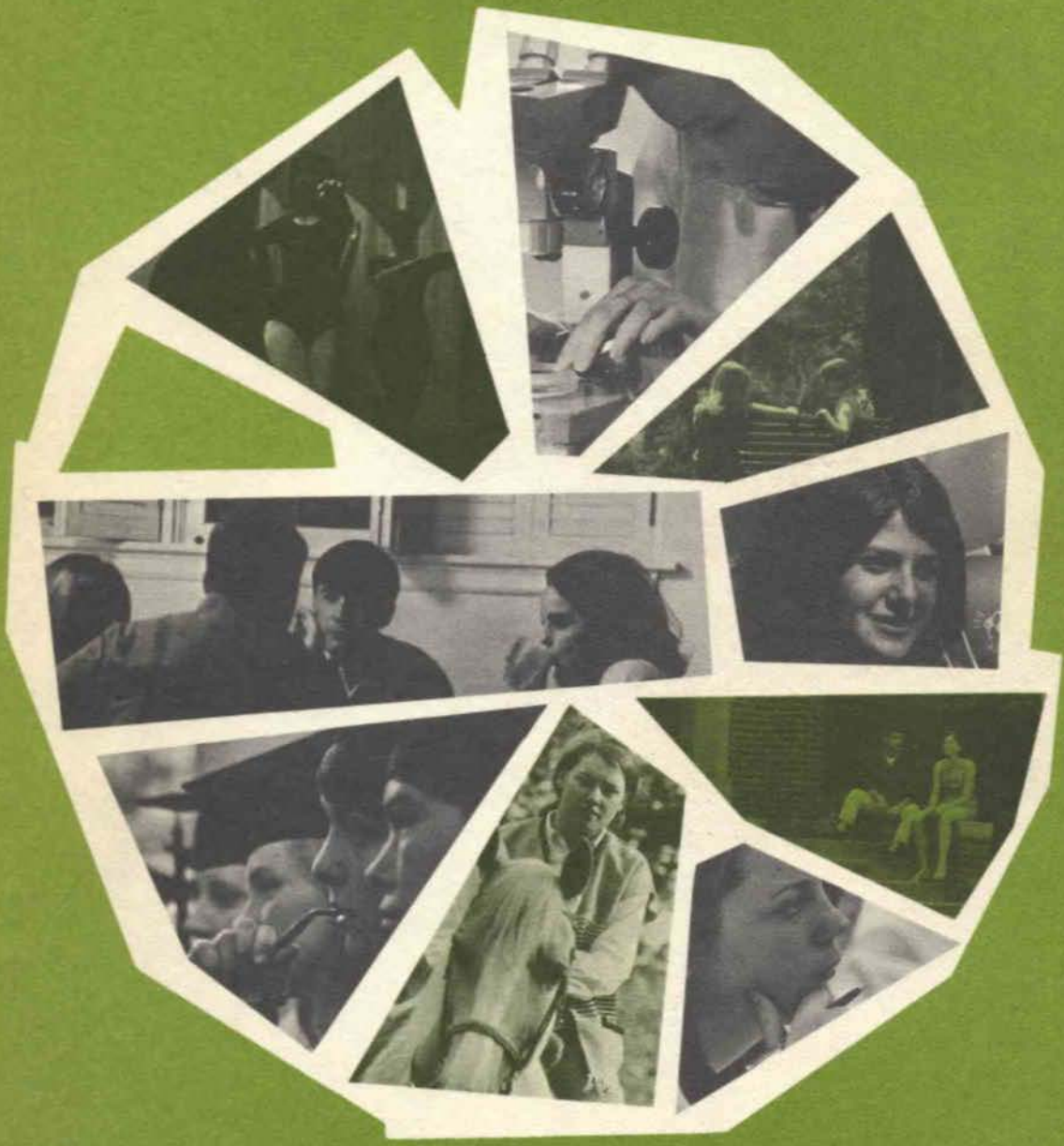


Lindenwood College Bulletin



1968-69

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VISITING LINDENWOOD COLLEGE

A personal interview is a valuable part of the admissions process. The student should visit the campus if it is at all possible.

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 1:00 p.m. until 4:00 p.m. Monday through Friday during the entire year. The office is also open on Saturday mornings from 9:00 a.m. until noon during the academic year. When possible, prospective students are encouraged to visit when the college is in session.

Students are urged to make an appointment approximately two weeks in advance of their arrival. By doing this, students and their parents are assured of having sufficient time to discuss their educational plans with a member of the Lindenwood College Admissions Staff.

(Index Begins on Page 151)



**1969 JANUARY TERM
CLASS SCHEDULE**

1-ART

Art

On Campus

- 205*—Sculpture Workshop (1) Knickmeyer
206*—Graphics Workshop (1) Kanak
209*—Studies in Regional Architecture and Problems of Conservation
and Restoration (1) Hendren
294*—Independent Study: Thematic Studies in Art History (1) Hendren

Off Campus

- 194*—Independent Study: Museum Work Program, Cincinnati, Ohio (1)
Adams
365—Medieval Studies in Art History, France, Italy (1) Eckert
-

Biology

On Campus

- 294—Independent Study (1) Grundhauser
-

Chemistry - Physics

On Campus

- 294—Independent Research (1) Welch, Bornmann

Off Campus

- 194—Independent Research, Barnes (1) Welch
-

Communication Arts

On Campus

- 220—Television Today (1) Russell (on-campus and at KMOX-TV)
230—Children's Theatre (1) Hume
291, 292, 293, 294—Internships in Broadcasting, Advertising ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$,
1) Boyer (on-campus and at KMOX-TV)

Off Campus

- 194—Internship in Broadcasting, Advertising (1) Boyer
240—New York Drama and Art, New York (1) Fields
-

*See page 5 for course descriptions not included in catalog.

Economics

On Campus

- 200-Contemporary Economic Institutions, Problems (1) Moore
204-Economics of Poverty (1) Roman
-

Education

On Campus

- 10-Children's Literature (3/4) Banks
14-Art in Elementary Schools (3/4) Banks

Off Campus

- 280-Schools of Tomorrow, Today, S.E. and South U.S. (1) Wilhour
-

English

On Campus

- 245-Studies in Dante (1) Sibley

Off Campus

- 220-Mythological Conventions in Art and Literature, Florence (1)
Feely
240-New York Drama and Art, New York (1) Fields
275-Writers and Publishers Seminar, London (1) Minetree
-

History

On Campus

- 350-Victorian England (1) Hood
360-The West (1) Caine

Humanities

On Campus

- 400-Synthesis Projects (1) Barnett
-

3-MATHEMATICS

Mathematics

On Campus

- 180—Special Topics (1) Beasley
200—Introduction to Computer Science (1) Murdock (for non-Math Majors. Math Majors may enroll with permission of instructor)
291, 292, 293, 294—Independent Study ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1) Staff
Tutorial Studies (0) Huesemann
-

Modern Languages

French

On Campus

- 350—Seminar on Arthur Rimbaud (1) Morros

Off Campus

- 340—Contemporary France, Paris (1) Doherty

German

On Campus

- 294—Independent Study (1) Mudd

Spanish

On Campus

- 340—La Dama del Alba (1) Norris
370—The Popol Vuh (1) McClear
-

Music

On Campus

- 20—Choir (0) Greenlaw
50—Opera Workshop (0) Robbins
260—Pedagogy, Literature in various instruments (1) Staff
270—Toward Understanding Music for Non-Music Students (1) Swingen
280—Individual Projects (1) Staff
361—Vocal Arranging ($\frac{1}{2}$) Greenlaw
385—Conducting ($\frac{1}{2}$) Greenlaw
-

Philosophy

On Campus

- 306—Philosophy of Science (1) Conover
-

Physical Education

On Campus

- 77—Personal Defense for Women (0) Ross and Guest Instructor
78—Gymnastic Workshop (¼) Ebest

Off Campus

- 201—Dance in Action, New York (1) Amonas
210—Intensive Study of Theory and Principles of Hunter Seat Equitation, San Miguel, Mexico (1) Bittner
-

Political Science

On Campus

- 340—Political Socialization (1) Wier
360—The Masses and Revolt (1) Williams
-

Psychology

On Campus

- 324—Psychological Measurements (1) Eddowes
333—Model Societies from a Psychological Point of View (1) Nord
335—Experimental Social Psychology (1) Carpenter
-

Religion

On Campus

- 210—Contemporary Controversies in Theology (1) Thomas
220—The Spirit of Protestantism (1) Johnson
-

Secretarial Institute

On Campus

- 250—Basic Business Concepts (1) Purnell
-

Sociology

On Campus

- 316—Public Opinion and Propaganda (1) Temmen
(Prerequisite: Sociology 102 or permission of instructor)

Off Campus

- 380—Field Research in Urban Social Problems, Detroit (1) Warheit
-

5-INDEPENDENT STUDY

Course Descriptions

The courses described here are not included in the current college catalog.

On Campus

Art 205—Sculpture Workshop (1) Knickmeyer

Prerequisite: Art 101, Basic Drawing and Design

Basic problems of materials and techniques of sculpture will be provided for the beginning sculpture student. Advanced sculpture students may work independently with criticism from the instructor.

Art 206—Graphics Workshop (1) Kanak

Prerequisite: Art 101, Basic Drawing and Design

A course in collagraphy printmaking which can provide the student with an opportunity to some understanding of the techniques employed in the two long terms of printmaking, but designed to be a unique experience in itself. Combines collage and printing, with the printing surface being built up in a collage manner.

Art 209—Studies in Regional Architecture and Problems of Conservation and Restoration (1) Hendren

This course will begin with lecture sessions that study architectural styles to be found in St. Charles, St. Louis, and immediate environs. Field trips will be made to local and close by 19th century architectural examples. Interviews will be arranged with representatives of the Missouri Historical Society, Landmarks, Inc. and local committees to discuss the work and processes involved in conservation and preservation. Short reports will be presented by each member of the class at the end of the term.

Art 294—Thematic Studies in Art History (1) Hendren

Prerequisite: Freshman Art/Literature or its equivalent: or those presently enrolled.

This course will study the permanent thematic and stylistic strands of Primitivism, Expressionism, Classicism, and Romanticism as they occur throughout the history of art. The course will begin with introductory lecture periods on the above mentioned strands. The student will then select one of these strands for independent study and will prepare a paper and an oral presentation of the paper at the end of the January term.

OFF CAMPUS COURSES

Art

194—MUSEUM WORK PROGRAM (CINCINNATI) (1)

This course will be a museum practicum at the Cincinnati Museum of Art under the direction of Mr. Philip Adams, the museum director. The student will serve as an apprentice in the process of documentation, cataloging, and arrangement of exhibitions during this period. Transportation and living expenses will be borne by the student; there will be no fee for the instruction supervision at the museum. Any student interested in this course should contact Mr. Hendren for further details and about living arrangements in Cincinnati. Prerequisite: World Art and Literature or equivalent (see Mr. Hendren about any question concerning prerequisite). Adams

365—MEDIEVAL STUDIES IN ART HISTORY (FRANCE AND ITALY) (1) Eckert

Five weeks in Europe provide the student with first-hand knowledge of the varied styles in Christian Art and Architecture at the major centers of their inception and development. Following a visit to the Flemish city of Bruges, the emergence of the French gothic style in the Ile de France will be studied by visits to Amiens, Beauvais, Chartres, Paris, and Bourges. Study in Paris includes extensive visits to museums. Knowledge of the regional development of the French Romanesque style will be found at Vezelay and Autun. In Italy, Ravenna affords the student with the opportunity to see the interaction of Early Christian and Byzantine modes of expression, while the culmination of the Byzantine style may be observed in Venice. The impact of the Gothic style on Italian art and the burgeoning of the humanistic spirit of the Early Renaissance will be explored in extended stays in Siena and Florence as well as visits to Rimini, Urbino, and Arezzo. Prerequisite: An introductory course in Art History, Medieval, or Renaissance Art. Eckert.

Chemistry

194—INDEPENDENT RESEARCH (1)

Barnes Hospital, St. Louis, Missouri. Welch

7-EDUCATION

Communications Arts

194-INTERNSHIPS IN BROADCASTING, ADVERTISING (1)

Boyer

240-NEW YORK DRAMA AND ART (NEW YORK CITY) (1)

The student attends plays 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

Education

280-SCHOOLS OF TOMORROW, TODAY (1)

This 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 in Kentucky, Tennessee, Georgia, and Florida, will be followed by a written report. Wilhour

English

220-MYTHOLOGICAL CONVENTIONS IN RENAISSANCE ART AND LITERATURE (FLORENCE) (1)

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 interpretation of Biblical and Ovidian material. The course includes three weeks of study in Florence, Italy. Feely

240-NEW YORK DRAMA AND ART (NEW YORK CITY) (1)

See course description under Communications Art

275-WRITERS AND PUBLISHERS SEMINAR (LONDON) (1)

Utilizing readings from the works of and commentaries on selected British writers who represent new and experimental directions of contemporary British literature. This course will include discussions with such writers and appropriate editors and critics in London. Each student will be required to keep a formal notebook or write a term paper. Minetree

Modern Languages

340-CONTEMPORARY FRANCE (PARIS) (1)

Students will study French language and civilization in the mornings at the Ecole Protique de l'Alliance Francaise. Field trips will be made to places of historical, artistic, and cultural interest in the afternoons and on weekends. Prerequisite: one course in French on the 300 level in the Fall Term immediately preceding History 203 is also strongly recommended. Doherty

Physical Education

201-DANCE IN ACTION (NEW YORK CITY) (1)

A study of dance forms and their relationship to contemporary dance and art. The student will attend selected dance performances, observe studio work and write a paper on one aspect of the experience. Amonas

210-INTENSIVE STUDY OF THEORY AND PRINCIPLES OF HUNTER SEAT EQUITATION (1) (SAN MIGUEL, MEXICO) (1)

An intensive three hour daily—six days a week—course of theory, cross country, dressage, and jumping. Special afternoon lectures and demonstrations will be given on all aspects of horses and horsemanship. The course is taught by superbly trained Mexican cavalry officers with the noted author Margaret Cabell Self as consultant. Each student will receive an Escuela certificate stipulating the total hours of the course (54 hours). This course will be a unique and dynamic equestrian experience. Bittner

Sociology

380-FIELD RESEARCH IN URBAN SOCIAL PROBLEMS (DETROIT) (1)

Designed to give students both a theoretical and practical understanding of the urban social problems, the course gives major attention to housing, employment, education, and the racial crisis in our cities. The course will be held in Detroit. Prerequisite: Sociology 102 and consent of instructor. Warheit

COOPERATIVE COURSES

Courses for which our students are pre-registered. These courses are now closed to further enrollment.

Art, Literature and Drama

CC-350-IRISH FOLK CULTURE (IRELAND) (1)

Enrollees will fly to London with the charter group, be transferred to Dublin which will be the center of their studies. There they will stay at Radycliffe Hall, full board provided. Under Prof. Waters' supervision, students will have opportunities to study Ireland's poetry, fiction, dance, art, drama, folk history, beliefs, and customs. They will attend lectures, museums, performances, and each student will be responsible for a research paper focusing on some aspect of Irish folk culture. Waters

CC-340-REVIEWING THE LIVELY ARTS IN LONDON (1)

Members of this study group will participate in a structured program of attendance at performances of theater and music, and visits to centers of cultural and historic interest. The project is designed to emphasize development of the student's critical faculties in judging works of the performing arts. Critical reviews will be required. Background reading, lectures, and group discussions will supplement the performances. (A total of ten performances are paid for in the program charge). Carter

Biology

CC-380-BIOLOGY FIELD SURVEY (JAMAICA) (1)

After a brief orientation each student will select and carry out a field research project appropriate to the setting. Marine biology will be emphasized. This group will be working on the east coast of Jamaica. They will have an overnight trip to Kingston and will spend the last night in Jamaica at Eltham House in Ocho Rios. Instructor to be announced.

English

275-WRITERS AND PUBLISHERS SEMINAR (LONDON) (1)

Utilizing reading from the works of and commentaries on selected British writers who represent new and experimental directions of con-

temporary British literature. This course will include discussions with such writers and appropriate editors and critics in London. Each student will be required to keep a formal notebook or write a term paper. Minetree

History

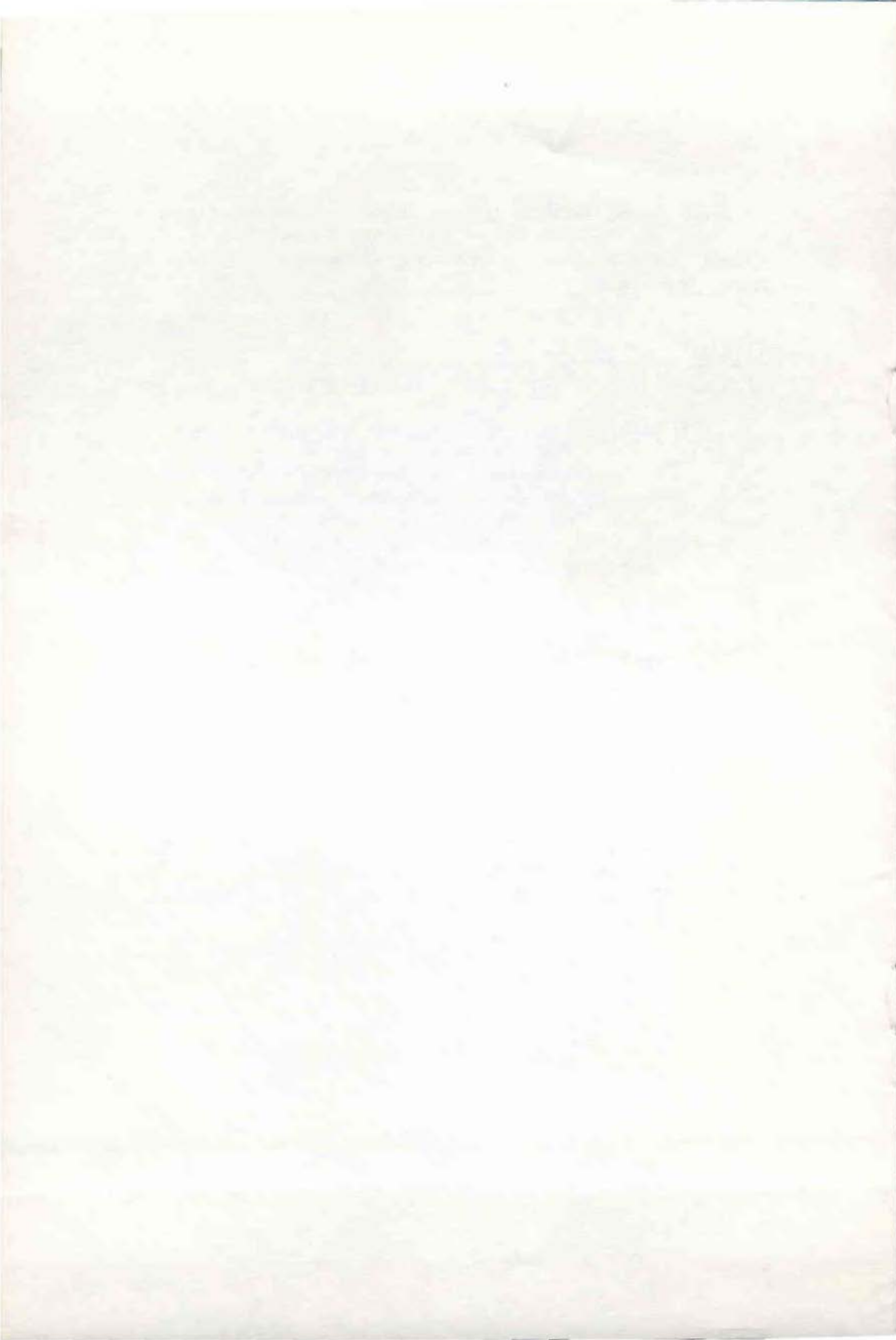
CC-310-STUDIES IN THE HISTORY OF LONDON) (1)

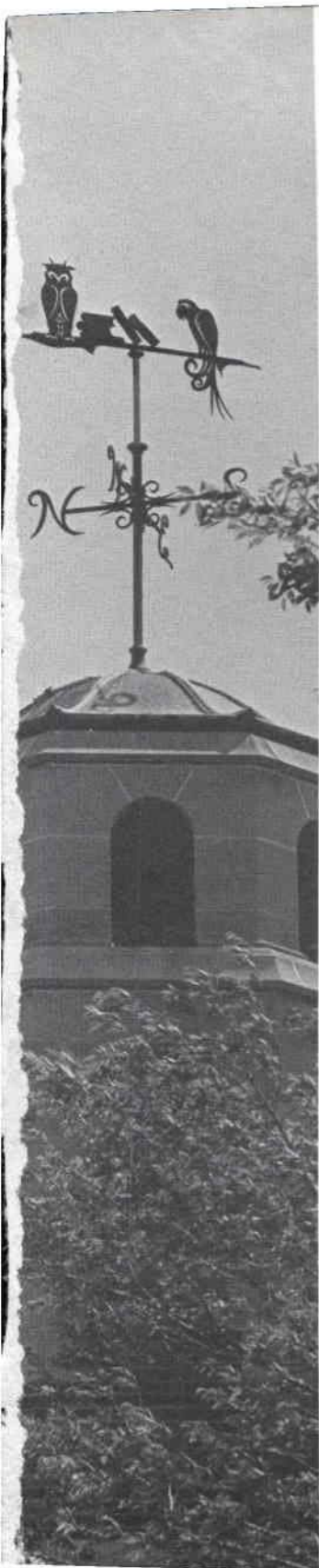
Individualized study projects on selected aspects of history in London will utilize archives and source materials available at University of London Libraries and other institutions. Students enrolled in this project will visit the London Museum and important historical sites, tracing the development of the city from Roman to modern times. Each student will be expected to keep a journal of these visits, to be used along with documentary sources as the basis for a research paper on some phase of the history of London. Wilbur

Sociology

CC-315-CONTEMPORARY SOCIAL PROBLEMS IN GREAT BRITAIN (1)

Readings, field trips, and a number of lectures by British scholars will provide a common core of experience upon which students will base independent research projects to be selected and developed in consultation with the instructor. A first draft of the paper must be submitted prior to return to New York. Such topics as race and minority problems, mental health, the British National Health System, drugs, treatment of crime, or political issues are appropriate. Instructor to be announced.





*Catalog for the
Academic Year 1968-69*

LINDENWOOD pioneered in 1827 as one of the earliest colleges for women in the United States, and continues to pioneer today with the development of plans for a distinctive coordinate college for men. For many years Lindenwood has admitted a small number of men as special day students. This year, the college has admitted a group of men as special resident students, both freshman and transfers, who will participate in planning for the future. Lindenwood is historically related to the United Presbyterian Church in the USA, and enrolls approximately 600 students of all faiths.



As a private, independently endowed college, Lindenwood views its commitment to the liberal arts as the essence of all that it does. 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 program in the liberal arts is to send into the world graduates with a knowledge of the past in terms of its relevance to 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.

Lindenwood's educational program consists 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, the 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 college. Lindenwood's 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 experiences of the Lindenwood program are also integral to the liberal arts objectives of the college.



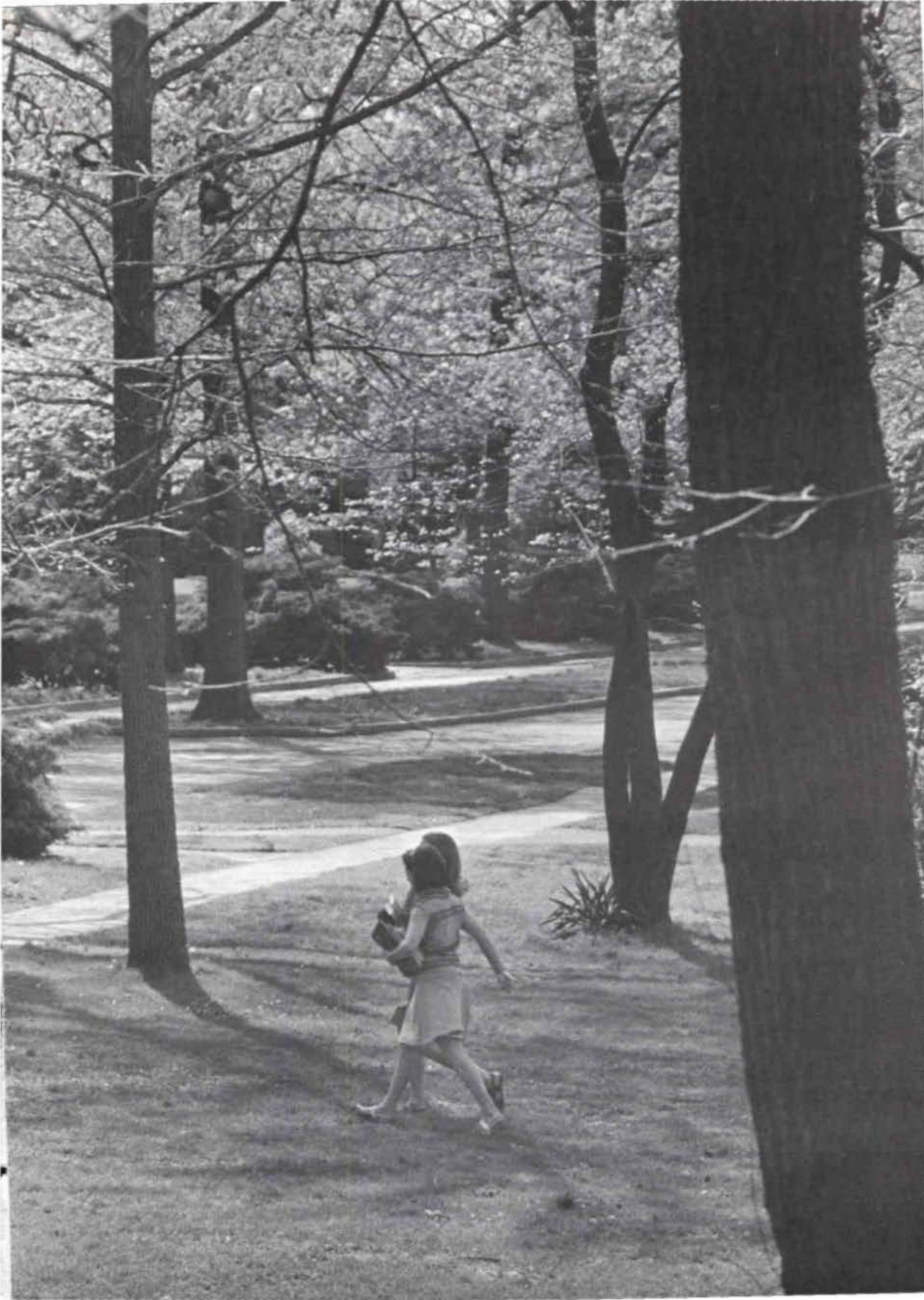
THE ACADEMIC PROGRAM

The academic purposes and ideals of Lindenwood College are given form and substance by a carefully designed liberal arts curriculum and academic calendar. These ideals have led to an emphasis on the responsibility of the college to motivate each student to the highest level of achievement. This calendar and curriculum make it possible for the student to construct a personal learning program which is related to the individual's own vital concerns.

THE CALENDAR

The college has adopted a 4-1-4 calendar which concentrates the student's attention and effort on four subjects each regular term, using four class sessions a week (or two double sessions where it is advisable to have longer uninterrupted periods of time).

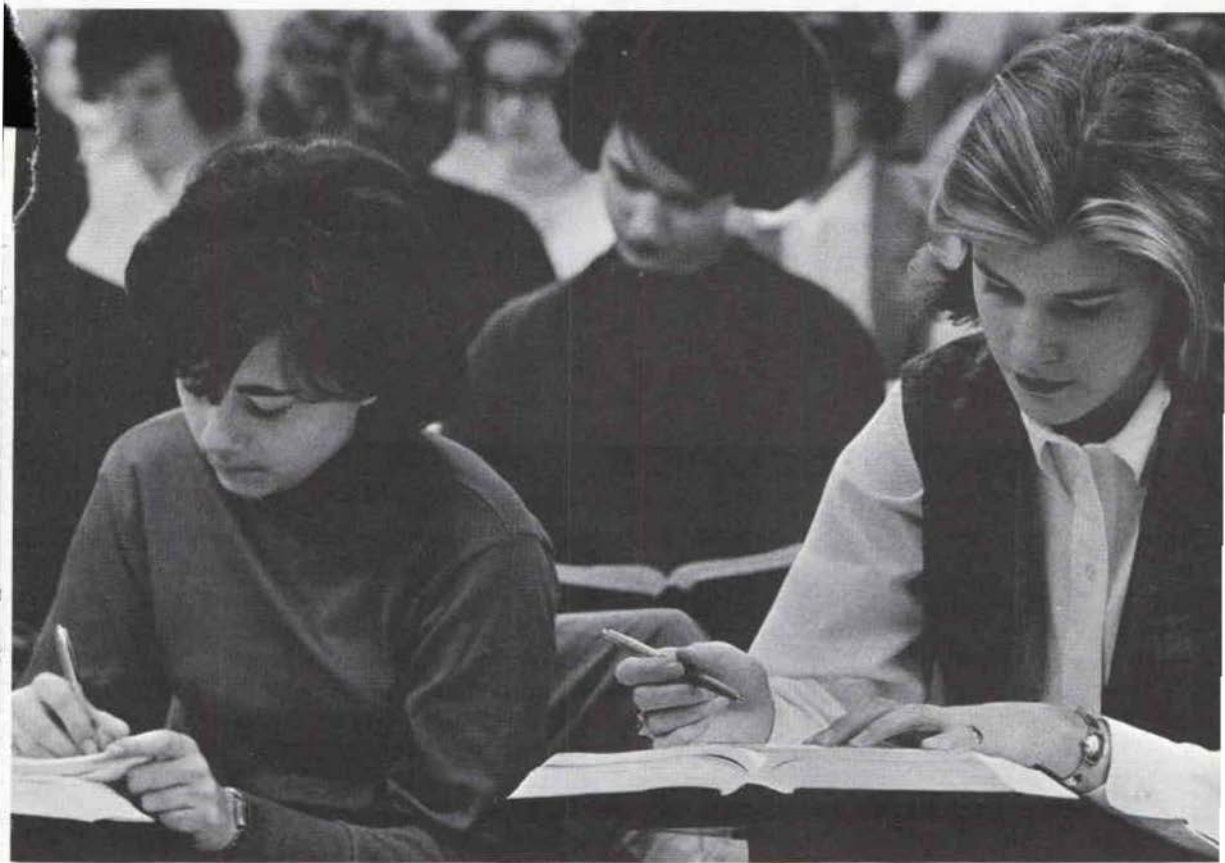
During the one-month January term only one course is taken, providing an unusual opportunity for independent study and research both on and off campus. Courses offered in the January term are those that are particularly adaptable to the intensive approach the term provides.

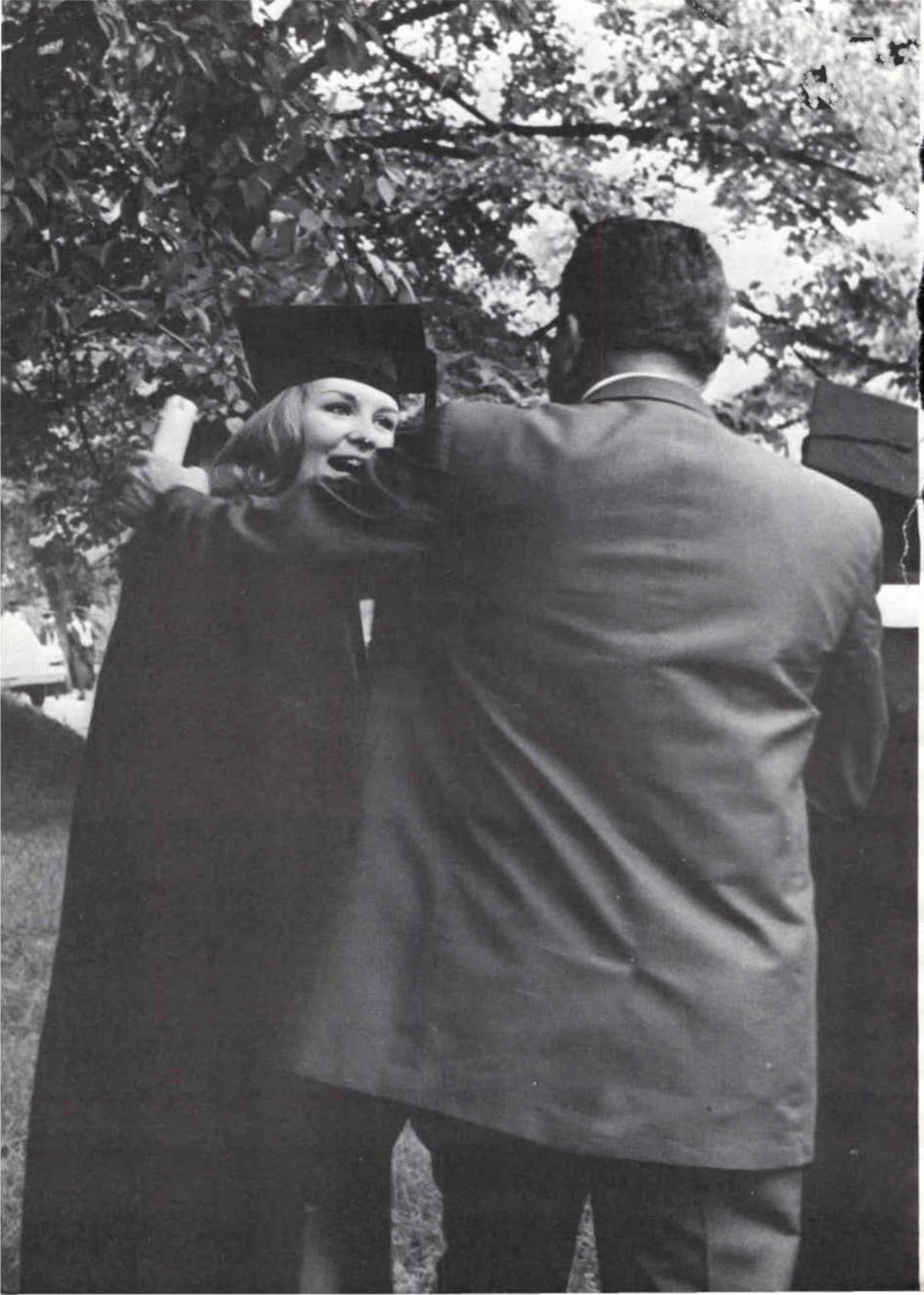


THE LINDENWOOD CURRICULUM

The Lindenwood College curriculum is designed to permit each student unusual opportunity to construct an academic program of particular relevance within the liberal arts framework. Academic guidance and counseling at the college 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.

One of the means for broadening the student's interest is the pass-fail system. This system permits each student to elect as many as five courses on a pass or fail basis, and encourages students to elect courses in fields other than those already familiar. This is done without risking the consequences of a low grade by adventure into new or difficult areas.





concurrently provide the necessary courses for state certification.

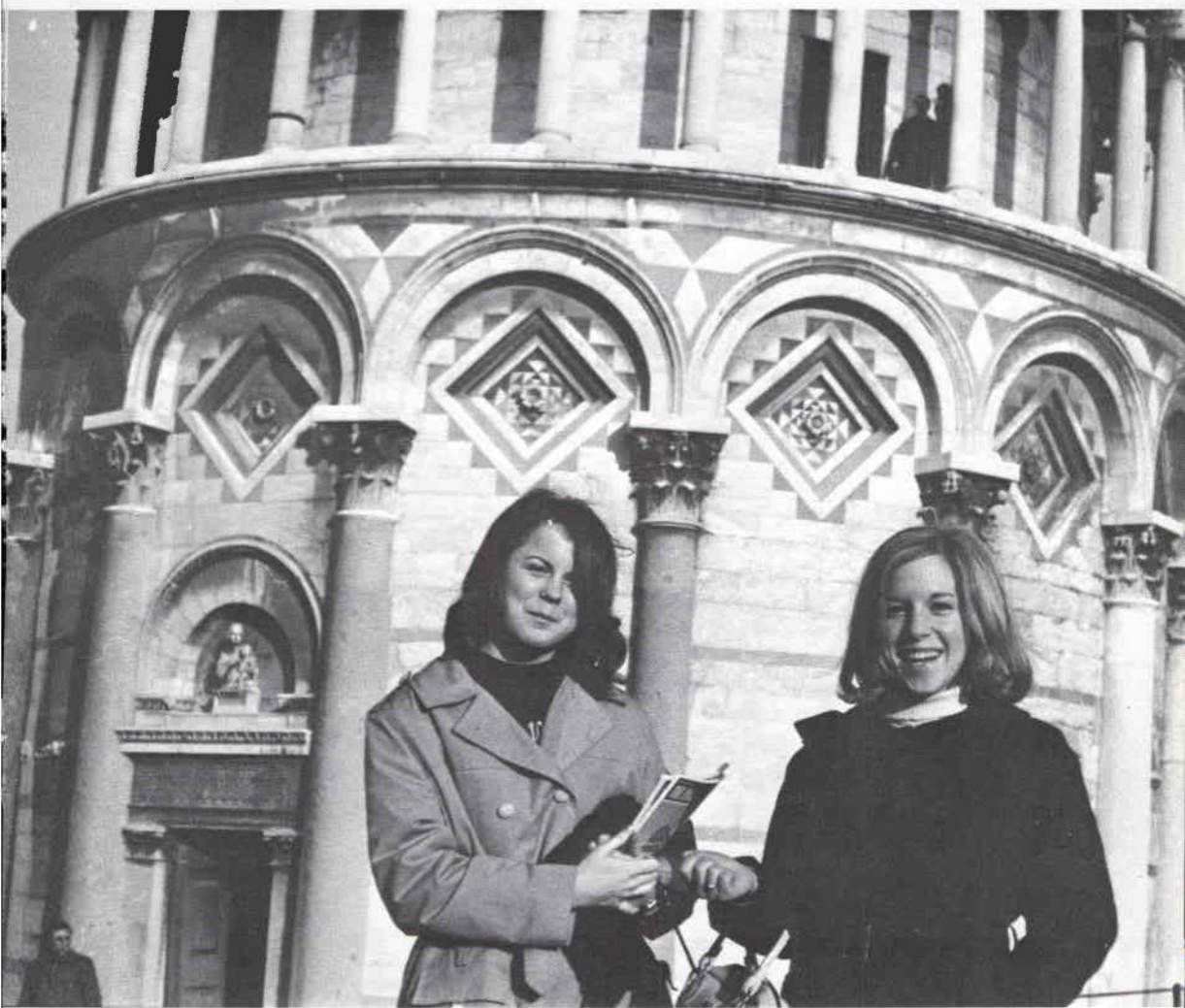
- 7. Offer each student a carefully planned opportunity for off-campus study at education centers abroad or in the United States.*
- 8. Provide extensive opportunities for cross disciplinary study, including an emphasis on modern languages and mathematics as areas strategic to civilization in the remaining 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 an intensive self-evaluation (the senior synthesis) 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.*

The Lindenwood calendar and curriculum, in conjunction with the pass-fail system, the Lindenwood common, and the senior synthesis, are designed to:

- 1. Introduce the student at the earliest possible moment (the freshman year) to the issues and problems 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, which is increasingly in the character of conventional freshman work in college.*
- 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. Minimize the lecture method and 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*



Lindenwood Students in Italy



Lindenwood Common Course



The Lindenwood Common Course seeks to inform the student of the revolutionary changes and dominant issues of our time, and to relate these changes and issues to the academic disciplines. During the 1968-1969 academic year, the course will focus on the theme "Environment." During the first third of the course aspects of the world environment will be discussed, particularly population problems, the impact of technology, and war. During the next phase, the course will center on the American urban environment, particularly problems of poverty, race, and the utilization of space. The final portion of the course will center on the individual and his reactions to his environment. The nature and importance of the course is such that two complete mornings each week 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 course is under the direction of the Assistant Dean of the College.

The Lindenwood Common crosses disciplines and involves nine carefully selected faculty members. The Common course goes beyond the normal lecture method of instruction. Not all sections begin or end at the same time; not all students have discussions or field trips at the same time, or for the same length of time. A weekly faculty conference on the progress of the program frequently invites student viewpoints and participation. When necessary the course schedule is modified in order to achieve the greatest possible depth of understanding. Wednesdays are free of formal class schedules at Lindenwood and special films, lectures, exhibits or field trips can be scheduled on Wednesdays without conflict with regularly scheduled classes.

The course operates on two levels. A plenary level brings the entire group together on a regular basis during the fall and spring terms (not the January term) for lectures, films, debates, panel discussions, and guest speakers. Students are divided into nine discussion groups led by selected members of the 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 year, one representing each of the three divisions. In these small groups a great variety of material is discussed, refuted, debated, and sometimes confirmed. A final portion of the year is used for 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 person most likely to be helpful in the preparation of the student's material. To facilitate this approach, a wing of the library has been set aside as the *Lindenwood Common Reserve Room*.

Effective writing is stressed throughout the course. The English department prescribes a writer's handbook and provides directions concerning the quality of the writing expected by the college. An English department staff member assists 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 do not pass 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 the student's permanent college record.

In this course the college attempts to provide insight into the many faceted concerns of contemporary society. The Common by-passes the arbitrary compartments of modern knowledge, and emphasizes the unity of learning.

The Senior Synthesis

The Senior Synthesis is designed as a capstone to the student's college work. It summarizes and focuses the materials and discipline of college studies in the context of questions concerning the student's life purposes. Coming as it does at the conclusion of the collegiate experience, it 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.

In the Common, the Lindenwood student is oriented toward the world as it is, with emphasis on the dynamic issues of the twentieth century. In the Senior Synthesis, the student is oriented toward self-understanding and evaluation of personal goals and objectives, as well as preparation to achieve them. Toward this end, a Senior Synthesis faculty has been selected from the Divisions of the Humanities, the Social Sciences, and the Natural Sciences. A member of the Philosophy and Religion Department serves as a fourth member of the staff. Consultants are brought to the campus and off-campus experiences are planned to give a full range to the student's opportunity for inquiry and deliberation. In the January term, the student may elect a course or design an independent study program which will extend the considerations of the Synthesis course into some direct encounter with the kind of work for which the student has prepared in college.

Students in the classes of 1969 and 1970 may elect the Synthesis during the fall term of the senior year. The completion of a synthesis course is required of all students beginning with the class of 1971.

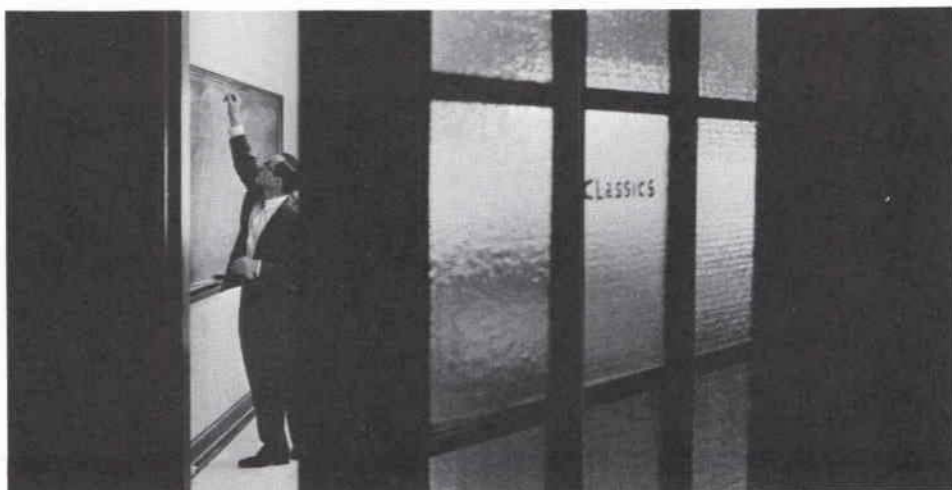
Language Proficiency

No person can claim to be liberally educated without a knowledge of at least one language in addition to his native tongue. Learning a foreign language not only gives the student perspective on his own language; it also enables him, as a citizen of a multilingual world, to go beyond the limitations of monolingual communication by experiencing directly a different culture, past or present, in terms of the spoken and written symbols with which it reveals itself.

Students pursuing a Bachelor of Arts degree program at Lindenwood College must either pass a proficiency examination in a foreign language or successfully complete a second-year level course in an ancient or modern language offered at Lindenwood. A student whose native tongue is other than English may elect English as a second language to fulfill this requirement.

Continuing Education for Women

Lindenwood College conducts a program for the continuing education of women in which adult women who wish to start or resume a college education may enroll on a part or full-time basis and receive testing services, counseling and special consideration regarding requirements. For admission requirements and information, contact the office of the Dean of Continuing Education and Career Planning.



Bachelor of Arts Degree Program

Lindenwood College offers a program leading to the Bachelor of Arts degree with areas of concentration in the following fields:

Humanities Division: Art, English, Modern Languages, Classical Civilization, Communication Arts, Music, Philosophy-Religion.

Natural Science Division: Mathematics, Chemistry, General Science, Biology. An area of concentration has been devised for those interested in teaching physical education to have an area of concentration in biology and enough professional courses to prepare them to teach physical education in elementary or secondary school. A program in cooperation with Deaconess Hospital makes it possible for a student to earn both the B.A. and R.N. degrees in five years. See page 37.

Social Science: History, Political Science, Psychology, Sociology, Economics.

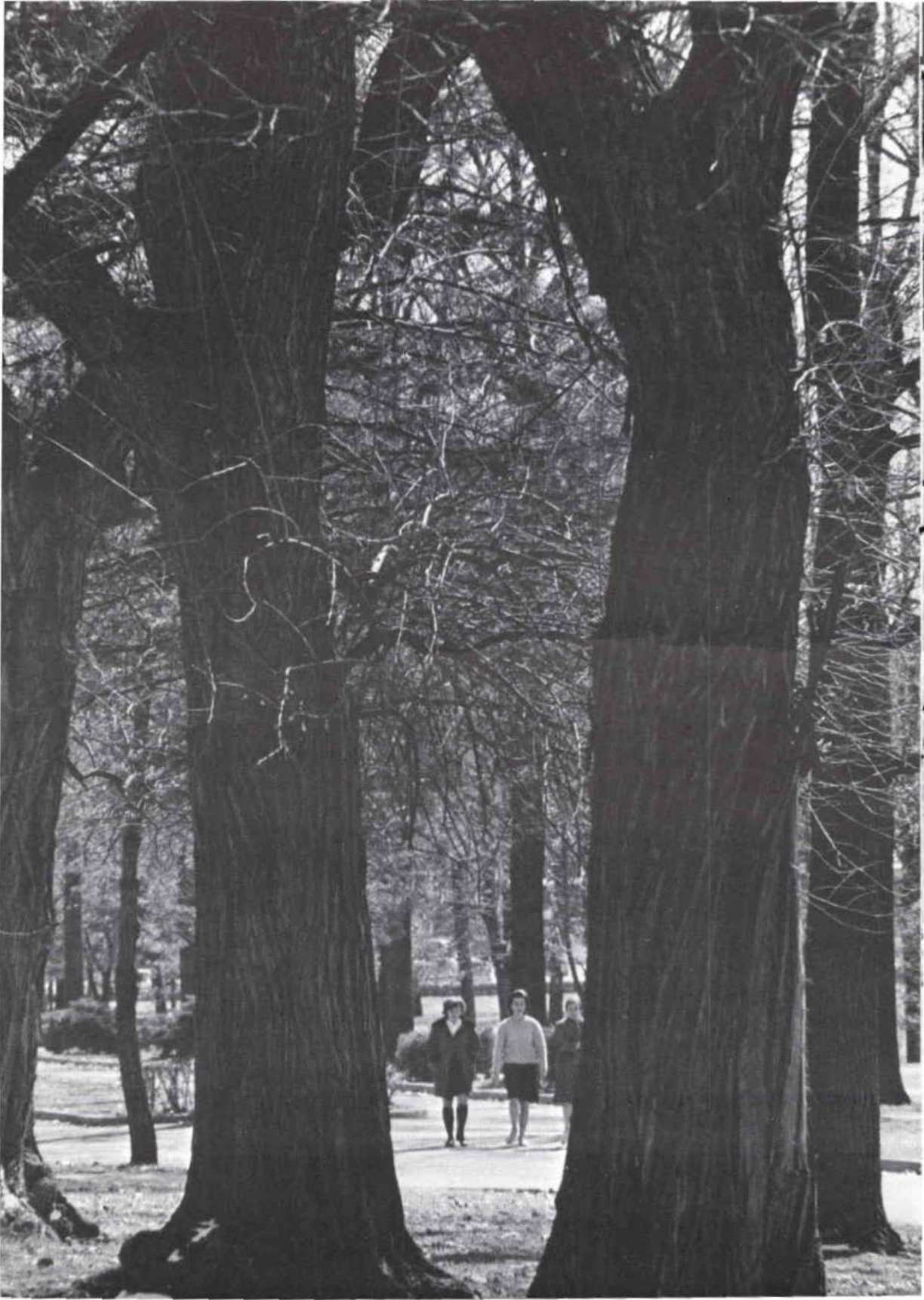
Requirements

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

1. A total of 34² 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 divisional electives—two from each of the three divisions.
4. Two ¼ course Physical Education Activities taken in the freshman year.
5. One Senior Synthesis course in the division or department of the student's area of concentration.

¹Students enrolled in Lindenwood College prior to June, 1967, may complete requirements for their degrees as stated in the 1966-67 catalogue 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.

²Beginning in September, 1969, entering students will be required to complete 36 courses for graduation.



6. 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 34¹ courses, although more may be taken.) Specific course requirements for each area of concentration are listed on the following pages.
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 within the desired standard.
10. Additional requirements for students who wish to qualify for elementary or secondary teaching credentials are listed on pages 33-36.

Exploratory Divisional Electives

A list of Exploratory Divisional Electives offered in 1968-69 is given below to demonstrate the freedom of choice available to the individual student in fulfilling the requirement for six courses of divisional electives. Two courses are to be chosen by the student from each division. Electives listed in the Natural Sciences Division and the elective in Music are two-term courses and both terms must be taken in order to receive credit. In the Humanities Division and the Social Sciences Division, students may elect two different courses or take two terms of the same course where offered. More than six courses in exploratory electives may be taken if desired or if necessary to meet the requirements of a specific area of concentration.

Exploratory Electives in the Humanities

Art 101, 102—Drawing and Design
 Art 111, 112—World Literature and Art
 Classics 165, 166—Graeco-Roman Civilization
 Communication Arts 171, 172—History of the Theatre
 English 111, 112—Same as Art 111, 112
 Music 100-101—Theoretical Foundations of Music
 Philosophy 155—Philosophical Thinking
 Philosophy 156—Aesthetics
 Religion 151—Tradition and Dissent in the Old Testament
 Religion 152—Introduction to the Literature and Religion of the New Testament

¹Students entering in the fall of 1969 and thereafter must complete 36 courses for graduation.

Exploratory Electives in the Natural Sciences

Biology 101-102—General Biology
Chemistry 151-152—General Chemistry
Mathematics 101-102—Concepts of Mathematics I, II
Mathematics 171-172—Mathematical Analysis I, II

Exploratory Electives in the Social Sciences

Economics 101, 102—Introduction to Economics I, II
History 101, 102—The Western World
Political Science 100—The Art and Science of Politics
Psychology 100—Introduction to Psychology
Sociology 102—Basic Concepts in Sociology



Areas of Concentration

MAJORS IN THE HUMANITIES

Art

The Art Department offers an area of concentration in *Studio Art* and an area of concentration in the *History of Art*. The area of concentration requires 9 courses including Art 101, 102.

The studio concentration requires a minimum of 2 art history courses and 7 studio art courses.¹ Art 101, 102 are prerequisite for all other studio courses.

The art history concentration requires Art 201, 202 and a minimum of 7 courses in the history of art. A listing of Art courses may be found on pages 39-40. Art 111, 112 are prerequisite for all other art history courses.

Classical Civilization

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 275* (The Political Philosophy of Aristotle).

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. A listing of Classics courses may be found on pages 45-46.

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

¹The 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.

Areas of Concentration

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.

Communication Arts

The area of concentration in Communication Arts consists of 8-12 courses tailored to the individual student's needs and interests. Participation in proscenium productions on the stage of Roemer Auditorium, plays in-the-round, creative writing and experience in editing and publishing, work on the campus radio station, and cooperative programs with St. Louis radio and television stations complement the curriculum. The following courses outside the Communication Arts Department are recommended:

- Classics 250
- English 233, 234, 235, CC-340
- History 201, 260
- Music 240
- Political Science 221
- Psychology 300, 332
- Sociology 316

English

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 her 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

MAJORS IN THE HUMANITIES

among the thirty-four¹ required for graduation; therefore, the student should consider any English courses taken in addition to the twelve as additions to the thirty-four 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. No more than two of the basic eight courses can be taken under the same instructor. English courses are listed on pages 55-57.

Modern Languages

The Humanities Major with an area of concentration in either French, German or Spanish requires:

1. Two modern language courses on the elementary level and two courses on the second-year level (or equivalent proficiency as demonstrated by placement test results).
2. At least two advanced courses in the structure of the major language: conversation, grammar, composition.
3. At least six courses in literature, culture, and civilization, given in the major language, with the course in civilization to be taken as early as possible.
4. Two to four supporting courses are to be selected, in consultation with the adviser, from courses offered in other departments of the Division of the Humanities.
5. 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 long term.
6. The student must pass comprehensive examinations, oral and written, in the major language during the final term of her senior year.

French courses are listed on pages 68-69, German courses are listed on page 70, and Spanish courses are listed on page 71.

¹Beginning in September, 1969, entering students will be required to complete 36 courses for graduation.

Areas of Concentration

Areas of Concentration

Music

The Area of Concentration in Music requires 12 courses in Music individually selected in conference with the student's adviser. Students may emphasize performance (voice or instrumental), prepare for certification as a teacher of music, or prepare for graduate study in music. In addition, students are required to take 2-4 courses in the Humanities Division outside the Department of Music. The student emphasizing performance will present a one-hour solo recital in the senior year. The student emphasizing music education will be given opportunities to participate in recitals in recognition of individual progress. Students concentrating in music must pass a semi-annual examination by the music faculty for each applied music course in which the student is enrolled. Music courses are listed on pages 72-73.

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. Philosophy courses are listed on page 75.

Religion

The Humanities Major with a *Concentration in Religion*.

The following courses offered in the Department of Philosophy and Religion *are required*: Religion 151, 152; 301, 302; and Religion 310; Philosophy 155; Philosophy 204 *or* 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. Religion courses are listed on pages 76-77.

MAJORS IN THE HUMANITIES



Areas of Concentration

Biology

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.

An area of concentration in Biology for students who are planning to teach
PHYSICAL EDUCATION

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.

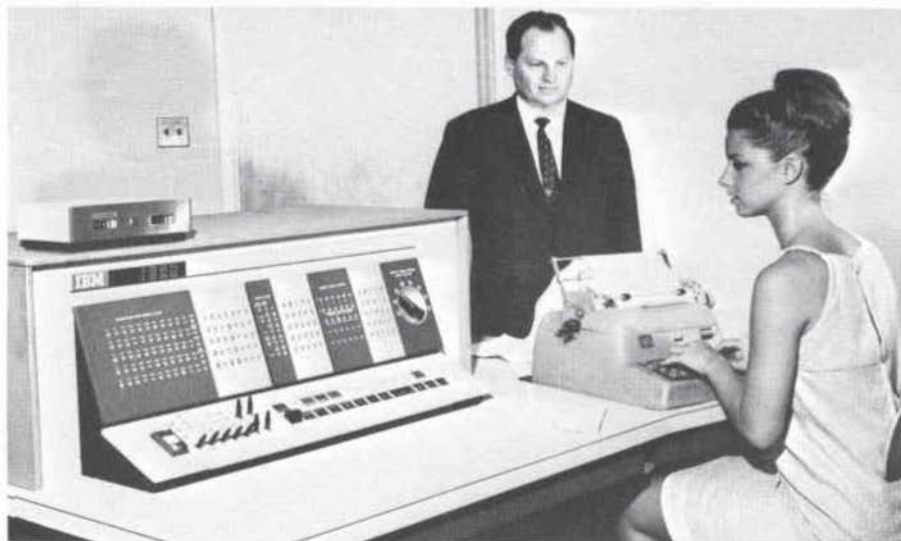
Physical Education 70, 72, 73, 74, 300, 304, 305, 311-312, 350 and eight Physical Education Activities including Senior Life Saving and Physical Education Activity Labs I, II, III, and IV, which are offered in alternate years. (PE Activity Labs I and II are not offered in 1968-69).

Chemistry

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.

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.

MAJORS IN THE NATURAL SCIENCES AND MATHEMATICS**Mathematics**

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 Chemistry 151-152 and Physics 303-304. It is recommended that the student satisfy the language requirement with German or French, in that order of preference. 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 including trigonometry.

Areas of Concentration



MAJORS IN THE SOCIAL SCIENCES

Economics

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.

History

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 in the Social Science Division.

Political Science

The requirements for an Area of Concentration in Political Science include 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.

Psychology

The requirements for an Area of Concentration in Psychology include 8-12 courses in Psychology, including Introductory Psychology. The student must elect two to four supporting courses from other departments in the Social Science Division. The student planning graduate study is advised to elect Statistics (Economics 202) as one of these supporting courses. Other Social Science Division supporting courses may be in history, political science, sociology, education, or economics, according to the student's interests and ultimate professional objectives.

Outside the Social Science Division, the student selecting a psychology concentration should elect courses in biology, mathematics, and philosophy.

The Lindenwood College Child Development Laboratory affords facilities for the student who requires special study in the areas of child psychology and development.

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 majors in psychology to spend one term, either the spring term of the junior year or one of the terms in the senior year, in residence at the Institute.

Areas of Concentration

Sociology

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 (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 recommended that students take Economics 202, Psychology 300, and Political Science 100.



Teacher Education Curriculum

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

Council on Teacher Education

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
 S. Louise Beasley, Mathematics
 Groff S. Bittner, Music
 Martha May Boyer, Communication Arts
 Virginia Carpenter, Psychology
 Luis Galvez, 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 her 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 her intention to enter the teacher education curriculum during the sophomore year.

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

The student is admitted to the Teacher Education Program by filing an application with her counselor before the end of the sophomore year. The counselor then advises the Council on Teacher Education on 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 her work, the student, in addition to having demonstrated a competent professional attitude, must conform to grade standards established by the Council on Teacher Education.

The college degree or diploma will not serve as a license to teach. Each state issues its own teaching certificates, based on its own requirements. Upon successful completion of a planned degree program, the student may fill out an application form to obtain certification to teach in Missouri. The student who wishes certification in other states should, as early as possible, seek advice from the chairman of the 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. A 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 a 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 before taking professional courses off-campus or by correspondence.

Teacher Certification Requirements

In addition to the program which leads to the B.A. degree with a departmental Area of Concentration, students looking forward to elementary level certification also have the option of a *Composite Concentration* in one of the three major divisions (Humanities, Natural Science and Mathematics, Social Science). Regardless of the program chosen, the student who intends to teach in elementary schools upon graduation should signify her intention as she begins work in the liberal arts and sciences.

In general, the course requirements are as follows:

Lindenwood College Required Courses

Lindenwood Common	2
Foreign Language	4
Senior Synthesis	1

Divisional Exploratory Electives

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

<i>Divisional Courses Required for Certification</i>		17
Humanities	4	
Natural Science-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.

<i>Science Mathematics</i>	4-6
<i>Social Science</i>	3-5

Teacher Certification Requirements

To fulfill requirements for teacher certification the student must:

1. Complete the general requirements for the Bachelor of Arts Degree.
2. Include the courses listed on page 36 in the academic program. Some of the courses may be taken as Exploratory Divisional Electives, others may be included within the requirements for the area of concentration. 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.

The Bachelor of Arts Candidate wishing to teach her major subject should follow the Secondary Certification pattern.

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 her case.

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 her case.

Course Requirements for Elementary Teaching Certificate

1. Government (U.S. or State and Local), 1 course
2. American History, 2 courses
3. Geography, 1 course
4. Introduction to Psychology, 1 course
5. Child Development I, 1 course
6. Child Development II (Educational Psychology), 1 course
7. Phonetics (1) or Speech for the Classroom Teacher (1)
8. Biological *and* Physical Sciences, 3 courses (total) [students graduating in June, 1971, and thereafter must complete 4 courses]
9. Mathematics, 2 courses
10. Music and/or Art, 2 courses
11. Health Education, ($\frac{3}{4}$)
12. *Education Courses*
 - Education in America (1) or Philosophy of Education (1)
 - A Study of Teaching, Elementary Level (1)
 - Teaching Reading (1)
 - Children's Literature ($\frac{3}{4}$)
 - School Organization for Teachers ($\frac{1}{2}$) *OR*
 - The Nongraded School ($\frac{1}{2}$) - (1) or
 - Elementary School Organization ($\frac{1}{2}$) - (1) or
 - Schools of Tomorrow, Today (1)
 - Mathematics in Elementary Schools ($\frac{3}{4}$)
 - Art in Elementary Schools ($\frac{3}{4}$)
 - Music in Elementary Schools ($\frac{3}{4}$)
 - Physical Education in Elementary Schools ($\frac{3}{4}$)
 - Student Teaching (2)
13. Strongly recommended: Voice or Piano ($\frac{1}{2}$)

Course Requirements for Secondary Teaching Certificate

1. Introduction to Psychology
2. *Education Courses*
 - Education in America (1) or Philosophy of Education (1)
 - Strategies and Tactics for Secondary Teaching (1)
 - School Organization for Teachers ($\frac{1}{2}$)
 - Methods of Teaching a Major Subject ($\frac{1}{2}$)
 - Student Teaching (2)
3. Strongly recommended: Health Education ($\frac{3}{4}$), Speech for Classroom Teachers (1)

Nursing

Requirements for the B.A. 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 Divisional Exploratory
 - Foreign Language—intermediate level proficiency¹
 - Senior Synthesis
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.

Secretarial Institute

The Lindenwood College Secretarial Institute is designed to qualify students for high-level secretarial positions and career opportunities in the management of today's increasingly complex business organizations. The continuing demand for college educated secretaries in executive positions makes it profitable for a young woman to develop skills in the secretarial field in addition to the development of competence in the academic field of her choice.

Students desiring to obtain a Certificate in Secretarial Studies in addition to the Bachelor of Arts 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 may be included among the 34 courses required for graduation. Other credit courses in the Secretarial Institute may not be counted among the required 34, but can be taken within the student's normal course load in most cases.

All candidates for certification in the Secretarial Institute must pass proficiency examinations in typewriting, shorthand (if required for the individual program as determined by the Director of the Institute), and business machines and procedures.

¹Since students spend only their first and last year at Lindenwood, those who must begin with freshman language will find fulfilling this requirement difficult but not impossible.

Numbering of Courses:

- 0- 99 Fractional courses not involving independent study.
- 100-189 Exploratory Divisional Electives.
- 191-192 Independent study off-campus with the final digit indicating the
- 193-194 fraction of full course credit to be earned ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$).
- 200-289 Courses open to all students *without* prerequisites.
- 291-292 Independent study on campus with the final digit indicating the
- 293-294 fraction of full-course credit to be earned.
- 300-389 Courses *having prerequisites*.
- 394 A full course of independent study for seniors which may be used
as an honors project.
- 400 Senior Synthesis course.

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

Double numbers separated by a comma (e.g. 301, 302) indicate courses in which the completion of both courses constitutes a desirable unit but credit may be received for one without the other.

In general, odd numbered courses indicate those normally offered in the fall term and the even numbered in the spring term. Courses ending in "O" may be offered at any time.

All courses listed are full courses unless otherwise indicated.

COURSES OF INSTRUCTION

ART

Associate Professor Hendren, Chairman

Associate Professor Kanak,

Artist in Residence

Associate Professor Eckert

Assistant Professor Wehmer

Instructor Wilkerson

STUDIO COURSES

101 (Fall), 102 (Spring) DRAWING AND DESIGN

Elementary drawing using still-life, landscape, and human figure for application to two-dimensional and three-dimensional design. *Kanak, Wilkerson*

200 (Fall) INTRODUCTION TO ART

A basic studio course for the non-art student. *Kanak*

301 (Fall), 302 (Spring) PAINTING

Drawing and composition for painting in oil, water color, and other media. *Kanak, Wehmer, Wilkerson*

303 (Fall), 304 (Spring) PAINTING

A more advanced continuation of 301, 302. *Kanak, Wehmer, Wilkerson*

305 (Fall), 306 (Spring) PAINTING

A more advanced continuation of 303, 304. *Kanak, Wehmer, Wilkerson*

311 (Fall), 312 (Spring) GRAPHICS

Drawing and composition and the techniques of printmaking in the relief process and intaglio. *Kanak, Wehmer*

313 (Fall), 314 (Spring) GRAPHICS

A more advanced continuation of Art 311, 312. *Kanak, Wehmer*

315 (Fall), 316 (Spring) GRAPHICS

A more advanced continuation of Art 313, 314. *Kanak, Wehmer*

321 (Fall), 322 (Spring) SCULPTURE

Drawing and three-dimensional design emphasizing a variety of tools, techniques, and materials with application to sculptural form. *Wilkerson*

323 (Fall), 324 (Spring) SCULPTURE

A more advanced continuation of Art 321, 322. *Wilkerson*

325 (Fall) 326 (Spring) SCULPTURE

A more advanced continuation of Art 323, 324. *Wilkerson*

ART HISTORY COURSES

111 (Fall), 112 (Spring) 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. *English Staff; Hendren*

*350 (Fall) ORIENTAL ART

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

351 (Fall) ITALIAN RENAISSANCE ART

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

352 (Fall) NORTHERN RENAISSANCE ART

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

*353 (Fall) PRE-COLUMBIAN ART

The art of the Mayas, Incas, Aztecs, and other related groups.

354 (Fall) NINETEENTH CENTURY ART

European art from c.1800 to 1900 with emphasis on French art. *Eckert*

356 (Spring) BAROQUE ART

European Art from c.1600 to 1800. *Eckert*

*357 (Fall) ANCIENT ART

Art of ancient Greece and Rome. *Eckert*

358 AMERICAN ART

A survey of American art from Colonial times to 1900 with emphasis on European influences and development of indigenous styles. *Eckert*

361 (Fall) TWENTIETH CENTURY ART TO 1945

A study of modern art with an analysis of its genesis and significance to contemporary culture. *Eckert*



362 (Spring) TWENTIETH CENTURY ART FROM 1945

A study of contemporary art forms from abstract-expressionism to the present. *Eckert*

363 (Fall) MEDIEVAL ART I

Examination and study of significant visual art forms from the fall of Rome to 1000 A.D. (Early Christian, Byzantine, Pre-Romanesque Northern Europe) with special attention given to stylistic developments and differences which reflect the respective cultural world views. *Hendren*

364 (Spring) MEDIEVAL ART II

Examination and study of the formal evolution in the visual arts from the Romanesque through the Gothic periods with special emphasis upon stylistically unique forms as they reflect the cultural character of the respective periods. *Hendren*

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.

*Not offered in 1968-1969.

BIOLOGY**Professor Grundhauser, Chairman****Professor Rechtern****Assistant Professor Graham****Instructor Vokoun****101 (Fall)—102 (Spring) 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**252 (Spring) 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*

253 (Fall) TREES AND SHRUBS

A field and laboratory course dealing with the recognition and identification of our common trees and shrubs. Emphasis is placed on the proper use of trees and shrubs on a home property—their planting, care, and propagation. *Rechtern*

301 (Fall) INVERTEBRATE ZOOLOGY

A study of the invertebrate animals—their structure, physiology, and interrelationships. Prerequisite: Course 101-102. *Graham*

302 (Spring) 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. *Graham*

***303 (Fall)—304 (Spring) 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 (Fall) MAMMALIAN PHYSIOLOGY

A study of the functions of the human organism, including studies of circulation, respiration, digestion, excretion, nervous and endocrine mechanism. Laboratory experiments demonstrate various physiological principles. Prerequisite: Course 101-102, Chemistry 151-152, and consent of the instructor. *Grundhauser*

306 (Spring) 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, Organic Chemistry, and consent of the instructor. *Grundhauser*

***308 (Spring) 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.

311 (Fall) DEVELOPMENTAL BIOLOGY

A study of the morphogenesis of higher living organisms from the time of fertilization to the

*Not offered in 1968-1969



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. *Vokoun*

***313 (Fall) 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. *Grundhauser*

***315 (Fall) 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 (Fall) 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. *Grundhauser*

363 (Spring) BIOCHEMISTRY

Study of topics of interest in biology and chemistry, including metabolism, vitamins, and hor-

mones, 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. *Vokoun*

***370 (Spring) 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

CC-380 (January) MARINE BIOLOGY (JAMAICA)

A study of the taxonomic and ecological relationships of marine organisms on the Jamaican coast. The final week of the course will be spent on the campus of Florida Presbyterian College for laboratory work, analysis and interpretation of collected data. (See cooperative course listing under Natural Sciences and Mathematics Division).

394 HONORS PROJECT

A course of independent study for seniors.

**Not offered in 1968-1969*

CHEMISTRY**Professor Bornmann, Chairman****Assistant Professor Welch****Instructor Vokoun****151 (Fall) 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. *Bornmann, Welch*

152 (Spring) 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. *Bornmann, Welch*

353 (Fall) 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 (Spring) 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*

***360 (Spring) 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 (Fall), 362 (Spring) 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 (Spring) 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. *Vokoun*

***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 (Fall) 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. *Staff*

***372 (Spring) PHYSICAL CHEMISTRY II**

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

**Not offered in 1968-1969*

***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.

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

***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



CLASSICS

Professor Toliver, *Chairman*
Instructor Nisbet

**165 (Fall), 166 (Spring) 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 (Fall) 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 her 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*

***260 (January) HISTORIANS AND
HISTORIOGRAPHY**

A study in translation of classical historians, including such authors as Thucydides and Tacitus, with special emphasis on the ancient approach to history.

***262 (Spring) EPIC TRADITION IN THE
CLASSICAL WORLD**

A study in translation of the classical epic traditions, including such authors as Homer, Apollonius Rhodius, Vergil, and Lucan.

***264 (January) OVID**

A study in translation of the writings of Ovid, with special emphasis on the *Metamorphoses* but also including portions of his other works.

***266 (Spring) DEVELOPMENT OF SATIRE
AS A GENRE**

A study of Roman satire in translation from its origins through its development, with special emphasis on Horace, Persius, and Juvenal.

***300 (Fall) CLASSICAL ARCHAEOLOGY**

A rapid survey of the main sites of excavation and the techniques of reconstruction, with special emphasis on the contributions of these to a better knowledge of Greek and Roman culture. Prerequisite: Classics 165, 166.

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.

*Not offered in 1968-1969

LATIN***201 (Fall)-202 (Spring) 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 (Fall)-302 (Spring) VERGIL

Translation of portions of the works of Vergil with special emphasis on the *Aeneid* but including the *Georgics* and *Eclogues*, and with discussion of Vergil's literary merits. Prerequisite: Latin 201-202 or two years of high school Latin. *Toliver, Nisbet*

321 (Fall) 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 (Spring) 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*

GREEK***203 (Fall)-204 (Spring) 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*

***351 (Fall) 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 (Spring) ROMAN 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 (Fall) 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 (Spring) 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. *Nisbet*

***383 (Fall) 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*

***331 (Fall)-332 (Spring) 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*

**Not offered in 1968-1969*

THE LINDENWOOD COMMON

SOCIAL SCIENCES:

Professor Hood, Director of The Lindenwood Common

Professor Moore

Assistant Professor Caine

NATURAL SCIENCES:

Professor Bornmann

Assistant Professor Welch

Instructor Vokoun

HUMANITIES:

Associate Professor Thomas

Assistant Professor Robbins

Instructor Fields

101 (Fall)—102 (Spring) DYNAMICS OF THE TWENTIETH CENTURY Staff (see page 15)

The course seeks to inform the student of the revolutionary changes and dominant issues of our time, and to relate these changes and issues to the academic disciplines.

During the 1968-1969 academic year, the course will focus on the theme "Environment." During the first third of the course aspects of the world environment will be discussed, particularly population problems, the impact of technology, and war. During the next phase, the course will center on the American urban environment, particularly problems of poverty, race, and the utilization of space. The final portion of the course will center on the individual and his reactions to his environment.

Effective writing is stressed throughout the course. The English department prescribes a writ-

er's handbook and provides directions concerning the quality of the writing expected by the college. An English department staff member assists 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 do not pass 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 the student's permanent college record.

In this course the college attempts to provide insight into the many faceted concerns of contemporary society. The Common by-passes the arbitrary compartments of modern knowledge, and emphasizes the unity of learning.

COMMUNICATION ARTS

Professor Boyer, Chairman
Associate Professor Hume
Assistant Professor Minetree
Instructor Fields
Lecturer Levitan
Lecturer Russell

50 (Fall and Spring) PRINCIPLES OF BROADCASTING (½)

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

61 (Fall), 62 (Spring) SCENIC ART (½)

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

81 (Fall), 82 (Spring) LITERARY EDITING

All phases of literary editing are examined in the editing and production of *CONFLUENCE* magazine—manuscript selection, layout and printing, business and advertising. Admission by appointment to *CONFLUENCE* staff. *Minetree*

171 (Fall), 172 (Spring) 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 (Fall) 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*

180 (Spring) 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 AND ADVERTISING

Arranged for the student at a cooperating St. Louis radio or television station or advertising agency. *Boyer*

210 (Fall) 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*

215 (Fall) SPEECH IN THE CLASSROOM

Recommended for the student 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. *Russell*

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) NEW YORK DRAMA AND ART

The student attends plays 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*

242 (Spring) 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*

***250 (Fall) PHONETICS**

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

251 (Fall) 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. *Boyer*

273 (Fall) BROADCASTING IN THE PUBLIC INTEREST

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. *Leviton*

280 (Spring) 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. *Leviton*

291, 292, 293, 294 (Fall, January, and Spring) INDEPENDENT STUDY *Staff***352 (Spring) THE COMPLETE THEATRE**

Synthesis of the polygenetic arts of the theatre as conceived and realized by the director-producer. Prerequisite: Communication Arts 251. *Hume*

*Not offered 1968-1969





ECONOMICS

Professor Moore, Chairman

Instructor Roman

101 (Fall) 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 (Spring) 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 (Spring) 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*

200 (January) CONTEMPORARY ECONOMIC INSTITUTIONS AND PROBLEMS

A study of the problems affecting the market, the corporation, the public utility, the union, the farmer and the consumer. *Moore*

202 (Spring) STATISTICS

An introduction to theory and application of statistics to the social sciences. Major content

categories are statistical inference, probability, descriptive statistics, random variables and expected values. *Moore*

204 (January) THE ECONOMICS OF POVERTY

A consideration of the costs of poverty in terms of the welfare burden, deterioration of the tax base within cities, unrealized productive potential of human resources, increased cost of deterring crime and administering justice. These problems and recent proposed solutions will be analyzed. The course will include relevant field trips. *Roman*

301 (Fall) 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 (Spring) 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. *Roman*

*303 (Fall) 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

**Not offered in 1968-1969.*

financial policies, with special reference to those of the United States. Prerequisite: Course 101. Roman

***304 (Spring) 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

**Not offered 1968-1969.*

305 (Fall) 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.

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 Wilhour

8 (Spring) SCHOOL ORGANIZATION FOR TEACHERS (1/2)

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 (January) CHILDREN'S LITERATURE (3/4)

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 (Spring) MUSIC IN ELEMENTARY SCHOOLS (3/4)

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 (January) ART IN ELEMENTARY SCHOOLS (3/4)

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 (Spring) TEACHING MATHEMATICS IN ELEMENTARY SCHOOLS (3/4)

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. *Beasley*

30 (Fall or Spring) METHODS OF TEACHING A MAJOR SUBJECT (1/2)

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

Section A. Biology (January)

Section B. English (Spring)

Section C. Mathematics (Fall)

Section D. Modern Languages (Fall)

Section E. Social Studies (Fall)

Section F. Speech (Spring)

Section G. Business (Spring)

Section H. Art (Spring)

74 (Spring) PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (3/4)*(See Physical Education Courses)*

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

200 (Fall) EDUCATION IN AMERICA

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

***250 (Spring) 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

*Not offered in 1968-1969.

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

282 (Fall) ELEMENTARY SCHOOL ORGANIZATION (½, 1)

A study of the types of organization and administration of the elementary schools on the local, state and national level. Emphasis is placed on the new role of the elementary teacher functioning within the new elementary school and the educational community. Junior or senior standing. Banks

***289 (Spring) 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 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: Any student of at least junior standing. Quehl

300 (Fall)-301 (Spring) STRATEGIES AND TACTICS FOR SECONDARY TEACHING

The course consists of an analytical study of teaching in the high school, based upon the logic of scientific inquiry and concepts of human development and learning. Varieties of evidence from 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 (Fall) A STUDY OF TEACHING: ELEMENTARY LEVEL

A study of the developmental and experimental process of teaching. An analytic approach and

*Not offered in 1968-1969.

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

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

323 (Fall) 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 (Spring) 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 (Fall and Spring) STUDENT TEACHING

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

ENGLISH

Professor Barnett, Chairman
Professor Sibley
Associate Professor Feely
Assistant Professor Minetree
Instructor Fields

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*

***210 WRITER'S ROUNDTABLE**
(January term)

Class and private instruction in creative writing and criticism. A course which allows the student to study under a visiting writer, to participate in group discussions, and to select individual writing projects.

211, 212 WRITER'S WORKSHOP I, II

Lectures, discussions, and tutorials dealing with the composition of various literary forms. The student may select projects in writing poetry, fiction, and drama according to individual interests. *Minetree*

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 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.

***226 THE BRITISH NOVEL II**

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

***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.

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 from Eliot, Fitzgerald, Hemingway, Faulkner, Ellison, and Heller. *Fields*

*Not offered in 1968-1969

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. *Minetree*

***237 OVID, FICINO, AND THE RENAISSANCE MAKER**

A study of Ovid and Ovidian poetry in the English Renaissance with particular emphasis upon the poetry of Marlowe, Shakespeare, and Jonson.

***238 SEVENTEENTH CENTURY METAPHYSICALS**

A study of seventeenth-century forms and modes with emphasis on works by Donne, Herbert, Marvell, Bacon, Browne, and Burton.

239 MILTON

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

240 NEW YORK DRAMA AND ART

The student attends plays 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

Reading and discussion of current short stories from periodicals and anthologies. *Minetree*

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*

251 MODERN AND POST MODERN POETRY

Intensive readings in twentieth century poetry from Rilke to Ferlinghetti. *Barnett*

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. *Barnett*

264 ROMANTICISM AND ITS DECAY, THE VICTORIANS, 1837-1901

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

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*

*Not offered in 1968-1969.

325 HISTORY OF THE ENGLISH LANGUAGE

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. Prerequisite: Two courses in English. *Barnett*

326 CHAUCER AND HIS TIMES

A study of the chief works of Chaucer viewed as an artistic expression of medieval civilization, together with some study of related medieval literature, art, and architecture. *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.

***328 TWENTIETH CENTURY CRITICISM**

A study of the writings of Hulme, Eliot, Babbitt, Richards and the new critics with attention to the contemporary reassessment of the nature of literary art. Prerequisite: Two courses in English.

FRENCH

See Modern Languages.

GEOGRAPHY

Geography courses are administered by the Division of Social Sciences.

201 (Spring) 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. *Clevenger*

GERMAN

See Modern Languages.





HISTORY

Professor Hood, Chairman
Assistant Professor Caine
Assistant Professor Merideth

101 (Fall), 102 (Spring) 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. *Merideth*

***201 (Fall), 202 (Spring) 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. Offered in alternate years.

203 (Fall), 204 (Spring) HISTORY OF FRANCE

The political, social, and economic development of the French nation and its historical interaction with Europe. The first term deals with medieval and early modern France to the death of Louis XIV; the second term discusses the modern history of France through the Revolution, the Third and Fourth Republics, and the beginning of the Fifth Republic. *Merideth*

205 (Fall), 206 (Spring) 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 (Spring) 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. Offered in alternate years. *Caine*

***213 (Fall) 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*

***214 (Spring) 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*

*Not offered in 1968-1969.

***215 AMERICAN INTELLECTUAL AND SOCIAL HISTORY THROUGH THE CIVIL WAR**

A history of American modes of thought, formation of the American character, and the growth of the American social order from earliest times to 1865. The effect upon American society of continued immigration and the western movement are also studied. Offered in alternate years.

***216 AMERICAN INTELLECTUAL AND SOCIAL HISTORY SINCE THE CIVIL WAR**

The transformation of American society by the Second Industrial Revolution and the rise of the city. The conflicts between privilege and reform and the formation of American democratic thought and welfare democracy. Some attention is given to trends in literature and the arts. Offered in alternate years.

217 (Fall) CONTEMPORARY AMERICA

Emphasis is on the pursuit and exercise of political power in the United States, together with the changes associated with the growth of populations, cities, the welfare-state concept, and the crisis of behavior in contemporary America. *Caine*

***221 (Fall) 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.

***222 (Spring) 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. *Merideth*

***227 (January) 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. *Merideth*

*Not offered in 1968-1969.

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. *Merideth*

***231 (Fall) 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. *Merideth*

***232 (Spring) THE FRENCH REVOLUTION AND NAPOLEON**

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

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*

***250 (Fall) LATIN AMERICA**

The development of Latin American political, economic, and social institutions in modern times. The course discusses the interaction of the pre-Columbian Indian, Iberian, and African cultures

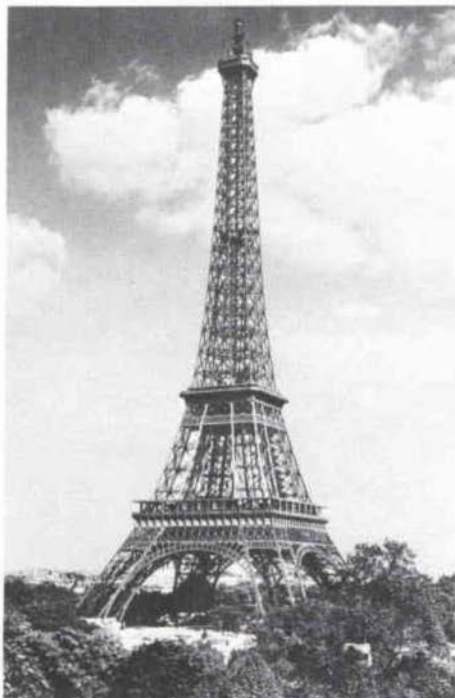
in the shaping of modern Latin American societies. Modern patterns of change, both revolutionary and evolutionary, are analyzed.

***260 (Spring) FAR EAST**

A study of East Asia, particularly China and Japan, under the impact of the West in modern times. The differences between China's response and that of Japan are discussed, and the development of social, political, and economic institutions are analyzed.

303 (January) THE INFLUENCE OF PARIS ON FRENCH CIVILIZATION

An examination of the growth of Parisian influence on French civilization, from its origins as the home of the Capetian kings to its domination in the 19th Century of all the aspects of French culture. Emphasis will be on: the importance of Paris as the center of the French monarchy, its influence through the University of Paris on French intellectual life, its importance for both religion and politics during the civil wars of the



FRENCH GOVT. TOURIST OFFICE

16th Century, its negative effect on Louis XIV, hence the creation of Versailles, its growth in stature and importance during the Revolution, and its 19th Century attainment of the position of cultural capital of all Europe. The course will include four weeks of study in Paris, in conjunction with the French department. Prerequisite: History 203. *Meredith*

***340 (January) 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 (January) 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*

***370 (January) THE WELFARE STATE IN AMERICA**

A pro-seminar. The historical development of the concept of the welfare state, with particular emphasis on the 20th century. The Progressive Era, the New Freedom of Woodrow Wilson, the New Deal, and the Great Society receive attention. Prerequisite: History 206.

***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.

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 with other institutions are listed as divisional offerings.

HUMANITIES 400 (Fall) 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. (For a more thorough description see page 17). *Barnett, Conover*

CC-330 (January) FRENCH LANGUAGE AND LITERATURE (PARIS)¹

A program in cooperation with Austin College designed to develop conversational ability and familiarity with contemporary French literature. Students will have the opportunity to visit with publishers and writers in Paris.

CC-340 (January) DRAMA ON THE BRITISH STAGE (LONDON)

A cooperative course with Florida Presbyterian College in which students will visit London theatres and review current drama with an analysis of staging, acting, playwriting, and levels of meaning. *Carter*

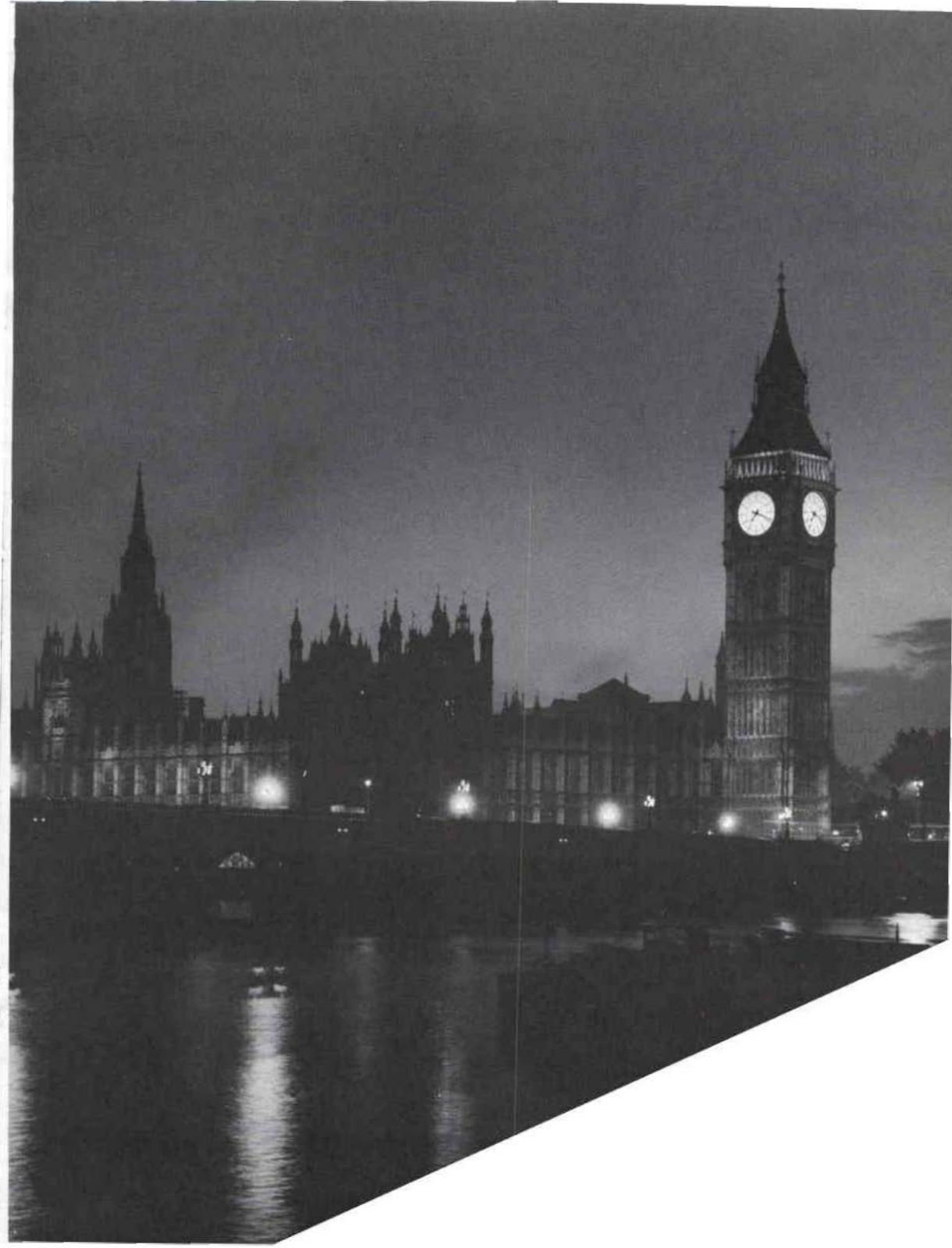
CC-350 (January) IRISH FOLK CULTURE (IRELAND)

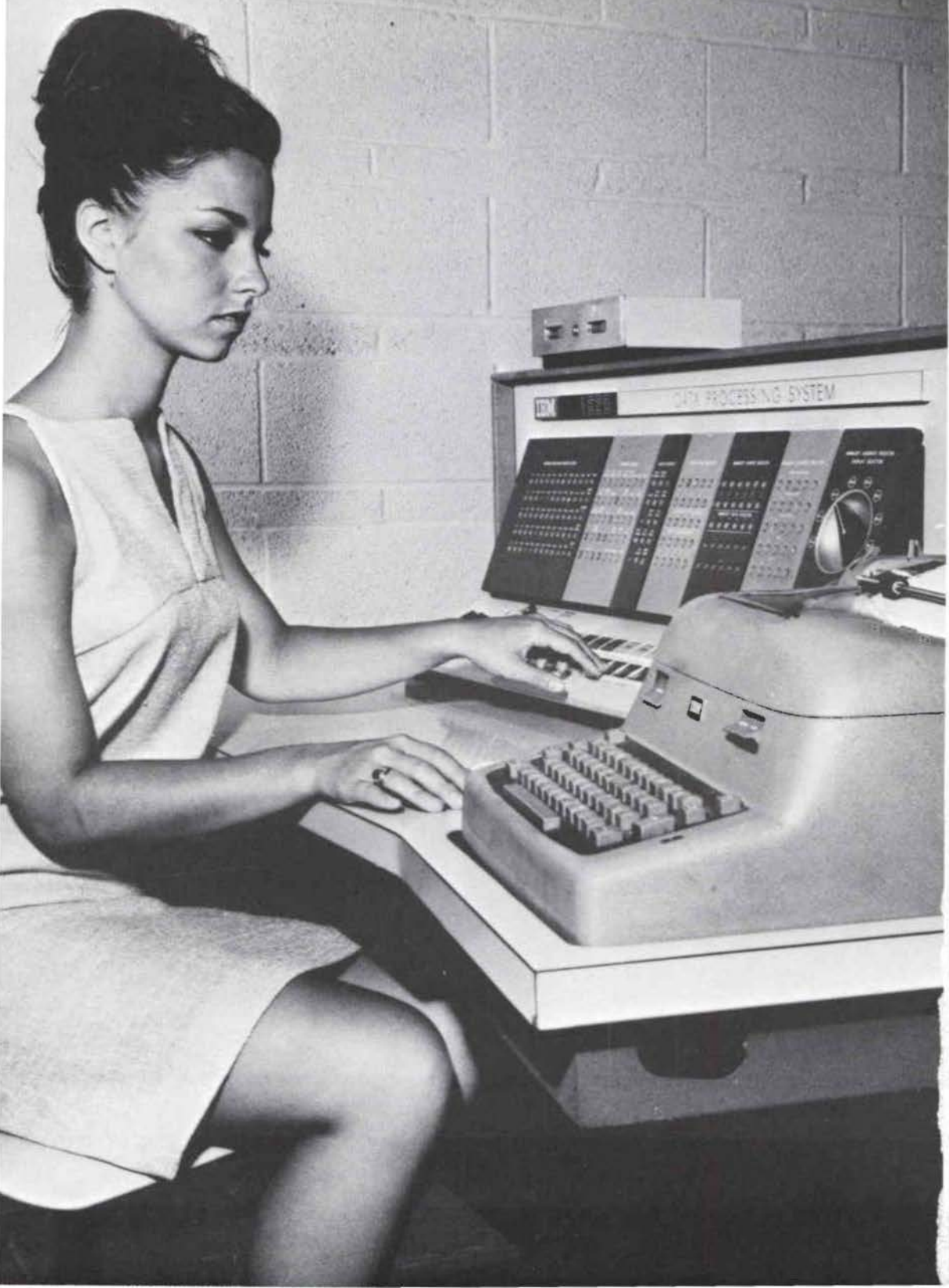
An analysis of Irish folk customs and beliefs as revealed in the folk literature, music and arts, and the ways of village life. The course is offered in cooperation with Florida Southern College. *Waters*

CC-360 (January) ART AND ART EXHIBITIONS (LONDON)

A studio course in cooperation with Florida Presbyterian College. Students will undertake sketching and art projects within the environs of London, and participate in faculty guided visits to museums, galleries, and studios.

¹The prefix CC before a course number designates a "cooperative course" offered in conjunction with another college or university. Enrollment in cooperative courses requires adequate background preparation in the field as determined by the appropriate department chairman.





CENTER FOR THE UNDERGRADUATE STUDY OF MATHEMATICS

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 at Lindenwood.

Professor Weiss, Consultant to the Center
Associate Professor Murdock, Chairman of the Mathematics Department
Professor Beasley
Assistant Professor Huesemann

101 (Fall)—102 (Spring) 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*

171 (Fall) MATHEMATICAL ANALYSIS I

Integral calculus, area as an integral, volumes of solids of known cross-section, the derivative, derivative as a slope, limits and continuity, com-

posite functions, chain rule, differentials, integration by parts, partial derivatives, transcendental functions, introduction to differential equations. Prerequisite: Four years of high school mathematics, or equivalent; including trigonometry. *Staff*

172 (Spring) MATHEMATICAL ANALYSIS II

Vector algebra, scalar product, planes, straight lines, cross product, triple scalar product, conic sections, helix, surfaces, transformations, mean-value theorems and applications, sequences, infinite series, improper integrals. Prerequisite: Mathematics 171, or equivalent. *Huesemann*

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 (Fall) INDEPENDENT STUDY**
*Murdock***303 (Fall) MATHEMATICAL ANALYSIS III**

Set functions, multiple integration, differential calculus of scalar fields. Prerequisite: Math 172 or equivalent. *Beasley*

304 (Spring) MATHEMATICAL ANALYSIS IV

Line integrals, surface integrals, integral theorems, linear differential equations, existence theorems. Prerequisite: Math 303 or equivalent. *Beasley*

305 (Fall) MATHEMATICAL ANALYSIS V

Advanced topics in analysis. Prerequisite: Math 304 or equivalent. *Staff*

***307 (Spring) COMPLEX ANALYSIS I**

Complex numbers, analytic functions, elementary functions, mappings, complex integration, power series. Prerequisite: Mathematics 305, or the equivalent. *Murdock*

***308 COMPLEX ANALYSIS II**

Residues and poles, conformal mapping, applications, the Schwartz-Christoffel transformation, integral formulas (Poisson type), analytic continuation, singular points and zeros, Riemann surfaces. 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 (Fall) LINEAR ALGEBRA I

Systems of linear equations, vector spaces, linear dependence, bases, dimension, linear mappings, matrices, determinants, quadratic forms, orthogonal reduction to diagonal form, eigenvalues, geometric applications. Prerequisite: Mathematics 172 or the equivalent. *Beasley*

***316 LINEAR ALGEBRA II**

Norms and spectral radii, bounds for spectral radii, diagonally dominant matrices, non-negative matrices, reducible matrices, dual spaces, multilinear forms, inner product spaces, the spectral theorem. Prerequisite: Math 315 or the equivalent.

321 (Fall) ALGEBRAIC STRUCTURES I

Groups, subgroups, rings, commutative rings, integral domains, fields, ordered fields, polynomial forms, Peano axioms, properties of natural numbers, integers, rational numbers, real numbers, complex numbers. Prerequisite: Mathematics 305 or the equivalent. (May be taken concurrently.) It is recommended that the student should have completed Mathematics 315. *Staff*

***322 ALGEBRAIC STRUCTURES II**

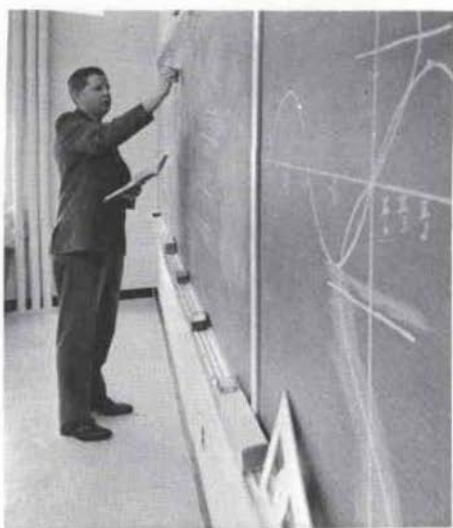
Linear groups, changes of bases, affine groups, orthogonal and Euclidean groups, linear and bilinear forms, quadratic forms, affine and projective geometry, quotient rings, ideals, field extensions, Galois theory, subgroups and subfields, finite fields, insolubility of the quintic equation. Prerequisite: Mathematics 321 or the equivalent.

***330 (Spring) MODERN GEOMETRY**

Elementary logic, deductive reasoning, valid arguments, truth tables, indirect method of proof, axiomatic systems, consistency, completeness, independence, logical defects in Euclidean geometry, Hilbert's axioms, Menelaus' and Ceva's theorems, harmonic elements and cross-ratio, inversion, projections, duality, Desargues' theorem, perspectivities, coordinate projective geometry, transformations, Kantian philosophy, parabolic geometry, hyperbolic geometry, elliptic geometry, non-Euclidean geometry and the physical universe. Prerequisite: Mathematics 305, or the equivalent.

332 INTRODUCTION TO TOPOLOGY

Elementary set theory, topological spaces, metric spaces, mappings, homeomorphisms, com-



product spaces, product spaces, function spaces, nets and convergences, Peano spaces, connectivity. Prerequisite: Mathematics 305, or the equivalent. Staff

341 (Fall) 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 Chebychev inequality, law of large numbers, the central limit theorem. Prerequisite: Mathematics 305, or the equivalent. Murdock

342 (Spring) 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. Murdock

*351 (Fall) NUMERICAL ANALYSIS I

Norms of vectors, and matrices, well-posed computations, linear systems of equations, Gaussian 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, Chebychev polynomials. Prerequisite: Mathematics 305, or the equivalent. (May be taken concurrently upon instructor's approval.)

*352 (Spring) 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 (Fall) 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. Murdock

356 (Spring) APPLIED MATHEMATICS II

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

380 (Fall) 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, differential geometry, foundations of mathematics, econometrics, biometrics, linear programming, operations research, algebraic topology, and computer languages. Prerequisite: Approval of Chairman, Department of Mathematics. Staff

*Not offered in 1968-1969.

MODERN LANGUAGES

Professor Galvez, Chairman
Professor Doherty
Assistant Professor McClear
Assistant Professor Norris
Instructor Brands
Instructor Morros
Instructor Mudd
Instructor Murray

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*

FRENCH

201 (Fall)—202 (Spring) 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 Murray*

301 (Fall)—302 (Spring) 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, Morros, and Murray*

311 (Fall) FRENCH CONVERSATION

Systematic development of vocabulary through the study of selected topics, followed by oral reports and group conversations over the topics prepared. Prerequisite: French 302 or permission of instructor. *Doherty*

312 (Spring) FRENCH COMPOSITION

Systematic training in writing French, with emphasis on free composition, based on readings of a non-literary nature. Grammar review and vocabulary building. Prerequisite: French 302 or permission of instructor. *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.

*321 (Fall), 322 (Spring) HISTORY OF FRENCH CIVILIZATION

A survey of the political, social, intellectual and cultural history of France from its origins to the present. Given in French, with collateral readings from French literature and other writings of a

cultural nature. The first term concludes the era in 1715 with the death of Louis XIV. Prerequisite: French 302 or permission of instructor.

***331 (Fall), 332 (Spring) INTRODUCTION TO FRENCH LITERATURE**

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

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. *Doherty*

***341 (Fall) 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. *Staff*

***342 (Spring) FRENCH PROSE AND POETRY OF THE SEVENTEENTH CENTURY**

Readings from Descartes, Pascal, La Fontaine, Boileau and the moralists and social critics of the classical period. Prerequisite: French 331, 332 or permission of instructor. *Staff*

350 (January) SEMINAR ON ARTHUR RIMBAUD

A study of selected poems by Rimbaud with particular emphasis on his method and his influence. Prerequisite: French 301-302 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.

361 (Spring) 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. *Doherty*

***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 Mallarme. Prerequisite: French 331, 332 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 (Fall) 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. *Morros*

***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.

*Not offered in 1968-1969.

GERMAN**201 (Fall)—202 (Spring) ELEMENTARY GERMAN**

Introduction to the fundamentals of the language. Mastery of the basic principles with emphasis on speaking and reading comprehension. *Mudd*

301 (Fall)—302 (Spring) 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. Prerequisite: German 202 or equivalent proficiency. *Brands*

310 (January) WAGNER AND THE MUSIC DRAMA

His historical significance, the heroic in his

music dramas, and Wagnerian motifs in music harmony. Prerequisite: German 302 or permission of instructor. *Mudd*

323 (Fall)—324 (Spring) THE HERO AND THE ANTI-HERO

A literature course dealing with the hero and the anti-hero in German sagas, the works of Nietzsche, Wagner, Goethe, Schiller, Büchner, Kafka, Brecht, Jünger and others. Prerequisite: German 302, its equivalent or special permission. *Mudd*

331 (Fall)—332 (Spring) CURRENT EVENTS

Conversation and essays based on readings from German periodicals. Prerequisite: German 302, its equivalent or special permission. *Mudd*



SPANISH**201 (Fall)—202 (Spring) ELEMENTARY SPANISH**

A beginning course in Spanish taught by audiolingual methods, but with concurrent development of all four language skills: listening comprehension, speaking, reading and writing. *Galvez, McClear, Norris*

301 (Fall)—302 (Spring) INTERMEDIATE SPANISH

A second-year course continuing grammar review, conversation, reading and writing. Prerequisite: Spanish 201-202 or equivalent. *Galvez, McClear, Norris*

***326 (Spring) SPANISH ROMANTICISM**

The romantic movement in Spain. Leading poets and dramatists. Prerequisite: Spanish 302.

331 (Fall) SPANISH CULTURE AND CIVILIZATION

A survey course in which the student is given a broad view of peninsular civilization from the earliest times to the present, with selected readings from literature. Prerequisite: Spanish 302, equivalent, or permission of instructor. *Norris*

332 (Spring) SPANISH-AMERICAN CULTURE AND CIVILIZATION

A survey course in which the student is given a broad view of Hispanic-American culture and civilization from the earliest times to the present, with selected readings from literature. Prerequisite: Spanish 302, equivalent, or permission of instructor. *Galvez*

335 (Fall) ADVANCED SPANISH CONVERSATION

Techniques of group discussion, formal and informal presentations and debates. Prerequisite: Spanish 302, equivalent, or permission of instructor. *Galvez*

336 (Spring) ADVANCED SPANISH COMPOSITION

A course devoted to stylistic analysis, techniques of translation, writing and composition. Prerequisite: Spanish 302 or permission of instructor. *McClear*

340 (January) LA DAMA DEL ALBA

A concentrated study of this twentieth-century play by Alejandro Casona. Prerequisite: Spanish 302, equivalent, or permission of instructor. *Norris*

341 (Fall) CERVANTES AND THE QUIXOTE

A critical analysis of the baroque perspective in the first modern novel of the Western world. Prerequisite: Spanish 302, equivalent, or permission of instructor. *McClear*

***342 SPANISH THEATER OF THE GOLDEN AGE**

The masters of the Spanish theater: Lope de Vega, Tirso de Molina and Calderon. Prerequisite: Spanish 302, equivalent, or permission of instructor.

345 (Fall) MODERN LATIN-AMERICAN NOVEL**346 (Spring) MODERN LATIN-AMERICAN DRAMA*****355 MODERN SPANISH POETRY*****356 LATIN-AMERICAN POETRY FROM MODERNISMO TO THE PRESENT****370 (January) THE POPOL VUH**

A study of the oldest pre-Columbian document, a Maya Indian literary ontogenetic recapitulation of man. To be given in Guatemala, if possible; if not, to be given on campus. Prerequisite: Spanish 302, equivalent, or permission of instructor. *McClear*

*Not offered in 1968-1969.

MUSIC

Assistant Professor Bittner, Acting Chairman
Associate Professor Swingen
Assistant Professor Greenlaw
Assistant Professor Robbins
Visiting Associate Professor Perkins

100 (Fall)—101 (Spring) THEORETICAL FOUNDATIONS OF MUSIC

A course designed to introduce the student to the various theoretical disciplines in an integrated sequence. The fundamentals of harmony, as well as elementary studies in counterpoint, orchestration, and form are emphasized. In addition, the course develops various musical skills, such as sight-singing, keyboard harmony, and ear training.

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*

240 (Fall and Spring) TECHNIQUES OF CREATIVE LISTENING

A course designed for the student not concentrating in music but who wishes to increase her 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*

250 (Fall) 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. Special emphasis is placed on the relation of music to the social climate of the 19th century. *Swingen*

300 (Fall)—301 (Spring) THEORETICAL AND HISTORICAL FOUNDATIONS OF MUSIC

A continuation of Music 100-101, in which principles of musical composition are approached from the bases of both theoretical and historical development. More emphasis is placed on contrapuntal skills leading to a study of modal counterpoint. Prerequisite: Course 100-101.

***350 (Fall)—351 (Spring) 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.

360 (Fall) ORCHESTRATION (½)

A study of the instruments of the modern symphony orchestra, their respective characteristics, and their uses in orchestration. Arrangements are made for string, woodwind, and brass combinations, and scoring is done for full orchestra. Prerequisite: Music 300-301.

361 (Spring) VOCAL ARRANGING (½)

A study of vocal scoring, special voice combinations, and the combining of words and music. Prerequisite: Music 300-301.

370 (Fall) COUNTERPOINT (½)

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

*Not offered in 1968-1969.

371 (Spring) FORM AND ANALYSIS (½)

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

***380 (Fall)—381 (Spring) COMPOSITION**

Private lessons in composition tailored to meet individual needs of the student. Prerequisites:

Courses 100-101 and 300-301, or concurrent registration in Course 300-301, or consent of instructor.

385 (Spring) CONDUCTING AND VOCAL TECHNIQUES

A course to equip the student to be an effective conductor of a chorus in the public schools. Basic principles of correct vocal production are stressed.

APPLIED MUSIC

2—(Fall and Spring)	PIANO	(¼)
3—(Fall and Spring)	ORGAN	(¼)
4—(Fall and Spring)	VOICE	(¼)
5—(Fall and Spring)	ORCHESTRAL INSTRUMENTS	(¼)
	<i>Staff</i>	

***10 (Fall) INSTRUMENTAL TECHNIQUES: STRINGS (¼)**

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 (Spring) INSTRUMENTAL TECHNIQUES: WOODWINDS (¼)**

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 (Fall) INSTRUMENTAL TECHNIQUES: BRASS (¼)

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 (Spring) INSTRUMENTAL TECHNIQUES: PERCUSSION (¼)

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 (Fall)—*389 (Spring) 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*

MUSICAL ORGANIZATIONS**20 (Fall and Spring) CHOIR (¼)**

Ensemble experience in the singing of both sacred and secular music with an emphasis on secular. Open to all students.

40 (Fall and Spring) VOCAL CHAMBER MUSIC ENSEMBLE (¼)

A small vocal ensemble known as the Lindenwood Chorales specializing in the study and

*Not offered in 1967-1968.

performance of significant choral literature from all periods. Open to all students by audition.

50 (Fall and Spring) OPERA WORKSHOP (¼)

A study of the opera from the standpoint of production. Complete operas, as well as scenes from operas, are produced. All elements of production, including design and costuming, are included. Open to all students. *Robbins*



PHILOSOPHY AND RELIGION

Professor Conover, Chairman
Associate Professor Johnson
Associate Professor Thomas

PHILOSOPHY**155 (Fall) 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 (Spring) 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 (Spring) 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

***204 (January) PERSONAL AND SOCIAL ETHICAL PROBLEMS**

An examination of the nature of morality and an introduction to ethical theories. Current issues in personal and social morality are discussed. Conover

254 (Spring) 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

*Not offered in 1968-1969.

***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

304 PHILOSOPHY OF RELIGION

An examination of the fundamental problems of religion. Attention is given to the nature of religion and the validity of religious knowledge, proofs for the existence of God, the problem of evil, and the concepts of freedom and immortality. Prerequisite: Course 155. Offered on demand. Staff

306 PHILOSOPHY OF SCIENCE (January)

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

312 SEMINAR: EXISTENTIALISM

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

315, 316 SEMINAR IN PHILOSOPHY AND THEOLOGY

Same as Religion 315, 316

RELIGION

151 (Fall) 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 (Spring) 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. *Johnson*

200 (Fall) 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. *Johnson*

210 (January) CONTEMPORARY CONTROVERSIES IN THEOLOGY

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

211 (Fall) 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. *Johnson*

214 (Spring) 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. *Johnson*

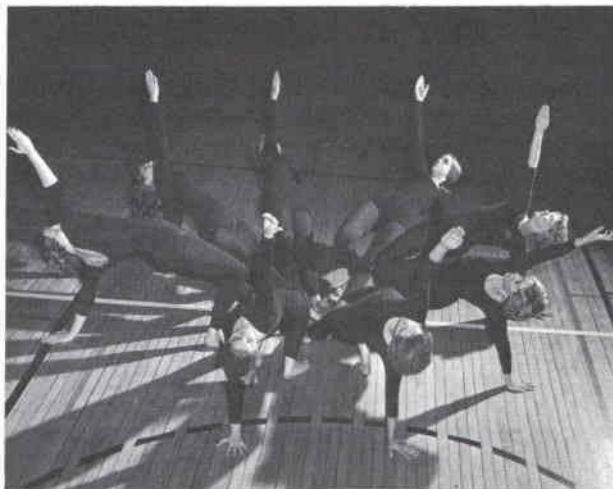
220 (January) THE SPIRIT OF PROTESTANTISM

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. *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*

*Not offered 1968-1969.



302 (Fall) 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 (Spring) 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. *Johnson*

306 (Fall) PORTRAITS OF JESUS IN THE GOSPELS AND MODERN BIOGRAPHIES

The Historical Jesus and The Christ of Faith as portrayed by Matthew, Mark, Luke, and John, and three modern biographers. Methods of inter-

pretation and findings of modern New Testament study will be analyzed as reflected in modern biographies of Jesus. Prerequisite: Junior standing or consent of instructor. *Johnson*

310 (Spring) 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*

315, 316 SEMINAR IN PHILOSOPHY AND THEOLOGY

Readings in the works of philosophers or theologians of a selected period, with class discussion. The course is designed for advanced students. Prerequisite: One of the following courses: Philosophy 301, 302, 312, or Religion 301 or 302. *Staff*

PHYSICAL EDUCATION

Professor Ross, Chairman
Associate Professor Amonas
Instructor Bittner
Instructor Ebest

50 (Fall) HISTORY OF DANCE (½)

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 (Fall) ORIENTATION IN PHYSICAL EDUCATION (½)

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

72 (Spring) FIRST AID (½)

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

73 (Fall) HEALTH EDUCATION (¾)

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 (Spring) PHYSICAL EDUCATION IN
ELEMENTARY SCHOOLS (¾)**

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 (½)**

Offered for the student interested in furthering her 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
GIRLS (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) GYMNASIAC WORKSHOP
(¼) Ebest****200 RECREATION LEADERSHIP**

An introduction to the total field of organized recreation service, and the principles and methodology of recreation leadership. Open to all students. *Ross*

***203 (Fall) EUROPEAN PHYSICAL
EDUCATION (½)**

Historical studies of the current physical education systems in England, Sweden, Germany, and Austria. *Amonas*

204 (Spring) 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*

*Not offered 1968-1969.

**300 (Spring) 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 (Spring) 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 (Spring) 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 (Fall and Spring) 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 (Fall) ADAPTIVE PHYSICAL
EDUCATION**

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

***351 (January) EUROPEAN PHYSICAL
EDUCATION**

A continuation of Physical Education 203 with field trips to schools in London, Austria (including the University of Vienna) and to the Royal Institute of Gymnastics in Stockholm. Prerequisite: Physical Education 203. *Amonas*

294 INDEPENDENT STUDY Staff

PHYSICAL EDUCATION ACTIVITIES PROGRAM FOR WOMEN

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 women 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 women students.

Two terms of physical education are required

for graduation. These requirements must be met during the freshman 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.

Physical Education majors are required to wear regulation white shorts and shirts, which may be purchased in the bookstore.

Every student has an opportunity to become a participating member of one or more clubs and organizations, according to her special interests. The physical education department sponsors such extracurricular activities as Beta Chi for riding, Creative Dance Group, and the Women's Recreation Association.

PHYSICAL EDUCATION ACTIVITY COURSES

The following activity courses are offered with classes meeting twice a week for $\frac{1}{4}$ credit each term.

FALL TERM

1. Tennis and Badminton

Beginning
Intermediate
Advanced

2. Gymnastics

3. Swimming

Beginning
Intermediate
Advanced
Sr. Life Saving

4. Creative Dance

Beginning
Intermediate
Advanced

5. Bowling

Beginning
Intermediate

6. Riding

Beginning
Intermediate
Advanced

7. Activity Lab III

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

JANUARY TERM

77—Personal Defense

78—Gymnastic Workshop

SPRING TERM

1. Tennis and Badminton

Beginning
Intermediate
Advanced

2. Golf

3. Swimming

Sr. Life Saving
Water Safety Instructors¹ I, II

4. Creative Dance

Beginning
Intermediate
Advanced

6. Riding

Beginning
Intermediate
Advanced

7. Activity Lab IV

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

¹American Red Cross Water Safety Instructor certification for qualified students.

PHYSICS

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

303 (Fall)—304 (Spring) GENERAL PHYSICS I, II (off-campus)

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



POLITICAL SCIENCE

Associate Professor Williams, Chairman
Professor Brown
Assistant Professor Wier

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.*

200 AMERICAN NATIONAL GOVERNMENT

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

211-212 COMPARATIVE POLITICS

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

221 CLASSICAL POLITICAL PHILOSOPHY

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

222 MODERN POLITICAL THEORY

Political theories from Machiavelli to the present. *Williams*

***281 STATE AND LOCAL GOVERNMENT**

Organization and functions of state and local governments and their relation to the federal system. *Wier*

300 THE AMERICAN PRESIDENCY

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

310 WORLD REVOLUTIONARY POLITICS

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

320 DEMOCRACY AND ELITISM

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

325 LEGISLATIVE PROCESSES

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

330 MARXISM

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

335 POLITICAL PARTIES

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

350 SEMINAR: INTERNATIONAL RELATIONS

Examination of major topics in contemporary international affairs. Prerequisite: Consent of instructor. *Brown*

**Not offered in 1968-1969.*

PSYCHOLOGY

Professor Eddowes, Chairman

Assistant Professor Carpenter

Assistant Professor Nord

Assistant Professor Wilhour

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, Carpenter*

300 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. Prerequisite: Course 100. *Carpenter*

310 CHILD PSYCHOLOGY I

A study of the physical development and psychological growth of children from infancy to adolescence. Attention focuses on the curriculum of the pre-school child while the student observes and works in the Child Development Laboratory. The student works in the Laboratory one hour per week in the afternoon session. The course is designed for the student interested in Child Development, Psychology, and Education as well as satisfying state teacher certification requirements for elementary and kindergarten levels. Prerequisite: Course 100. *Wilhour*

312 CHILD PSYCHOLOGY II

The major focus stresses learning as a process for producing desirable behavior change in children within a school setting. The student has opportunities to become both a participant and an observer in group and individual demonstrations of learning phenomena in the Child Development Laboratory and the public elementary schools. (One hour per week.) The course is designed for the student interested in Psychology and Education, as well as for those interested in a depth study of children and learning. The course satisfies state certification requirements for Educational Psychology. Prerequisite: Course 100. *Wilhour*

*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. *Carpenter*

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. *Wilhour*

316 THE CHILD IN MIDDLE CLASS AMERICA

A course designed to increase understanding of the child in contemporary society. Emphasis is on the influences of our culture on the total growth of the child. The course combines class meetings, independent study, research, and field trips in addition to work in the Child Development Laboratory and the public schools. Prerequisite: Course 310 or equivalent. *Wilhour*

317 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. *Wilhour*

320, 322 EXPERIMENTAL PSYCHOLOGY

In the first semester, emphasis is placed on problems of research design, criterion problems, and the analysis of data. The student conducts psychological experiments on human subjects.

In the second semester, emphasis is placed on research with animals. Prerequisites: Course 100 and consent of instructor. *Eddowes*

*Not offered 1968-1969.

324 PSYCHOLOGICAL MEASUREMENT

An introduction to the principles of psychological measurement and evaluation. Prerequisite: Course 100. *Eddowes*

330 THEORIES OF LEARNING

A systematic presentation of major theories of learning. Prerequisite: Course 100. *Nord*

332 THEORIES OF MOTIVATION

A systematic presentation of major theories of motivation, with an emphasis on current research on achievement motivation. Prerequisite: Course 100. *Carpenter*

333 (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*

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 100. *Eddowes, Nord*

342 THEORIES OF PERSONALITY

A systematic presentation of major theories of personality. Prerequisite: Course 100. *Nord*

344 COUNSELING AND PSYCHOTHERAPY

An introduction to the theories, principles, and techniques of counseling and psychotherapy. Prerequisites: Courses 100 and 340 or 342. *Nord*

***346 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.

***350 PSYCHOLOGICAL SYSTEMS**

A presentation of the major psychological systems and theories, such as Structuralism, Functionalism, Behaviorism, Gestalt, and Psychoanalysis along with their contemporary representations. Prerequisite: Course 100 and other courses in psychology.

360 INDUSTRIAL PSYCHOLOGY

The application of psychological principles and techniques in the selection, classification, training, and utilization of personnel in business, industry, and government. Prerequisite: Course 100. *Eddowes*

**Not offered in 1968-1969.*



RELIGION

See Philosophy and Religion.

NATURAL SCIENCES AND MATHEMATICS DIVISION COURSES

Professor Bornmann, Chairman

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 with other institutions are listed as divisional offerings.

SCIENCE 306 (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. Same as *Philosophy 306*. Prerequisite: consent of the instructor.

Conover

SCIENCE 400 (Fall) 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. (For a more thorough description see page 17). *Grundhauser*

CC-370 (January) HISTORY OF SCIENCE IN ENGLAND (LONDON)¹

The course will trace the major contributions of British scientists, the Royal Academy, and historical figures from Oxford and Cambridge to the development of science in England. Field trips to educational and commercial laboratories, and scientific establishments of the British government will be included. Offered in cooperation with Florida Presbyterian College. *Neithamer*

CC-380 (January) MARINE BIOLOGY (JAMAICA)

A study of the taxonomic and ecological relationships of marine organisms on the Jamaican coast. The final week of the course will be spent on the campus of Florida Presbyterian College for laboratory work, analysis and interpretation of collected data.

¹The prefix CC before a course number designates a "cooperative course" offered in conjunction with another college or university. Enrollment in cooperative courses requires adequate background preparation in the field as determined by the appropriate department chairman.

SECRETARIAL INSTITUTE**Associate Professor Purnell, Director****60A (Fall) TYPEWRITING (1/2)**

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*

60B (Fall and Spring) TYPEWRITING (1/2)

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*

60C (Spring) TYPEWRITING (1/2)

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*

60D (By arrangement) TYPEWRITING (1/2)

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 (Fall)—256 (Spring) 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, problems, and laboratory practice combine to give a basic understanding of accounting theory and concept, as well as practical training. *Purnell*

***260 (Fall) BUSINESS LAW**

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

261 (Fall)—262 (Spring) 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*

*Not offered in 1968-1969

353 (Spring) OFFICE 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 (Spring) BUSINESS CORRESPONDENCE

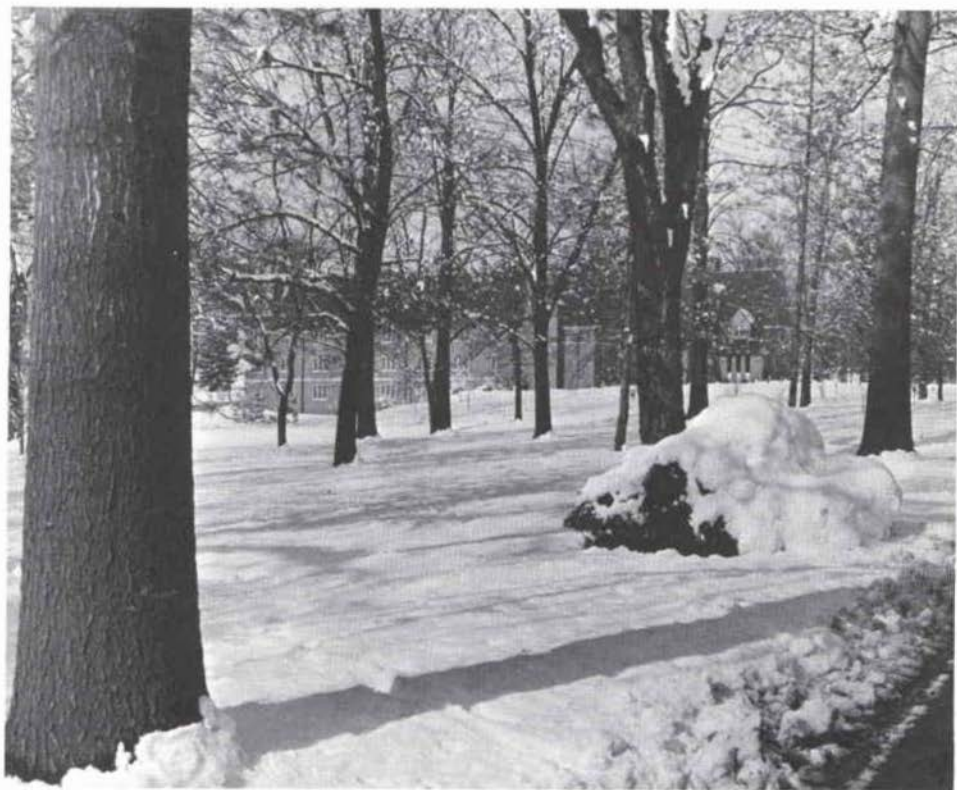
A study of the psychology and writing principles used in successful letters and reports, and practice in writing simply, directly, and correctly. Prerequisite: Course 60B or satisfactory score on a proficiency test. *Purnell*

363 (Fall) 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*



SOCIAL SCIENCE DIVISION COURSES

Professor Moore, Chairman

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

SOCIAL SCIENCE 400 (Fall) 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. (For a more thorough description see page 17). *Hood, Moore*

CC-310 (January) STUDIES IN THE HISTORY OF LONDON¹

Individualized study projects on selected aspects of history in London, utilizing archives and source materials available in the University of London libraries and other institutions. Offered in cooperation with Florida Presbyterian College. *Wilbur*

CC-320 (January) CULTURAL HISTORY OF ROMAN AND RENAISSANCE ITALY

A survey of significant developments of the Italian Renaissance in literature and the arts. The course takes advantage of the artifacts of the Renaissance in Rome and Florence to assist students in visualizing the crowning achievements of the era. Offered in cooperation with Florida Presbyterian College. *Garragues*

CC-325 (January) SOCIAL WORK AND METHODS IN CONTEMPORARY BRITAIN (LONDON)

A study of social work institutions and British methods of social work arranged in cooperation with Britain's National Association for Social Services. Offered in cooperation with St. Benedict College.

CARIBBEAN AREA STUDIES PROGRAM (January and Spring Terms) in cooperation with Inter-American University in Puerto Rico

Initiated on an experimental basis for 1968-1969, the Caribbean Area Studies Program offers the student a variety of combinations. Course sequence can be individualized to suit student's concentration interests and preparation. Courses will be offered during the second semester (Mid-January to May), with normal course load of four or five courses. Special emphases in six academic areas of Caribbean and Latin American study.

¹The prefix CC before a course number designates a "cooperative course" offered in conjunction with another college or university. Enrollment in cooperative courses requires adequate background preparation in the field as determined by the appropriate department chairman.

SOCIOLOGY**Associate Professor Warheit, Acting****Chairman****Instructor Temmen*****100 (Fall) CULTURAL ANTHROPOLOGY**

An analysis of the range of variation and the degree of uniformity in human behavior as revealed through the institutions of pre-literate societies. Whenever possible, applications to human behavior in modern complex societies will be made.

102 (Fall and Spring) BASIC CONCEPTS IN SOCIOLOGY

A course intended to increase the student's understanding of human relations by giving a basic knowledge of sociological facts, concepts, and principles. After a preliminary study of the mutual influence of the individual and the group, the student examines patterns of interaction, social roles, stratification, and values. These concepts are then applied to the small informal group, large organizations, urban life, institutions, social tensions, and social change. *Warheit, Temmen*

213 (Fall) MARRIAGE AND THE FAMILY

A sociological approach to the study of marriage and family relations with emphasis on such factors as dating, mate selection, child rearing practices, and related concerns. Attention is given to the changing role of American women in society. *Warheit*

219 (Fall) RACE AND ETHNIC RELATIONS

An examination of current trends, the nature of American minority relations, race, the dominant group, and sources of prejudice and discrimination. The four major processes of inter-group relations—conflict, segregation, stratification, and assimilation are analyzed. *Warheit*

302 (Fall) 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. *Temmen*

***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. *Temmen*

311 (Spring) 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. *Warheit*

***315 (Fall) SOCIAL WELFARE INSTITUTIONS**

Description and analysis of the change in social welfare institutions from the Industrial Revolution to the present. The student is acquainted with
*Not offered 1968-1969.

some of the contemporary social work processes. The course is designed to orient the student who plans to pursue social work as a profession. Prerequisite: Course 102. *Temmen*

316 (January) PUBLIC OPINION AND PROPAGANDA

An introduction to the nature and development of public opinion and propaganda. The course will analyze current examples of mass persuasion including the 1968 Presidential campaign. Prerequisite: Sociology 102 or consent of the instructor. *Temmen*

320 (Spring) 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. *Temmen*

321 (Fall) INDUSTRIAL SOCIOLOGY

The application and development of principles of sociology relevant to the industrial complex. Prerequisite: Sociology 102 or consent of the instructor. *Temmen*

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. *Warheit*

***333 (January) DRUG ADDICTION**

A consideration of the socio-legal aspects of the cause, treatment, and prevention of the various types of drug addiction. Recent development concerning the use and effects of hallucinatory drugs will also be considered. A class research project will be undertaken on some aspect of drug addiction. Prerequisite: Sociology 102 or consent of instructor. *Temmen*

336 (Spring) CRIMINOLOGY

An historical examination of the attempts to construct a theory to account for criminal behavior. Distinctions between the criminal, crime, and criminal behavior will be studied. Prerequisite: Sociology 102 or consent of the instructor. *Temmen*

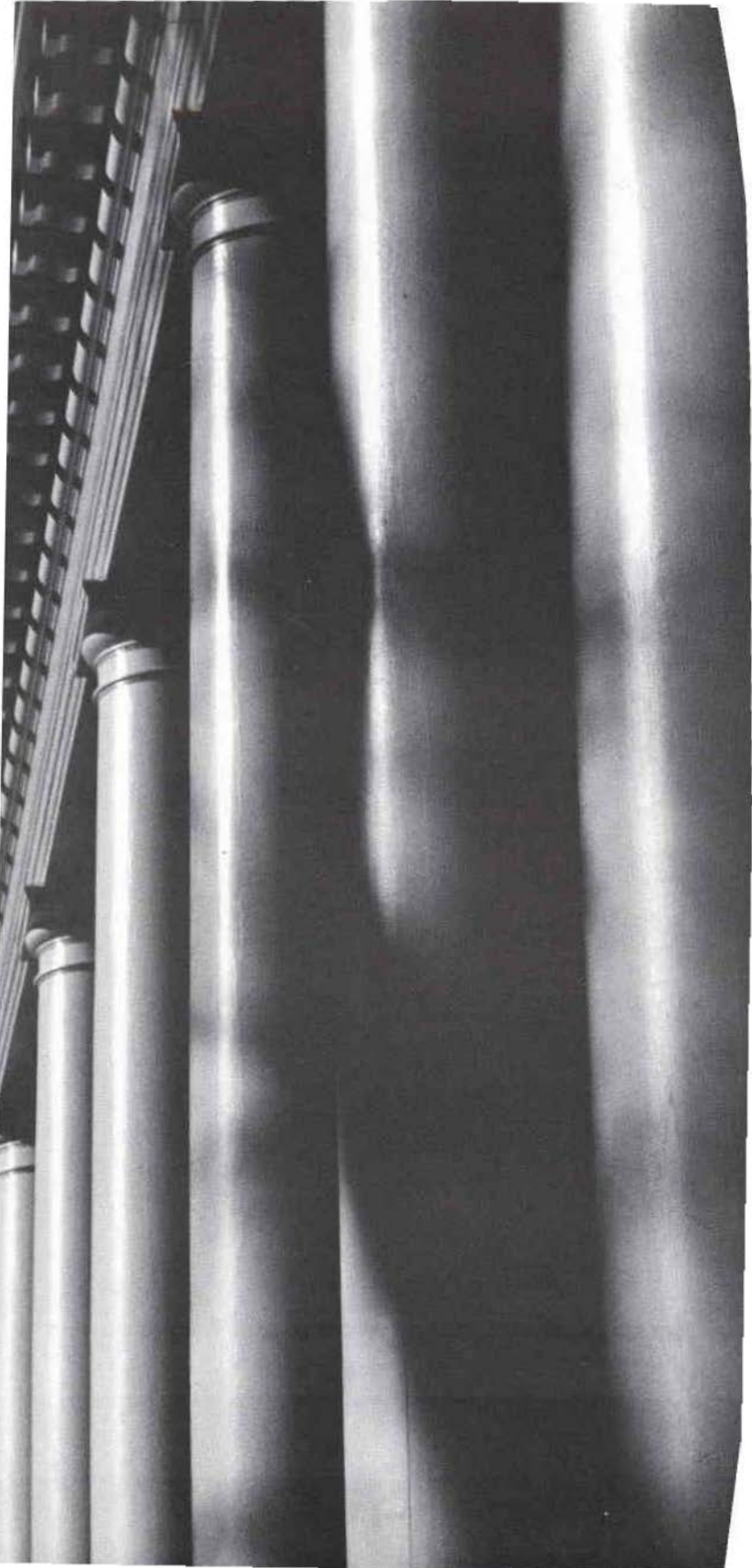
380 (January) FIELD RESEARCH IN URBAN SOCIAL PROBLEMS

Designed to give students both a theoretical and practical understanding of urban social problems, the course gives major attention to housing, employment, education, and the racial crisis in our cities. The course will be held off-campus in a selected urban center. Prerequisite: Sociology 102 and consent of instructor. *Warheit*



SPANISH

See Modern Languages.



ORGANIZATION OF THE ANNUAL PROGRAM

The Academic Year

The regular academic program of Lindenwood College is organized within the 4-1-4 calendar. The program is divided into two long terms, fourteen weeks each, and one short term, of four weeks. The fall term commences in early September and ends with final examinations before Christmas. The short term begins in early January and ends in early February. The spring term starts immediately after the January term is completed and ends with final examinations in late May. There is one vacation period of approximately two-and-one-half weeks between the fall and January terms and another of two weeks midway through the spring term.

The Class Day

In general, classes at Lindenwood meet four hours each week, with additional time for laboratory work. The instructor may hold formal class meetings, meet with students individually or in small groups, or release his students for independent study. It is the student's responsibility to use her class time as her instructor suggests.

A flexible weekly schedule is built on the following general pattern:

1. Morning classes meet in vertical time blocks of two to four hours in length, two days a week (Mon., Thurs.; Tues., Fri.).
2. Afternoon classes are scheduled horizontally in one hour periods which meet four days a week (Mon., Tues., Thurs., Fri.).
3. Regular classes are not scheduled on Wednesday. Wednesday has been set aside for distinctive educational opportunities. The nature of these opportunities is described on page 92.

The Summer Session

The Lindenwood Summer Session offers a full academic program for male as well as female students. 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. No more than two summer session courses from Lindenwood or the equivalent (7 credit hours) from another college or university may be counted in any given summer toward the graduation requirement of 34 courses (36 for students entering in the fall of 1969 and thereafter). Classes are held daily, Monday through Friday. In addition

to the regular academic program, independent study opportunities (see page 93), 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 Lindenwood Summer Session.

DISTINCTIVE ACADEMIC OPPORTUNITIES

Wednesday Educational Opportunities

During the academic year, regular classes are scheduled to meet Monday, Tuesday, Thursday, and Friday. The rhythm of each week is highlighted by Wednesday, which has been set aside for distinctive educational opportunities. While many of the opportunities offered on Wednesday are open-ended and spontaneous in nature, others involve a variety of small-group and all-campus events that have been thoughtfully conceived by the faculty or by various student groups. This new dimension of freedom allows the student time for leisurely reading or concentrated work in the library. At other times during the day, the student will have an opportunity to hear nationally renowned visiting lecturers, view relevant films, or to attend symposia, seminars, and colloquia that focus upon salient contemporary problems. The student will also find that Wednesdays offer exceptional opportunities for personal consultation, for relaxed discussions on topics of personal interest, and for spontaneous dialog with members of the faculty.

Wednesday is a "free" day in the sense that it offers the student a flexible variety of educational opportunities which can supplement and highlight the substance of in-class coursework. Wednesdays are an integral part of the academic program.

Advanced Placement, Placing-Out, and Credit by Examination

Students entering Lindenwood may receive college credit and advanced placement for completion of Advanced Standing courses taught at the secondary school level. A student desiring advanced placement must take the College Entrance Examination Board Advanced Placement Tests. Prospective freshmen who score a 3, 4, or 5 on Advanced Placement Examinations will be given automatic credit and placement upon application to the college. Prospective freshmen who score a 2 on Advanced Placement Examinations will have their placement reviewed by the department concerned, and placement and/or credit may be granted.

Students awarded credit and placement through Advanced Placement Examinations may use the examinations to satisfy, when applicable, requirements for exploratory divisional electives and/or other course requirements for graduation.

On the basis of proficiency tests, Lindenwood's instructional departments also administer a program of placing-out and credit by examination for certain college courses. Based upon proficiency demonstrated, the department may award (1) credit with grade, (2) credit without grade, or (3) no credit but exemption from a course and admission to a higher level course. In cases where credit is awarded, there can be no duplication of previously earned credit. This means that a student may not receive credit for any course whose contents have been included in a course for which she has already received credit. A student wishing to place-out of a course or attempt credit by examination should consult the chairman of the department in which the course is offered.

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. 38) 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.

Special Opportunities for Off-Campus Study

Off-Campus Projects During the January Term. 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 her own 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, Lindenwood College requires that all foreign study contribute to the objectives of the student's academic program. The student is strongly encouraged to consider study abroad, 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 her work may elect either of two options. If she 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*, she should be prepared to substantiate her claims for credit with letters of attendance and/or achievement, by copies of examinations, or by interviews and examination in her department of concentration at Lindenwood.

To be eligible for *any* foreign study program that is to be taken for academic credit,¹ 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 she is going to study as determined by the Lindenwood Language Department, *OR* enroll in an intensive course in that language concurrently with her 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 her 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 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 her 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

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

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.

Accelerated Degree Program

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.

ACADEMIC POLICIES AND PROCEDURES

Classification of Students

Academic progress at Lindenwood is calculated in terms of course units rather than credit hours. To be classified as a sophomore a student must have completed at least eight courses; to be classified as a junior she must have completed at least sixteen courses; to be classified as a senior, she must have completed at least twenty-five courses. The classification of a student is changed only at the end of the fall and spring terms.¹

Academic Load

With the exception of fractional courses (See Numbering of Courses, page 38), 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 and spring term is four and one-half courses, and during the January term, one course. Any overload must be approved by the student's faculty adviser and the Dean of the College.

¹Students entering in the fall of 1969 and thereafter must complete at least nine courses to be classified as a sophomore, eighteen courses to be classified as a junior, and at least twenty-seven courses to be classified as a senior.

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.

Auditors

A student desiring to attend a course as an auditor may be permitted to do so upon authorization of the Dean of the 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.

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 Lindenwood 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.

Correspondence Work

A maximum of two courses of academic work taken through correspondence may be credited toward a degree. This work may satisfy subject requirements if approved by the respective departmental chairman and the Dean of the College but may not count as part of the thirty-four¹ courses required for graduation.

Arrangement of Course Schedule

The course of study is planned in consultation with the student's faculty adviser, usually during pre-registration periods. The faculty adviser should be consulted during each term to review the student's program, progress, and subsequent plans. The opportunity which the student is given in planning an individualized academic program makes regular consultation with a faculty adviser essential. Regular consultation will help ensure that the student takes full advantage of the resources of the college.

¹Students entering in the fall of 1969 and thereafter must complete 36 courses for graduation.

Class Attendance

The Lindenwood College 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 herself 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 the 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 her work is unsatisfactory and may recommend to the Dean of the 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.

Assemblies, Convocations, and Special Events

Academic Assemblies and Convocations are considered an integral part of the academic program of the college, and all students, resident and non-resident, are required to attend. Students engaged in student teaching or those on academic field trips may be excused.

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 her 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.

The Pass-Fail Option

Of particular importance to the student is the pass-fail grade 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 her academic standing.

With the exception of the freshman student who is enrolled in her first term at Lindenwood, 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 in any way 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.

A special feature of the grading program enables the student who has initially elected the pass-fail option to change her option in favor of the general A-F grading system. The student who wishes to receive her final course grade under the A-F system must inform both her instructor and the Registrar of this decision by the mid-term date established by the Registrar. If the student wishes to continue the course on a pass-fail basis, her instructor will automatically report her grade as *PASS* or *FAIL*. Failing grades in such cases are not entered on the student's scholastic record.

Grade-Point Average

Lindenwood College operates 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 she earns a *B* equals *three* quality points; each course in which she earns a *C* equals *two* quality points; and each course in which she 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 Lindenwood. Courses for which a grade of *INC.* is given are not included in calculating a student's grade-point average until the *INC.* is removed or becomes an *F.* While a *PASS* is recorded on the student's scholastic record, *PASS-FAIL* grades are not included in calculating the student's grade-point average.

Final Examinations

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

Grade Reports

Complete grade reports are sent to the student and to parents or guardians shortly after the end of each term. Other than these reports, the college places upon the student the responsibility for informing the parents or guardian of academic progress.

Scholarship Standards, Probation, Suspension and Dismissal

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 will be suspended or dismissed from the college unless permission is secured to re-enroll because of unusual circumstances.

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 the 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 sixteen course credits (18 for students entering in the fall of 1969 and thereafter). 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-five course credits (27 courses for students entering in the fall of 1969 and thereafter). 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 restrictions:
- a. The student is required to attend all classes.
 - b. The student may be required to take less than a normal course load.
 - c. The Dean of Students will confer with the student concerning non-academic aspects of the problem.
 - d. The Director of Financial Aid will review the student's eligibility for financial aid or college employment.
 - e. Resident students on probation will be ineligible to have a car on campus unless permission is given because of special circumstances.
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 in any subsequent year 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 Linden-*

wood 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 Summer Session are sufficient to raise the spring term grade-point average to the established standard.

Dismissal

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

Readmission of Students

In all cases of readmission, whether the student has discontinued studies voluntarily or has been dismissed for academic or other reasons, application must be made to the Registrar. Based upon the joint decision of the Registrar, the Dean of Students, and the Dean of the College, readmission may be granted if the applicant presents clear evidence of high ability and motivation for successful academic work.

Dean's List

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

Honors Day

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



Graduation With General Honors

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

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

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

Delayed Graduation and Return of Course 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 Lindenwood (or 9 credit hours). All outstanding credit must be returned to Lindenwood within one calendar year. Failure to complete coursework within this time will necessitate re-enrollment at Lindenwood College in order to fulfill requirements for the degree.



STUDENT LIFE

A New World

A young woman enters a new world in college. She is, often for the first time, on her own.

The college must not violate this new freedom. But it must invade it with a campaign to capture the student's interest, an organized effort to motivate her toward worthwhile endeavor, a careful plan to get her to taste new ideas, try out new patterns of learning, experiment with new ways of thinking. Far too often the freshman in college sinks back into set modes of thought and established patterns of study after a brief period of initial exhilaration.

College should be different. The secondary school experience, if it has been a good one, has prepared the student for a new kind of growth and personal development.

Lindenwood's curriculum attempts to meet this readiness for a new experience with a relevant educational program that can challenge and motivate today's student.

Counseling Program

The counseling program at Lindenwood College is designed to assist the individual student in integrating her academic and social life at college into a meaningful educational experience.

Academic Advising

Academic advising is under the direction of the Assistant Dean of the College. New students are advised by the Assistant Dean 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 which is relevant to individual needs and interests. Faculty advisers are designated to assist students in planning a program of courses which will meet the long range goals of the student and satisfy appropriate requirements for specific graduate schools, professions, and other programs.

Resident Advising Program

A selected group of upper-class students serve as resident assistants to help freshmen during their first year in college. The resident assistants work with the Dean and the Assistant Dean of the College in helping new students understand



the academic 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.

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.

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. One of the major functions of the office of Continuing Education is career planning.

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

Student Government and the Honor System

Each student on entering Lindenwood becomes a member of the Lindenwood College Student Association and accepts the Honor System as the determin-



ing principle in her academic and personal life. She is expected to uphold the regulations of the Student Government Association and to maintain high standards of conduct at all times.

The governing body is the Student Council, composed of a student president and other officers, class representatives, and hall representatives.

Social Life and Extracurricular Activities

Social life and campus activities are under the general supervision of the Dean of 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. The college will subsidize a bus or cab for groups of students wishing to take advantage of such experiences. The cost per student is \$1.50 a round trip for a group of four by cab and nine by bus. 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. The Public Affairs Club concerns itself with both national and international issues of the day and its affiliations include the Collegiate Council for the United Nations, the Association of International Relations Clubs, the People-to-People Program, and the Missouri Center for Education in Politics. Several departmental organizations are nationally affiliated—the Student National Education Association for future teachers, the Music Educators' National Conference for music students, and the Community Service Organization which is open to all students interested in the area of social service. The organization works closely with the Community Council of St. Charles through its representatives in the college and aids community projects as they develop. A tutorial program is a current project.



Lindenwood College has several national honor societies—Alpha Epsilon Rho, radio [a Lindenwood student is currently serving as national president]; Alpha Lambda Delta, the freshman women's scholastic society; Alpha Psi Omega, drama; Eta Sigma Pi, classics; Mu Phi Epsilon, music; Pi Mu Epsilon, mathematics; and Phi Sigma Tau, philosophy.

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 Spanish Department sponsors El Club de la Amistad. The music department sponsors the College Choir, the Vocal Chamber Music Ensemble (choralaires), 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 the product of the creative writing classes. Work on the staffs of the periodicals provides valuable experience for students interested in writing or journalism.

Many students enjoy the opportunity to participate in planning, writing, and producing "live" radio programs. Lindenwood College has its own educational FM station, KCLC, serving the St. Charles community.



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. The World University Service is a primary project.

Campus Religious Life

Lindenwood College is historically related to the United Presbyterian Church U.S.A. We believe that worship by its very nature is a voluntary activity. We also believe that religious concern is a vital force in today's college age generation, and that new ways of finding and expressing spiritual values must be given the support of the college. A mature confrontation with Judeo-Christian traditions and values is encouraged at Lindenwood. The college offers and emphasizes opportunity for discussion and worship, but does not impose or require these religious activities.

Student Religious Organizations

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 church-sponsored student organizations including the Baptist Student Union, Canterbury Club, Christian Science Organization, Hillel Foundation, and Newman Club. Activities are provided by the Christian (Disciples), Methodist, and Presbyterian churches, and by the United Church of Christ.

Health Service

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, a letter from the parents authorizing the student to obtain outside medical care must be on file in the Office of the Dean of Students. Any expense in such cases must be borne by the student.

Appointments with dentists, oculists, and other specialists must be made through the Health Center.

An accident and sickness insurance plan is available to all full-time students at a cost of \$15.00 for the college year. Details of the plan are mailed to all entering freshmen.



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.

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.

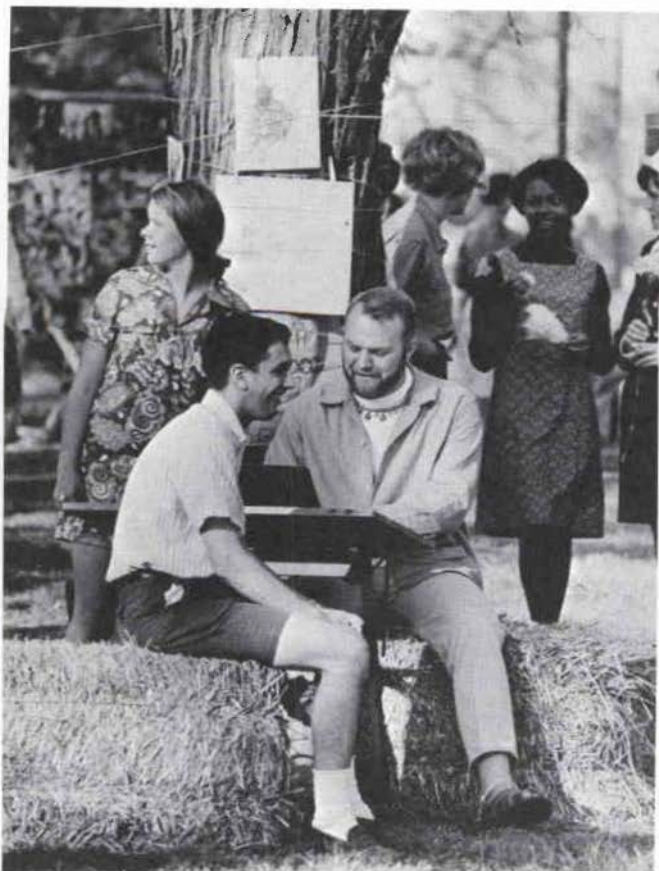


Each student has in her room a bed, a mattress, a pillow, a desk, a chair, a closet, and dresser accommodation. The windows are furnished with shades. Each student furnishes her own bed linens, blankets, towels, mattress covers; selection of curtains and bedspreads is usually done in cooperation with 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 Bank in Roemer Hall provides a convenient banking service for student use. The student is urged to deposit her allowance when received and to withdraw money as it is needed. *The college is not responsible for money, jewelry, or other articles of value left in student rooms.*

The student may send her 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 at the end of the college year depending upon the condition of the room.



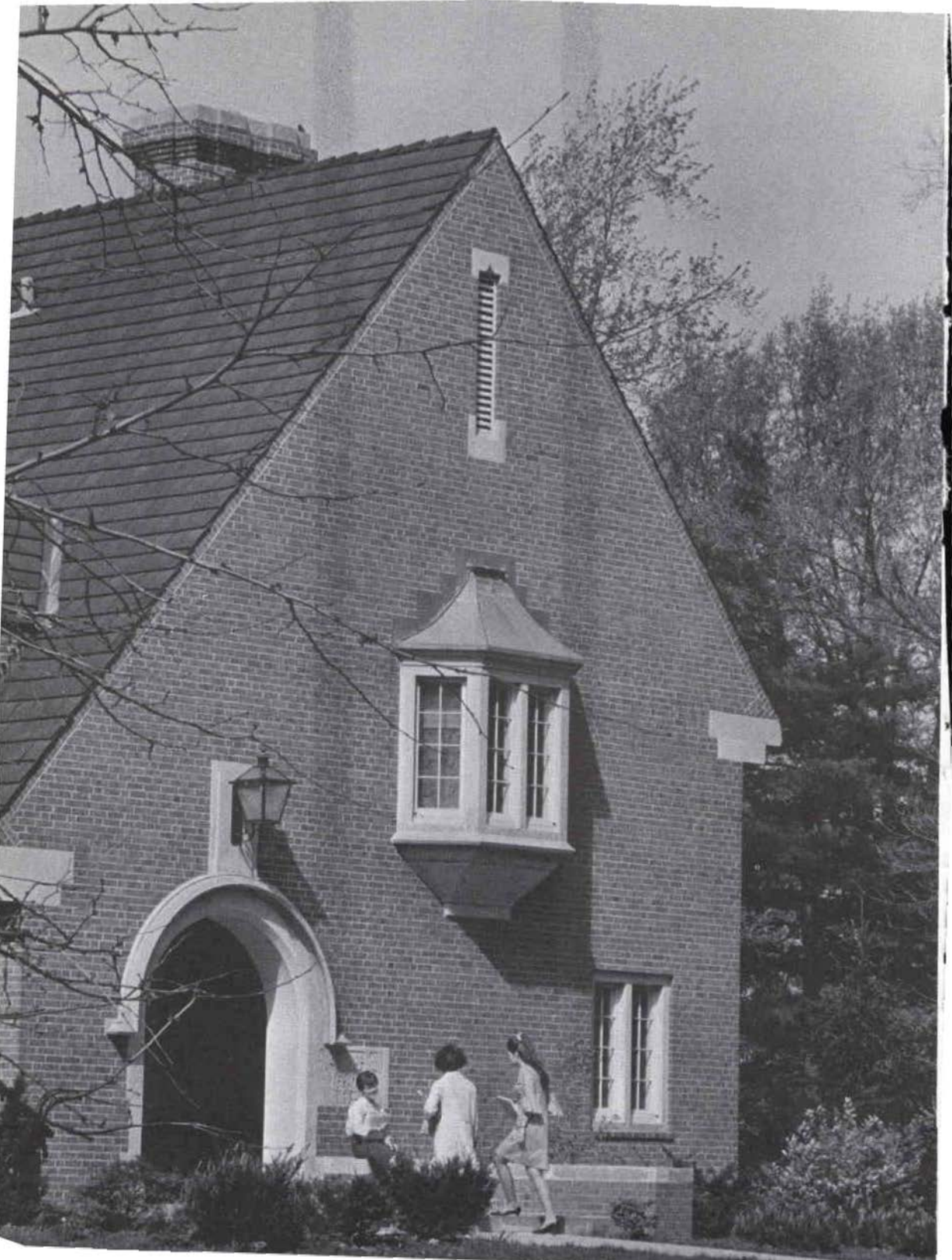
Any student defacing the walls of a room in any way will be charged the cost of repairing the walls. Charges for damage to furniture will also be levied. The college reserves the right to inspect and check rooms at any time, and for any purpose. Whenever possible, such inspection will be made in the presence of the student.

Assemblies, Convocations and Special Events

Academic Assemblies and Convocations, are considered an integral part of the academic program of the college, and all students, resident and non-resident, are required to attend. Students engaged in practice teaching or those on academic field trips may be excused.

Attendance at religious services is voluntary, but it is the hope of the college that students will actively participate in the stimulating programs which are available.

Faculty recitals, student recitals, plays, and the Concert and Lecture series are a part of the enrichment program of the college and students will find it to their advantage to participate as fully as possible.



ADMISSIONS

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.

Application for Admission

A non-refundable application fee of \$15 must accompany the candidate's application for admission to Lindenwood. 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 College Admissions Office.

A personal interview with a member of the Lindenwood College Admissions staff or an alumnae 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 college.

Interviews are available at selected locations away from the campus for those who find a campus visit to be impossible. In many cases an alumnae representative will be designated to call on the applicant.

Admissions Decisions

The candidate is notified of the admissions decision as soon as possible after all complete credentials, including the grades for the first term of the senior year, are received and reviewed by the admissions office.

Successful candidates 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 she is accepted and it is not transferable to part-time courses, to summer school, nor is it transferable to another term or person. The deposit is not refundable unless the student withdraws prior to April 1, 1969.

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

Early Notification

Students who have selected Lindenwood College 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 is the first choice college and that, if offered admission, any other applications the candidate may have made to other colleges or universities will be withdrawn. The deadline for Early Notification Applications is December 1. The successful early notification candidate is required to forward a non-refundable deposit in the amount of \$100 within fifteen days after the date of approval of the application.

Admission to Advanced Standing

Students wishing to transfer to Lindenwood 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.

Advanced Placement

Credit and/or placement is given for scores of 3 or higher on the Advanced Placement Tests administered by the College Entrance Examination Board. (Lindenwood's code is 6367.) See page 92.

Foreign Students

Students from abroad are encouraged to make their applications through the Institute for International Education, 309 United Nations Plaza, New York, New York 10017.

Foreign students from countries where the official language is other than English are required to provide Lindenwood with the results of the Test of English as a Foreign Language (TOEFL).



FINANCIAL AID

Financial Aid

Financial assistance at Lindenwood College is based upon scholastic achievement or outstanding talent and on financial need as established by an analysis of the Parents' Confidential Statement that is filed with the College Scholarship Service by the parents of the applicant. 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 her 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 Admissions Office at Lindenwood College.

Financial aid at Lindenwood 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.

Special Grants for Off-Campus Study

A program of special grants has been established to assist qualified students in approved off-campus courses of study. The grants, ranging up to a maximum of \$300 for students who have been enrolled in Lindenwood for at least three years, are available to full-time sophomore, junior, and senior students in good standing enrolled in Lindenwood College. The purpose of the grants program is to assist students in undertaking off-campus study projects during the January term.

Detailed information concerning the special grants program is available from the office of the Dean of the College.

Endowed Scholarships

ALUMNAE CLUB SCHOLARSHIPS—Established by the alumnae in honor of Mary Easton Sibley, founder of the college. Under this fund the alumnae in several cities—St. Louis, St. Charles, Kansas City, and Houston—have provided sufficient funds for scholarships to be awarded in their names.

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.

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

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

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

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

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

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

THE SIDNEY W. AND SYLVIA N. SOUERS SCHOLARSHIP FUND—Established by Admiral and Mrs. Sidney W. Souers.

THE JOHN AND LUCILLE THOMAS MEMORIAL SCHOLARSHIP—When the principal of the fund established by the gift has accrued to \$10,000, the income thereafter will be awarded to an outstanding student in music.

Other Scholarships and Grants

GRANTS TO DAUGHTERS OF MINISTERS—The Watson Fund provides for grants of \$200 to the daughters of Presbyterian ministers who are resident students and \$100 to those who are day students. When revenue is sufficient, a grant can be made to the daughter of any minister.

SCHOLARSHIPS FOR FOREIGN STUDENTS—The Board of Directors has made funds available to pay the expenses of 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.

Student Employment

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

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 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.

A loan fund has been established by The Board of Directors for students enrolled at the College. Further information may be obtained from the Financial Aid Officer.

Prizes and Awards

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 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.

Endowed Chairs and Professorships

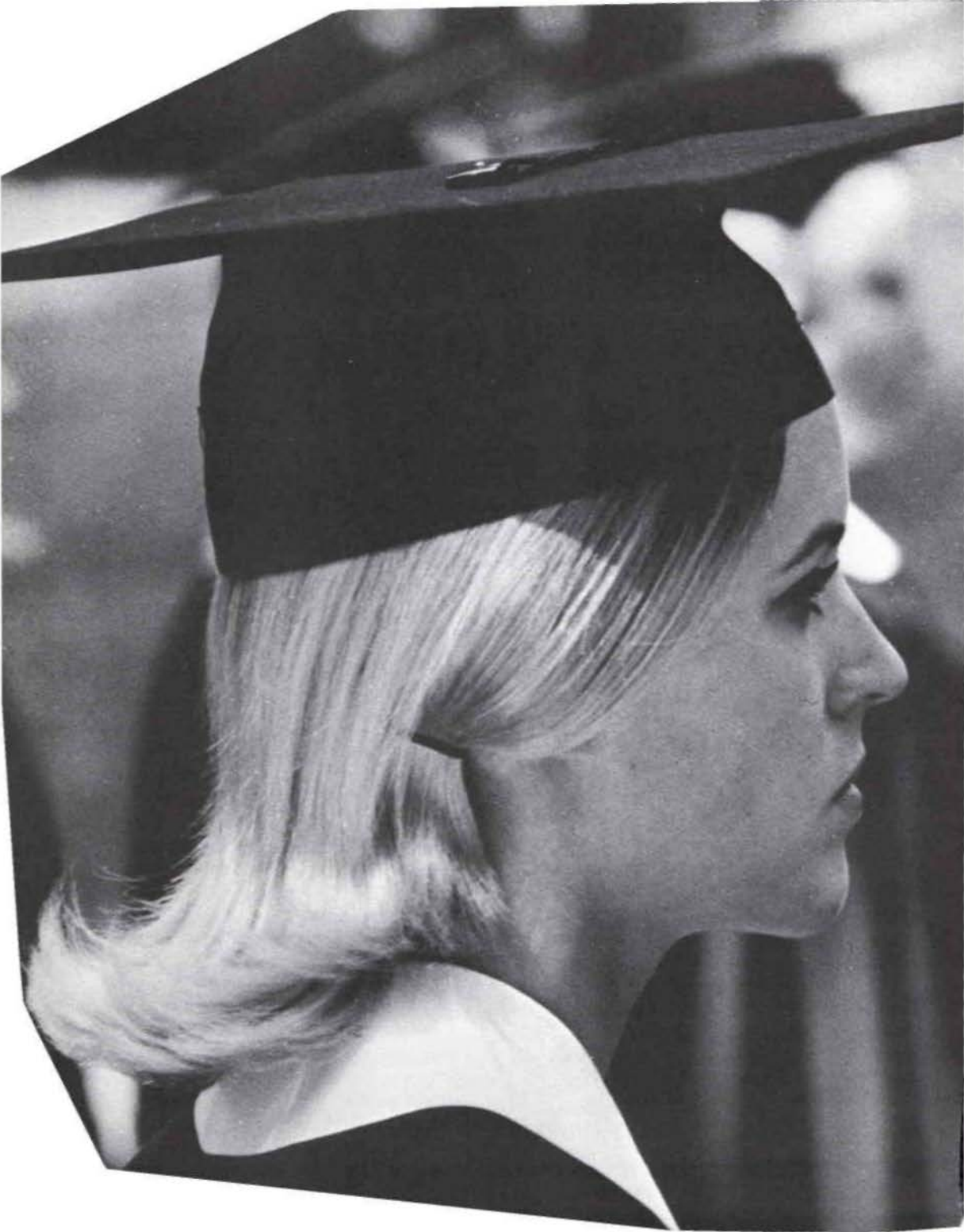
MARGARET LEGGAT BUTLER CHAIR OF RELIGION—Established in 1917.

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

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

Special Funds

THE JEAN ELIZABETH HALE MEMORIAL FUND—Established in memory of Jean Elizabeth Hale, a member of the Class of 1968, to assist students preparing for careers in elementary education.



TUITION AND FEES

Lindenwood Fees and Charges

The comprehensive charge for resident students for the 1968-1969 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 127.

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, she 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 118.

Resident Students Comprehensive Charge¹

New students (freshmen and transfers) 1968-1969

Tuition, room, board and health service	\$2,900
Student activity fee ²	50
	\$2,950

Returning students 1968-1969³

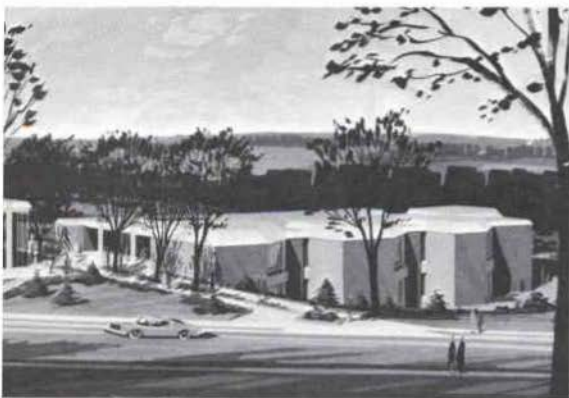
Tuition, room, board and health service	\$2,700
Student activity fee ²	50
	\$2,750

The comprehensive charge does not include an additional charge of \$30 for each occupant of a room in an air conditioned residence hall.

¹Tuition and fees are subject to change by action of the Board of Directors of the college.

²Student 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.

³While it is not possible for the college to guarantee a level of tuition for the full four-year program, it is the desire of the college to minimize tuition increases for students enrolled in Lindenwood. As it becomes necessary to adjust tuition rates in future years, it is our intention that such adjustments be primarily applied to entering classes.



**New fine arts building
under construction**

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. However, if an applicant was previously enrolled at Lindenwood College and paid a \$15.00 application fee, the fee which accompanies the application for readmission will be \$25.00 and will serve as the room deposit required of returning students and will be applied on the account under the same conditions as stated in the following paragraph.

Returning students will pay a room deposit of \$25.00. This deposit is not subject to refund unless the student is ineligible to re-enter Lindenwood College. It will be applied on the total charge if the student returns in September, 1968.

Room Damage Fee

Students are liable for any breakage and damage to rooms and furnishings.

All students will pay a room damage fee of \$30 at the beginning of the college year. This fee is subject to refund as described on page 112.

The Tuition Plan, Inc.

Lindenwood College offers through The Tuition Plan, Inc., 410 N. Michigan, Chicago, Illinois 60611, a convenient method for paying college costs. The balance of the account as shown in Plan III on the opposite page may be paid in nine (9) monthly installments through The Tuition Plan, Inc. The additional cost for paying on a one-year deferred basis is 4% of the amount. In addition to the one-year (9-month) plan, Tuition Plan, Inc. also provides a service whereby qualified parents may use a deferred payment plan for 2, 3, or 4 years of college costs in one contract. A brochure describing in detail the several Tuition Plans will be mailed upon request to the Business Manager, Lindenwood College.

Lindenwood College Offers Three Plans for the Payment of the 1968-1969 College Account.

PLAN I

	New Students	Returning Students
Room Deposit—Due March 1, 1968		\$ 25
Payable by returning students		
Room Reservation	\$ 100	100
Payable by new students May 1, 1968		
Payable by returning students by April 1, 1968		
Payment due by June 15, 1968	300	300
Payment due by September 7, 1968	2,550	2,325
Total	\$2,950	\$2,750

PLAN II

	New Students	Returning Students
Room Deposit—Due March 1, 1968		\$ 25
Payable by returning students		
Room Reservation	\$ 100	100
Payable by new students May 1, 1968		
Payable by returning students by April 1, 1968		
Payment due by June 15, 1968	300	300
Payment due by September 7, 1968	1,550	1,550
Payment due by January 1, 1969	1,000	775
Total	\$2,950	\$2,750

PLAN III

	New Students	Returning Students
Room Deposit—Due March 1, 1968		\$ 25
Payable by returning students		
Room Reservation	\$ 100	100
Payable by new students May 1, 1968		
Payable by returning students by April 1, 1968		
Payment due by June 15, 1968	300	300
Balance of account		
(See The Tuition Plan, Inc. on preceding page)	2,550	2,325
Total	\$2,950	\$2,750

Day Students

Students who attend Lindenwood College 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 has been voted by the Lindenwood College Board of Directors in recognition of the college's tax exempt status, and the services which the college receives 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.¹

¹Day students residing outside St. Charles County who were enrolled in degree programs prior to the 1968-1969 academic year may continue to enjoy the grant privileges otherwise limited to St. Charles County residents.

Tuition and Fees for Day Students*New students (freshmen and transfers) 1968-1969*

Tuition	\$1,750
Less grant for St. Charles City and County residents	500
	1,250
Student Activity fee ²	50
	\$1,300

Returning students 1968-1969³

Tuition	\$1,550
Less grant for St. Charles City and County residents	500
	1,050
Student Activity fee	50
	\$1,100

Available optional services for which additional charges are made are listed on page 127.

Returning day students will pay an advance tuition deposit of \$25.00 by March 1. This deposit is not subject to refund unless the student is ineligible to re-enter Lindenwood College. It will be applied on the total charge if the student returns in September, 1968.

Day students may receive lunch in the college dining hall for \$140.00 for the college year.

Payment Schedule

	New Students St. Charles City and County	New Students outside St. Charles County	Returning Students
Tuition Deposit			\$ 25
Due March 1, 1968			
Payment	\$ 100	\$ 100	100
Due by June 15, 1968			
Payment	600	850	500
Due by Sept. 7, 1968			
Payment	600	850	475
Due by Jan. 1, 1969			
Total	\$1,300	\$1,800	\$1,100

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

³While it is not possible for the college to guarantee a level of tuition for the full four-year program, it is the desire of the college to minimize tuition increases for students enrolled in Lindenwood. As it becomes necessary to adjust tuition rates in future years, it is our intention that such adjustments be primarily applied to entering classes.

New day 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.

Special Students

A special student is a day student who is enrolled for fewer than three courses during the fall or spring term, or a male student regardless of the number of courses for which he is enrolled. 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 Lindenwood College. Men enrolled as special resident students will pay the comprehensive charge described on page 123.

The charge for auditing a course is \$75.00.

Optional Services

Student Insurance—A group accident and sickness insurance plan is available to each full-time student at a premium of \$15.00 for the academic year including travel time to and from the campus.

Applied Music—Individual lessons in piano, voice, violin 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.

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 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—A 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.

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.

Diploma Fee

A diploma fee of \$10.00 is due and payable by May 15 preceding graduation. This fee applies only to graduating seniors.

General Business

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

It should be understood that a student is enrolled for the entire college year, and even though the parent or guardian may elect to distribute the payments as shown in Payment Plan II or by using a contract with The Tuition Plan, Inc. (Plan III), this does not alter the obligation covering enrollment for the full college year.

The \$25.00 room deposit paid by returning students is not an extra charge, but is applied on the account if the student is eligible to re-enter Lindenwood College.

If plans of returning students are unavoidably changed, the \$100 room reservation payment will be refunded if request is made in writing prior to May 1, 1968. Such refunds will be made October 1, 1968. Request for refund should be made to the Office of the Dean of Students.

The \$300 payment due June 15, 1968 is not subject to refund. This also applies to the \$100 payment due June 15, 1968 from day students.

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 pleased to help students with their transportation and baggage, but in doing so simply acts as an agent and is not responsible for loss or inconvenience a student may suffer.

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

Withdrawal Terms

Each student is entered for the college year and is accepted with the understanding that she 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 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 on the amount paid for board only at \$20.00 per week. No deduction is made for temporary absence during the year.

Financial Assistance

The college makes every effort to provide financial aid for good students so that attendance at Lindenwood will not be denied qualified applicants because of financial need.

THE CAMPUS

Location

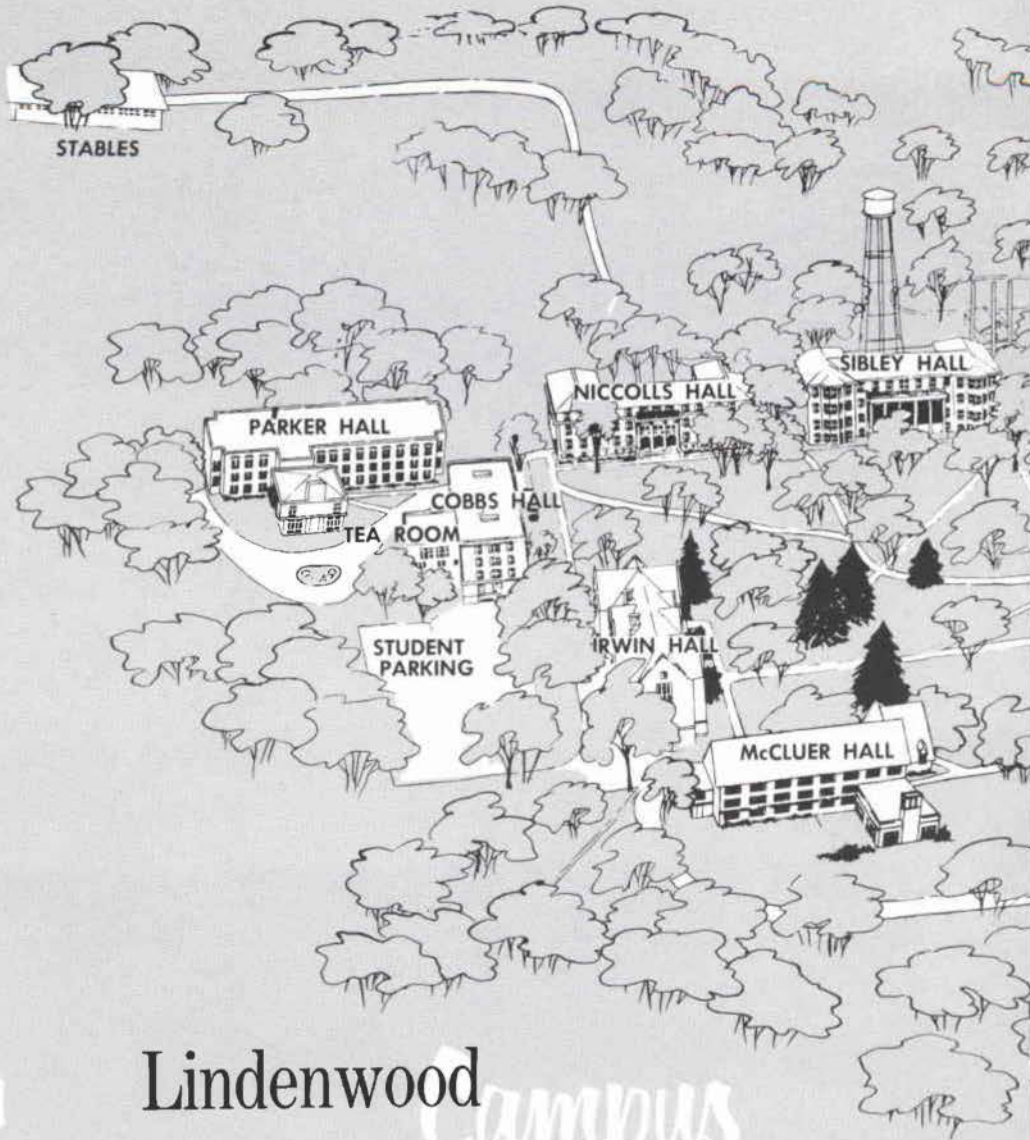
Lindenwood College is located in the historic city of St. Charles, twenty miles northwest of downtown St. Louis, less than a half-hour's drive via Interstate 70. St. Charles is the gateway to north central Missouri and was established by Louis Blanchette in 1769. Located high above the picturesque Missouri River, the city is surrounded by some of the richest farm land in America. 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.

Campus Buildings

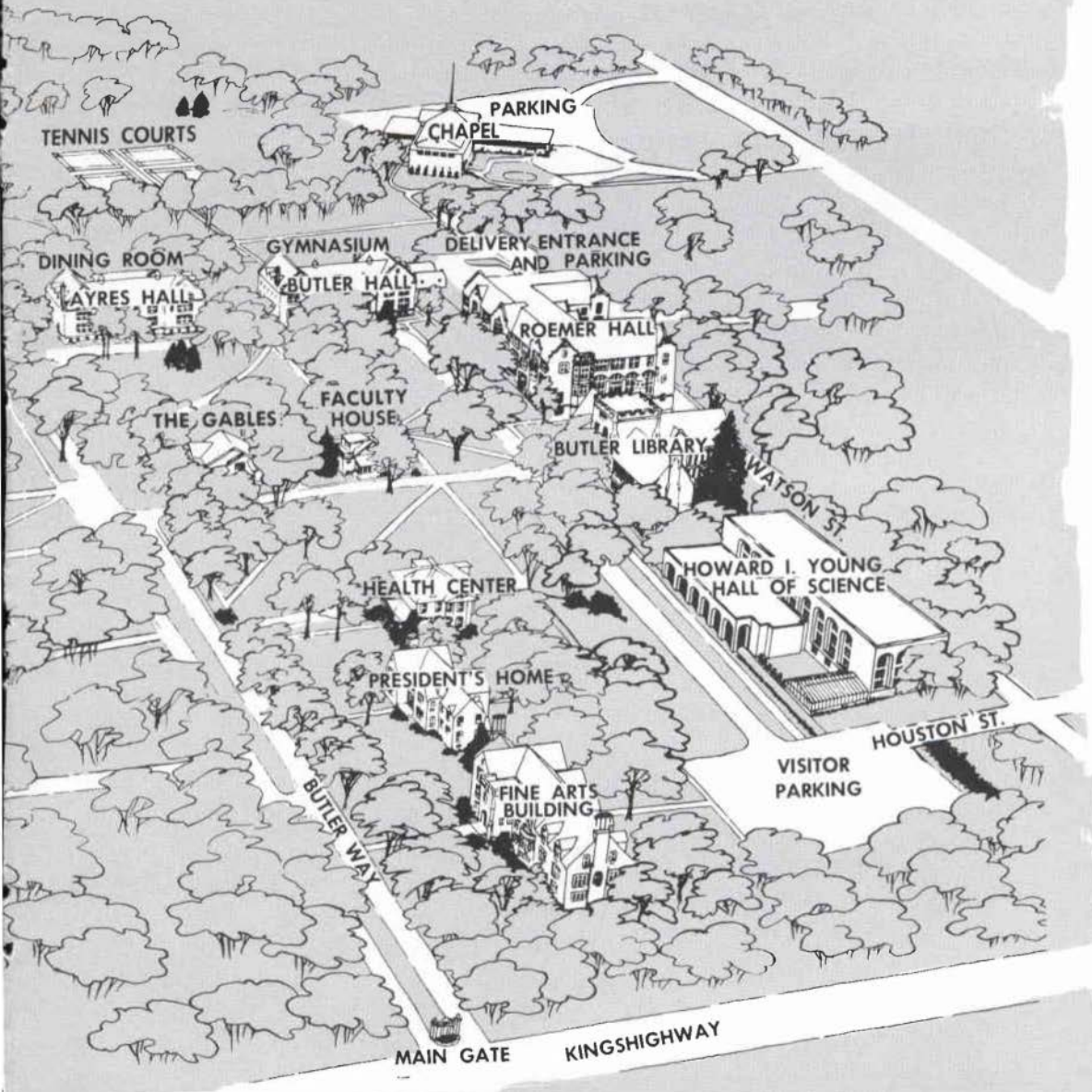
Lindenwood's 140 acre campus is widely known for its spacious tree-shaded grounds and handsome Tudor Gothic buildings. The college received its name from the large old Linden trees which were here before the college was founded in 1827.

The Margaret Leggat Butler Memorial Library—This Tudor Gothic building was erected in 1929, and is currently being expanded to double its original size. The library will have a capacity of more than 150,000 volumes when the addition is completed in late 1968. A newly furnished informal reading lounge is located in front of the large fireplace in the main reading room of the library. The stacks are open to all students. A special room in the tower of the library has been equipped as a reading and reference room for art and music. 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, 1968 the Lindenwood College Library had 59,500 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.



Lindenwood *Campus*



TENNIS COURTS

PARKING
CHAPEL

DINING ROOM

GYMNASIUM

DELIVERY ENTRANCE
AND PARKING

LAYRES HALL

BUTLER HALL

ROEMER HALL

THE GABLES

FACULTY HOUSE

BUTLER LIBRARY

WATSON ST

HEALTH CENTER

HOWARD I. YOUNG
HALL OF SCIENCE

PRESIDENT'S HOME

HOUSTON ST

BUTLER WAY

FINE ARTS
BUILDING

VISITOR
PARKING

MAIN GATE

KINGSHIGHWAY

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 the college 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.

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 the college and was President of American Zinc, Lead & Smelting Company. This modern air-conditioned building provides laboratory and classroom facilities for the biological and physical sciences and mathematics. It contains the *Frederick Eno Woodruff Biology Laboratory* and *Lecture Room*, a gift of his daughter, Mrs. Louise Woodruff Johnston; the *Mary E. Lear Chemistry Laboratories*, and the *Ruth and Vernon Taylor Foundation Lecture Room*. Lecture rooms, faculty offices, reading rooms, a photography darkroom, and a spacious memorial lounge are included in the building. An adjacent greenhouse is used by the department of biology for work in biology and floriculture. The Lindenwood College Computer Laboratory is located on the third floor.

The Lillie P. Roemer Fine Arts Building was erected in 1939 through a gift received from Mrs. Roemer's estate. The Fine Arts building houses the music and art studios, classrooms and a record library. The studios for Lindenwood's 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 the college 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.

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, accommodates 720 persons.

The Tea Room is on the terrace level of Cobbs Hall. It provides automated food service and personalized short order service at a modern soda fountain with snacks ranging from hamburgers to milkshakes and ice cream sundaes.

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.

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. Residence capacity: 57 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.

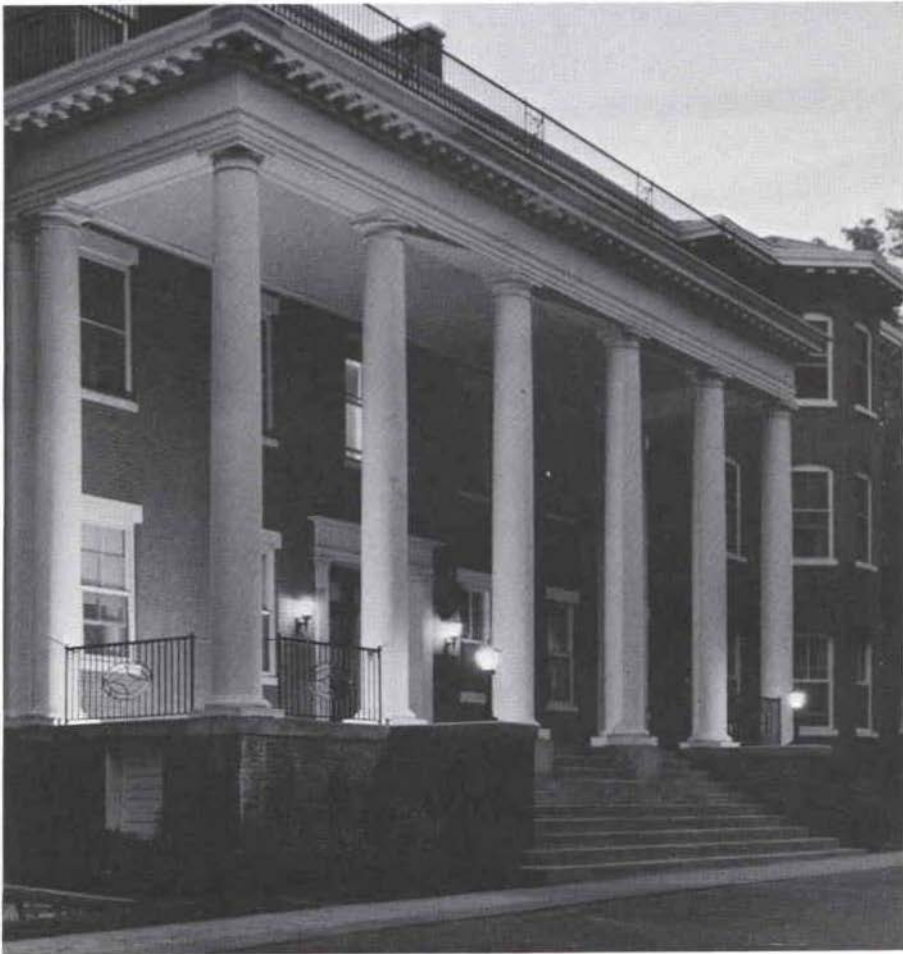
Irwin Hall—Constructed in 1924 and named in honor of the Reverend Mr. Robert Irwin, president of Lindenwood from 1880 to 1893. Residence capacity: 83 students.

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 and is currently undergoing major renovation.

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.



HISTORY



President Brown and students

Lindenwood College, the second-oldest college for women in the United States, the oldest west of the Mississippi, has been in continuous operation since 1827 when it was opened in the home of Major and Mrs. George C. Sibley. By the 1830's it had developed into an academy, and in 1853 the school was chartered under the direction of the St. Louis Presbytery. In 1856 Major and Mrs. Sibley endowed the school with their own lands and organized a campaign to raise funds for a new building. Responsibility for the government of the college was transferred from the Presbytery of St. Louis to the Synod of Missouri of the Presbyterian Church, U.S.A., in 1870.

In 1968, the Synod dissolved all legal control over the Presbyterian colleges in Missouri and Lindenwood became a completely independent private college with a continuing voluntary relationship with the United Presbyterian Church.

Samuel S. Watson, for more than a quarter of a century served as the first president of the board of directors, and made significant personal contributions to sustain the college during the Civil War period. In the ensuing years many other men and women, including presidents, board members, and faculty members, contributed to the growth of the college.

Under the presidency of Dr. John L. Roemer (1914-1940), the college was greatly expanded, both physically, through generous gifts from Colonel James Gay Butler, and academically by programs which led to its transformation in 1918 into a four-year college granting baccalaureate degrees.

Lindenwood College is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education. Lindenwood is a corporate member of the Association of American Colleges, the American Council on Education, the American Association of University Women, the Missouri College Union, and the Presbyterian College Union.

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.

DIRECTORY OF THE COLLEGE

THE BOARD OF DIRECTORS

OFFICERS OF THE BOARD

John M. Black, *President*
 Mrs. Horton Watkins, L.H.D., *Vice-President*
 Arthur S. Goodall, *Vice-President*
 William H. Armstrong, *Secretary and Treasurer*

MEMBERS OF THE BOARD

Term of Office 1963-1969

Arthur S. Goodall (1937) St. Louis, Mo.
 Mrs. James A. Reed, LL.D., *Alumna* (1953) Kansas City, Mo.
 The Rev. W. Sherman Skinner, D.D. (1955) St. Louis, Mo.
 Mrs. Horton Watkins, L.H.D. (1957) St. Louis, Mo.
 Russell J. Crider, M.D. (1964) St. Charles, Mo.

Term of Office 1967-1973

R. Wesley Mellow (1943) St. Louis, Mo.
 John M. Wolff, Jr., LL.D. (1963) St. Louis, Mo.
 The Rev. W. Davidson McDowell, D.D. (1960) St. Louis, Mo.
 David S. Jacobson (1968) Palo Alto, Calif.
 Sidney Studt (1961) Clayton, Mo.

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.
 Raymond E. Rowland (1960) 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.

THE BOARD OF OVERSEERS

Mrs. K. K. Barton, *Alumna* (1966) Kansas City, Mo.
 George W. Brown (1963) St. Louis, Mo.
 Mrs. Earl M. Johnston (1963) St. Louis, Mo.
 The Rev. Geo. E. Sweazey, D.D. (1959) Webster Groves, Mo.
 Mrs. Robert R. Wright, *Alumna* (1957) Clayton, Mo.
 Sidney W. Souers, LL.D. (1958) St. Louis, Mo. *Director Emeritus, 1968*

STANDING COMMITTEES OF THE BOARD OF DIRECTORS, 1968

Executive

John M. Black
William H. Armstrong
Arthur S. Goodall
Raymond E. Rowland
Mrs. Horton Watkins

Faculty and Curriculum

The Rev. W. Sherman Skinner
William H. Armstrong
Mrs. James A. Reed
Mrs. Arthur Stockstrom
The Rev. George E.
Sweazey
Mrs. Horton Watkins

Dormitories

Mrs. Arthur Stockstrom
Mrs. Earl M. Johnston
Mrs. Horton Watkins
Mrs. Robert R. Wright

Buildings and Grounds

Arthur S. Goodall
George W. Brown
Russell J. Crider, M.D.
The Reverend W. Davidson
McDowell
R. Wesley Mellow
Sidney Studt

Finance

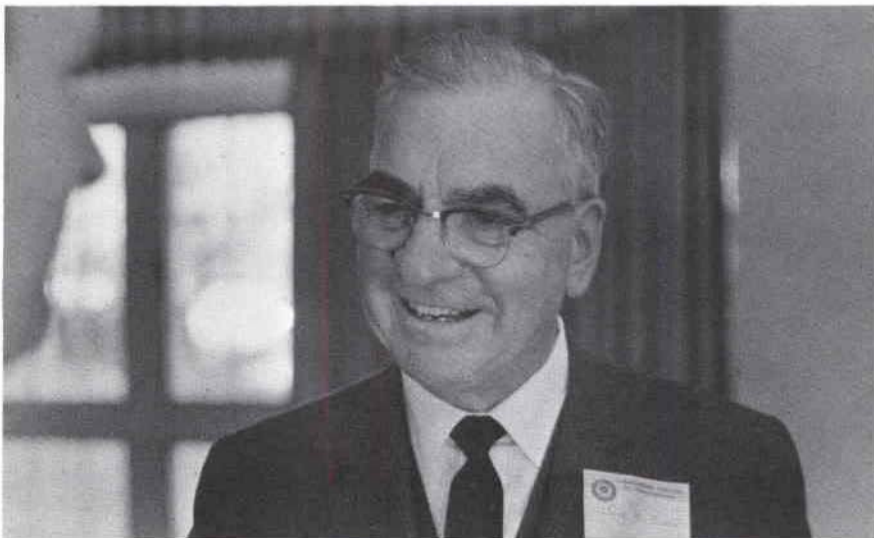
William H. Armstrong
John M. Black
John M. Wolff, Jr.

Auditing

William H. Armstrong

Development

Raymond E. Rowland
John M. Black
Arthur S. Goodall
Mrs. Earl M. Johnston
Sidney Studt
Mrs. Horton Watkins
John M. Wolff, Jr.



OFFICERS OF ADMINISTRATION

- John Anthony Brown, *President of the College*
 A.B., Temple University; M.A., University of Chicago; LL.D., Westminster College; L.H.D., Ursinus College; L.H.D., Tarkio College.
- Gary Howard 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.
- Thomas A. Harig, *Business Manager*
 B.S., Washington University; M.S., St. Louis University
- Nancy McClanahan (Mrs. Sidney) *Acting Dean of Students*
 B.A., Lindenwood College
- Mary F. Lichliter, *Dean of Continuing Education and Career Planning*
 A.B., Wellesley College; M.A., University of Chicago.
- Lula Clayton Beale, *Registrar*
 A.B., Murray State College; M.A., George Peabody College for Teachers.
- Earl L. Davis, *Director of Admissions*
 B.A., State College of Iowa; graduate work, State University of Iowa.
- James Frederick Hood, *Assistant Dean of the College, and Director of the Summer Session*
 B.A., M.A., Ph.D., University of Illinois.

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; Juillard School of Music.



FACULTY

- Amonas, Grazina O., *Associate Professor, 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.
- 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., *Chairman, Alice Parker Professor of English, Director of the Senior Synthesis, 1965*
 B.A., M.A., Indiana University; graduate study, University of Chicago; Ph.D., Indiana University.
- 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.
- Beasley, S. Louise, *Professor, Mathematics, 1949*
 B.S., Southwest Missouri State College; M.A., University of Missouri; M.Ed., George Peabody College for Teachers; graduate work, Teachers College, Columbia University; National Science Foundation Summer Institutes; American University 1960, Bowdoin College 1962, Marquette University 1963, University of Arkansas 1964.
- 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.
- Bornmann, John A., *Chairman, Professor, Chemistry, 1965*
 B.S., Carnegie Institute of Technology; Ph.D., Indiana University; further study, Technische Hochschule, Stuttgart, Germany.
- Boyer, Martha May, *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.
- Brands, Jere Keenan (Mrs. Harold B.), *Instructor, part-time, Modern Language, 1968*
 B.A., Agnes Scott; M.A., Washington 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.
- Caine, Stanley Paul, *Assistant Professor, History, 1967*
 B.A., Macalester College; M.S., Ph.D., University of Wisconsin.
- Carpenter, Virginia Lewis (Mrs. Jack), *Assistant Professor, Psychology, 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.
- 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.
- Feely, James H., *Associate Professor, English*, 1958
A.B., Northwestern College; M.A., Northwestern University; graduate work, Washington University.
- Fields, N. Jean, *Instructor, English and Communciation Arts*, 1965
B.A., Morris Harvey College; M.A., Ohio State University; graduate work, U.C.L.A.
- Galvez, Luis, *Chairman, Professor, Modern Language*, 1968
Professor de Literaturas, Quito, Ecuador; M.S., Ph.D., University of Notre Dame.
- Graham, Peter, *Assistant Professor, Biological Science*, 1968
B.S., M.S., Rhodes University; Ph.D., University of Alberta.
- 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, *Chairman, Professor, Biological Science*, 1946
B.S., B.A., Southeast Missouri State College; Metallurgical Laboratory of the University of Chicago, Manhattan Project; Ph.D., St. Louis University.
- Hendren, Harry D., *Chairman, Associate Professor, Art*, 1950
A.B., Murray State College; M.A., Ohio State University.
- Hood, James Frederick, *Chairman, Professor, History*, 1961
Director of the Lindenwood Common, Director of the Summer Session.
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, Speech*, 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.
- 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.
- Levitan, Donald, *Visiting Lecturer, Communication Arts*, 1968
B.S., Northwestern University; Media Director, Batz-Hodgson-Neuwoehner Inc.
- McClea, Margaret Ellen, *Assistant Professor, Modern Language*, 1967
A.B., Nazareth College; M.A., University of Notre Dame, Indiana; graduate work, Universidad de San Marcos, Peru; Universidad de San Carlos, Guatemala; St. Louis University.
- Merideth, Elinor Tourney (Mrs. Charles), *Assistant Professor, History*, 1967
A.B., Wellesley College; M.A., University of Chicago; graduate work, University of Chicago.
- Minetree, Harry E., *Assistant Professor, English and Communication Arts*, 1967
B.A., Vanderbilt University; M.F.A., University of Iowa.
- Moore, John B., *Chairman, Professor, Economics*, 1950
A.B., Westminster College; M.A., University of Missouri; graduate work, University of Michigan; Ph.D., University of Missouri.
- Morros, Lucy (Mrs. Boyd), *Instructor, Modern Language*, 1967
B.A., M.A.; Washington University.

- Mudd, Jane Thompson (Mrs. Robert D.), *Instructor, Modern Language*, 1967
 A.B., Vassar College; M.A., Middlebury College.
- Murdock, Robert W., *Chairman, Associate Professor, Mathematics*, 1966
 B.A., Syracuse University; M.A., East Tennessee State University; doctoral study, Washington University.
- Murray, Pierrette F. (Mrs. Eugene), *Instructor, part-time, Modern Language*, 1968
 A.B., University of Missouri.
- Nisbet, Carol (Mrs. Hugh), *Instructor, part-time, Classics*, 1967
 B.A., M.A., St. Louis University.
- Nord, Ann Feagan (Mrs. W. R.), *Assistant Professor, Psychology*, 1967
 A.B., Ph.D., Washington University.
- Norris, Katherine (Mrs.), *Instructor, Modern Language*, 1967
 B.A., M.A., University of New Mexico.
- Perkins, Franklin E., *Visiting Associate Professor, Music, Part-time*, 1967
 B.A., Juniata College; M.S.M., Union Theological Seminary, Ph.D., Washington University; Associate, American Guild of Organists.
- 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.
- 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. Private study with David Lloyd.
- 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.
- Russell, Mark, *KMOX Visiting Lecturer, Communication Arts*, 1968
 Executive Producer, KMOX-TV, St. Louis.
- Sibley, Agnes, *Professor, English*, 1943
 B.A., M.A., University of Oklahoma; Ph.D., Columbia University.
- Swingen, Allegra, *Associate Professor, Music*, 1946
 B.Mus., M.Mus., Chicago Musical College; graduate work in music history, Washington University.
- Temmen, James David, *Instructor, Sociology*, 1967
 B.S., M.A., St. Louis University.
- 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.,¹ *Chairman, Professor, Classics*, 1957
 B.A., M.A., University of Arkansas; Ph.D., State University of Iowa.
- Vokoun, Carolyn W. (Mrs. Edward M.), *Instructor, Part-time, Biological Science*, 1966
 B.S., University of Tulsa; graduate work, Washington University.
- Warheit, George Jay, *Acting Chairman, Associate Professor, Sociology*, 1968
 B.A., Indiana Central College; B.D., United Theological Seminary; M.A., University of Cincinnati; Ph.D., Ohio State University.

¹On sabbatical January and spring terms, 1969

Watson, Carole

Wehmer, John H.,² *Assistant Professor, Art*, 1959

B.F.A., Washington University; graduate work, 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; graduate work at 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.

Wilkerson, Jerry O., *Instructor, Part-time, Art*, 1968

B.S., Lamar State College of Technology; M.F.A., Washington 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.

²On sabbatical fall and January terms, 1968-69

(M. S. E.) Donald Willes - one course in Physics 1968-69

LIBRARY

Ambler, Mary E., *Librarian*, 1964

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

Stangle, Jean, *Assistant Librarian*, 1968

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

Meszaros, Stephanie, *Assistant to the Librarian*, 1966

B.A., Fonthonne College; graduate work, Southern Illinois University; Simmons College, School of Library Science.

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

B.A., Lindenwood College.

Templeton, Julia W. (Mrs. John F.), *Secretary*

B.A., Bradley University.

CHILD DEVELOPMENT LABORATORY

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

CONSULTANTS

Clevenger, Homer, *Professor Emeritus, History and Political Science, Consultant in Geography*, 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, 1963.

Weiss, Guido Leopold, *Professor of Mathematics, Washington University; Consultant to the Center for the Undergraduate Study of Mathematics at Lindenwood, College*, 1968

Ph.D., University of Chicago.

AUDIO VISUAL CENTER AND LANGUAGE 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.

ADMINISTRATIVE STAFF

Chaplain Betts

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John Anthony Brown, M.A., LL.D., L.H.D., *President*
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Janise McKey
Dona Stepp Gallagher
Paul Blacketer

Mary Holland
Secretary to the Vice-President
Sole in book
82 office

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Mary Jane Hobelmann (Mrs. William), *Clerk*

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Edna Steger (Mrs. L. A.), *Executive Hostess and Assistant to the Dean of Students*

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

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

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

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N. Jean Fields, *Cobbs Hall*
James D. Temmen, *Ayres Hall*

P. O.
Lilly Bass
Joan Beaton
Mrs. Short
Millie Ross

DEGREES, AWARDS, AND HONORS, 1968

HONORARY DEGREE OF DOCTOR OF LAWS

Robert L. D. Davidson
Sister Ernest Marie Schmidt

HONORARY DEGREE OF DOCTOR OF HUMANE LETTERS

Anne Firor Scott

BACHELOR OF ARTS DEGREES

Wendy Poole Annis
Carol Ann Barklage
Patricia Jeanne Wallace Birkhead
Patricia Ann Byrne
† Sharon Steele Carter
Melba Lavon Carty
Charnelle Cashion
Margaret Ann Christ
Barbara Ann Clausen
Deborah Lynne Collins
Margaret Joan Connolly
† Isabella Crowell
Sarah Ludlow Culbertson
Mary Elizabeth Darmstaetter
† Peggy Ann Dralle
Dianne Kay Dunigan
Anne Elizabeth Edwards
Ruth Ann Ellsasser
Carol Sue Emerick
Linda Ruth Firestone
Carol Ann Fisher
° Elizabeth Wilson Fleming
† Jane Lee Foster
Elaine Lorraine Frankton
Alice Beatrice Garner
Irene Bonnie Gunther
Gaile Ann Haessly
cum laude
Victoria Lee Hand
Mary Lisa Hazen
Sally Denise Heyer
Kirsti Marjatta Hiekkä
Shirley Hollrah
Ann Thomas Torrens Huesemann
° Judith Leslie Juergens
Charlotte Carter Kellman
Victor Robert Kemper
Diane Kennedy
Barbara Ellen Kirchhoff
Barbara Elizabeth Kirie
Taeko Kondo
Ann Marie Kroeger
Patricia Ann Laffoon
Cheryl Elizabeth LaFlam
Roberta Ann Langenberg
Carol Ann Lenke
Candice Marie Linden
Sharon Carroll Littlejohn
Carole Elizabeth Lockhart
Marilyn Jean Lueders
Mary Ann McClintock
° Susan Hufford McFarland
JoHanna DePew McLeane
Susan Jess McReynolds
Jean Machens
Patricia Mackey
Marjory Jane Mathews
Elsie Mauzé
° Elaine Lucille Mertz
° Stephanie Erdmann Missel
Jane Orthel
magna cum laude
° Lola Mann Orto
Laurie Rhodes Parker
Maryann Perkowski
Glenda Dawn Raef
Judith Ann Rieken
Susan Elizabeth Rogers
Karen Elizabeth Ross
Rebecca Kay Sanders
Frances Rae Santoro
cum laude
High Honors in English
Carol Ann Schaffner
Margaret Paige Schroeder
Jean Lee Schuttenberg
Jennifer Calvert Shedden
Leigh Ann Smith

Cheryl Marie Spalding
 Sandra Anne Starr
 Theresa Holnback Stenson
 Ann Louise Stukenbroeker
 *Kathleen Mary Swiers
 Louise Hopkins Symmes
 Pamela Jeanne Szabó
 Rebecca Ann Thaler
 †Lourdes Triana Tió
 Kathleen Tower
 °Ann Christine Ullrich
 Linda VanLandingham
cum laude
 Karen Suzanne Walker
 Kathleen McQueen Ward
 °Sallyann Welch
 °Lisl Westbrook
 Linda Kay Wiles
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 Judith Helene Zaleuke
 Hollace Kay Zanville
Highest Honors in English
 Judy Craig Kinder
 Shirlee Kirby
 †°Mary Katherine McCord
 Brenda Jane Martin
 °Sandra Jean Flowers Merrill

Mary Elizabeth Middleton
 Paula Gosling Mittler
 °Eloyce June Noel
 °Gwynne Ellen Otto
 Elaine Catherine Payne
 Helene M. Peterson
 †Judy May Peterson
 Nancy Phelan
 Lynne Ellen Pinsof
 Pamela Kay Reynolds
 Linda Joyce Roy
 Sara Frances Russell
 Virginia Schiermeyer
 Ellen Louise Schnatmeier
 May Bohrer Schnatmeier
 Vicki Ray Schulz
 Michael Harris Shelton
 Linda Ann Sullivan
 Geraldine Eichelburg Taggart
 Ella Margrette Tuberville
 †Judith Ann Umbarger
 Pamela Luray Warner
 Margaret Gehrs Weise
 Kay Marie Wendell
 Jean Willmore
 Gladys Candra Wright

BACHELOR OF SCIENCE DEGREES

Bonni Anne Baker
 Karen Gray Barkley
 †°Bernadine Dorothy Bichel
 †Sharon Elizabeth Blumer
 Marlene Ruth Bohrer
 *Janet Borgesen
 Virginia Elaine Brubaker
 Donna Burgess
 Elizabeth Jean Dickson
 Clifdel Roylen Dowler
 °Betsy Evans

†Beatrice Mitchell Garver
 °Charlotte Lee Gilliom
 Sandra Jane Graham
 Lois Ann Griesenbrock
 Judith Elaine Ham
 †Bette Bosking Hammond
 †Lena Lee Harpole
 Alice Ann Hawkins
 Bonnie Kay Jones
 °Merline Briggs Kemper
 °Sharyn Kay Kennedy

BACHELOR OF MUSIC EDUCATION

Rebecca Bahn
 Deborah Diane Bond
 Elizabeth Sue Dierking
 Marilyn Anna Pewitt
 Jennifer Anne Yacorzynski

BACHELOR OF MUSIC DEGREE

Sally Jane Kiser
magna cum laude
 Lyn Kristina Schultz
cum laude
High Honors in Music

AWARDS AND HONORS, 1967-1968

Graduate Fellowship
 Lyn Schultz

Alpha Lambda Delta Book Award
 Jane Orthel

† in absentia
 ° returning credit

JUNIOR YEAR ABROAD, 1968-1969*Institute for American Studies—Aix-en-Provence*Dianna Wentink
Donna MacInnes
Beth Baugh*Institute of European Studies—Madrid*

Mary Craig Dooley

Institute of European Studies—Vienna

Ruth Kauder

Classical Year in Athens

Harriet Jardine

Inter-American University—Puerto Rico

Linda Brown

FALL TERM:*Vanderbilt in Madrid*

Edith Rogers

Internship with Independent Television in London

Jean Ann Mackiewicz

InterAmerican University—Mexico City

Catherine Skirrow

MERRILL-PALMER SEMESTER, 1968-1969

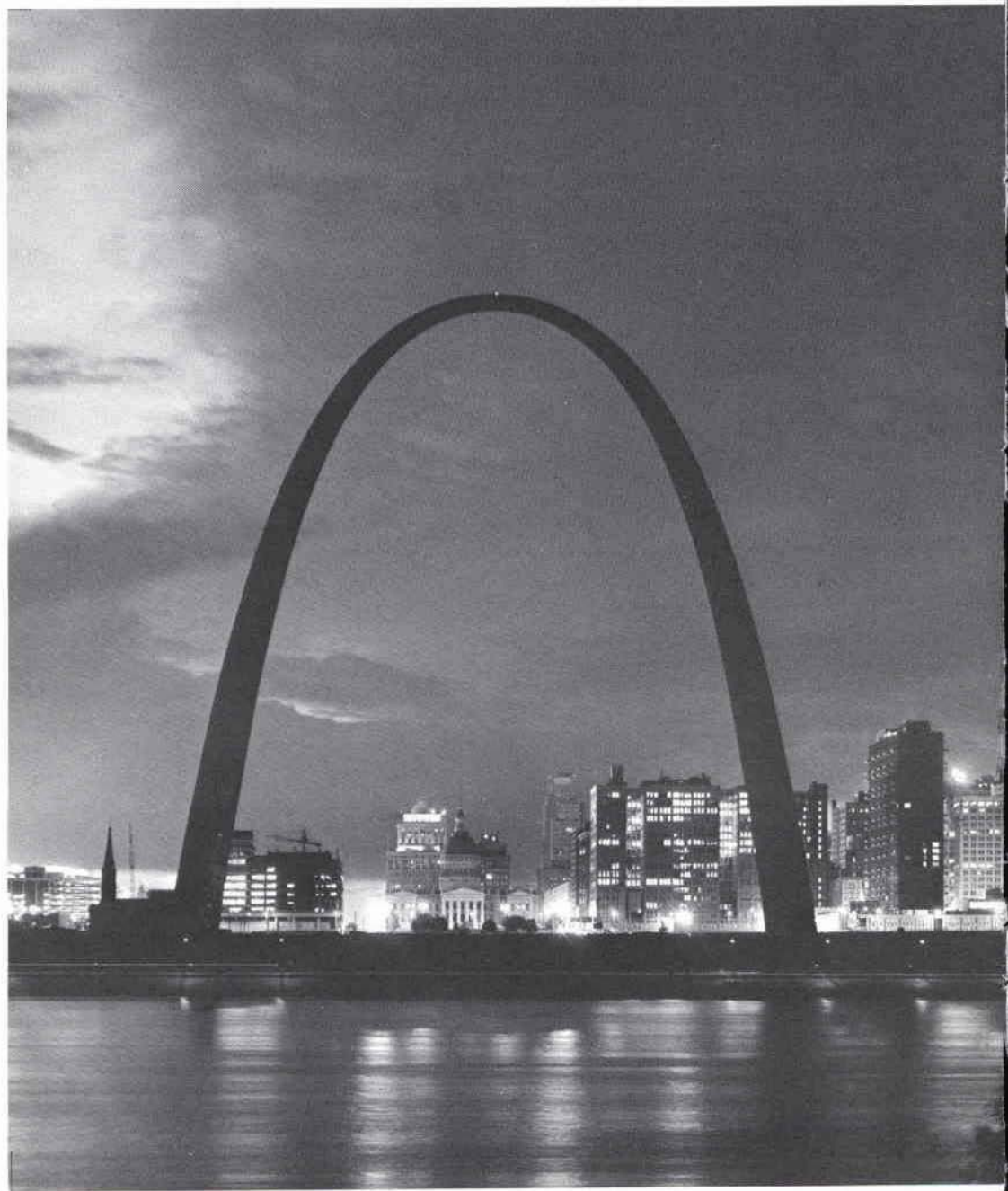
Judith Darlington

WASHINGTON SEMESTER 1968-1969

Sherry Kelleher

STUDENT ASSOCIATION OFFICERS, 1968-1969Mary Margaret Smith, Tulsa, Okla., *President, Lindenwood Student Association.*Toni Pitts, Alexandria, Va., *President, Student Interfaith Network.*Nancy Peters, Illiopolis, Ill., *Chairman, Honor Board.*Barbara Zeliff, Bradshaw, Nebr., *Chairman, Resident Advising Program.*Loretto Thompson, Midland, Texas, *Chairman, Social Council.*Carolyn Wiese, St. Louis, Missouri, *President, Alpha Lambda Delta.*Roanne Harless, San Angelo, Texas, *President, Linden Scroll.*Anne Whitney, Aurora, Nebr., *Co-Editor, The Bark.*Susan Josephson, Rochester, New York, *Co-Editor, The Bark.*Sherri Dennis, Rockford, Ill., *Co-Editor, Linden Leaves.*Susan Good, Hackettstown, N. J., *Co-Editor, Linden Leaves.*

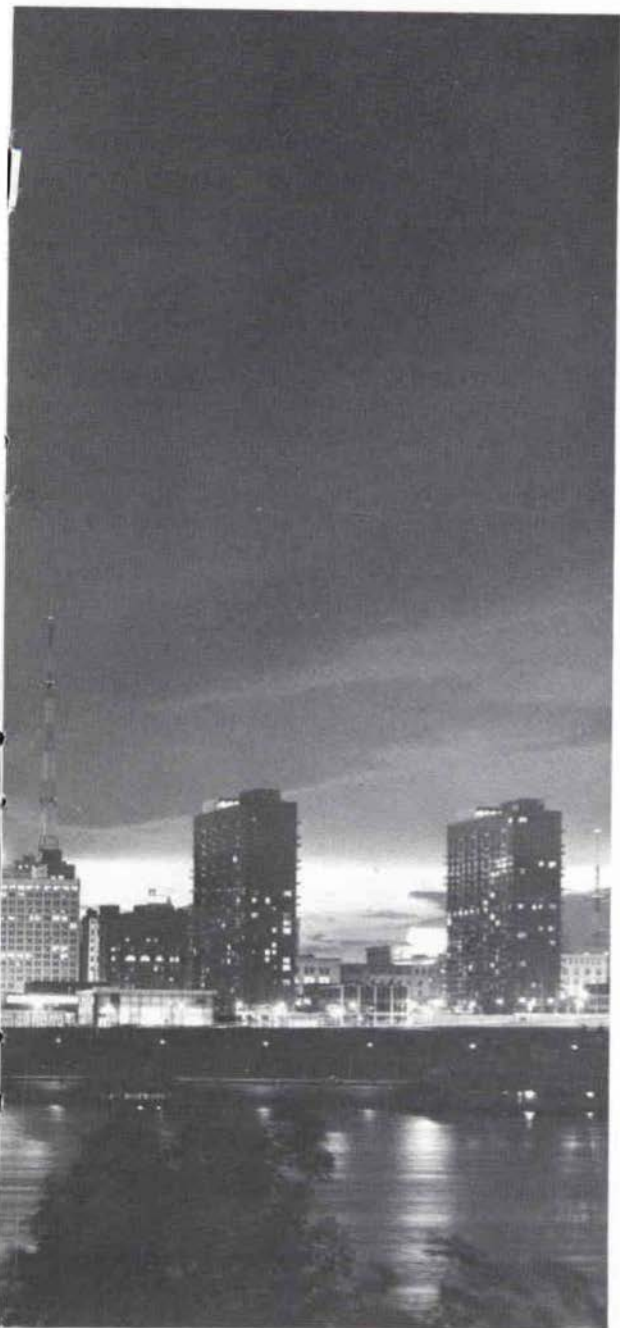
Jan Cullerton - Campus Chest Pres.



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GIFTS TO THE COLLEGE

Individuals desiring to make gifts to Lindenwood College are invited to discuss giving opportunities with the president or other officers of the college.

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

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

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

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

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

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

CALENDAR 1968-1969

September

Tues.-Thurs. 3-5
 Thurs.-Sat. 5-7
 Saturday 7

 Monday 9
 Wednesday 11
 Monday 16
 Wednesday 18
 Wednesday 25

October

Friday 4

 Wednesday 16
 Saturday 26

November

Monday 25

 Tuesday 26

December

Sunday 1
 Monday 2
 Wednesday 4
 Thursday 12
 Friday 13
 Sat.-Wed. 14-18

January

Monday 6

 Wednesday 8
 Friday 31

FALL TERM

Resident Adviser Workshop
 Faculty Conferences
 New Students arrive; Academic Convocation
 8:00 a.m. Classes begin
 Freshman Testing
 Last day to change classes
 Freshman Testing; President's Convocation
 Junior Testing

Meeting of Board of Directors and Board of Overseers
 Registration for January Term
 Parent's Day

Only day for course adjustments for Spring Term
 Thanksgiving recess or reading period on campus. Recess begins after last class

Thanksgiving recess ends
 Classes resume
 Graduate Record Examinations for Seniors
 Last day of classes for Fall Term
 Reading Day
 Final Examinations. Christmas recess begins after last examination

JANUARY TERM

January Term begins
 Meeting of Board of Directors and Board of Overseers
 Last day to change classes
 January Term ends

CALENDAR 1968-1969**February**

Monday 3
 Monday 10
 Wednesday 19
 Saturday 22

March

Saturday 29

April

Sunday 13
 Monday 14
 Mon.-Fri. 14-25

May

Saturday 3
 Wednesday 7
 Thursday 22
 Friday 23
 Sat.-Wed. 24-28
 Friday 30

Saturday 31

June

Monday 9

July

Friday 18

SPRING TERM

Spring Term begins
 Last day to change classes
 Religion-in-Life Program
 Father-Daughter Banquet

Spring recess begins

Spring recess ends

Classes resume

Registration for 1969-70 Academic Year

Alumnae Day

Honors Convocation

Last day of classes for Spring Term

Reading Day

Final Examinations

Meeting of Board of Directors and
 Board of Overseers

8:00 p.m. Baccalaureate

10:30 a.m. Commencement

SUMMER SESSION

Summer Session begins

Summer Session ends

CALENDAR 1969-1970**September**

Thurs.-Sat. 4-6
 Saturday 6
 Monday 8

November

Wed.-Sun. 26-30

December

Friday 12
 Sat.-Wed. 3-17
 Thursday 18

January

Mon.-Fri. 5-30

February

Monday 2

March

Saturday 28

April

Sunday 12

May

Friday 22
 Sat.-Wed. 23-27
 Friday 29
 Saturday 30

June

Monday 8

July

Friday 17

FALL TERM

Faculty Conferences
 New Students arrive
 Classes begin

Thanksgiving recess or reading
 period on campus

Reading Day
 Examinations
 Christmas vacation begins

JANUARY TERM

January Term

SPRING TERM

Spring Term begins

Spring vacation begins

Spring vacation ends

Reading Day
 Final examinations
 Baccalaureate
 Commencement

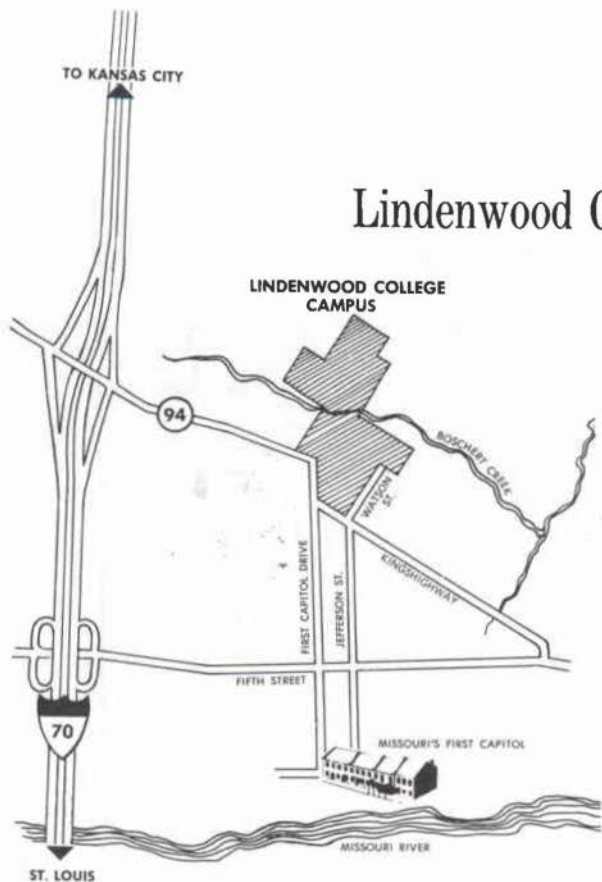
SUMMER SESSION

Summer Session begins

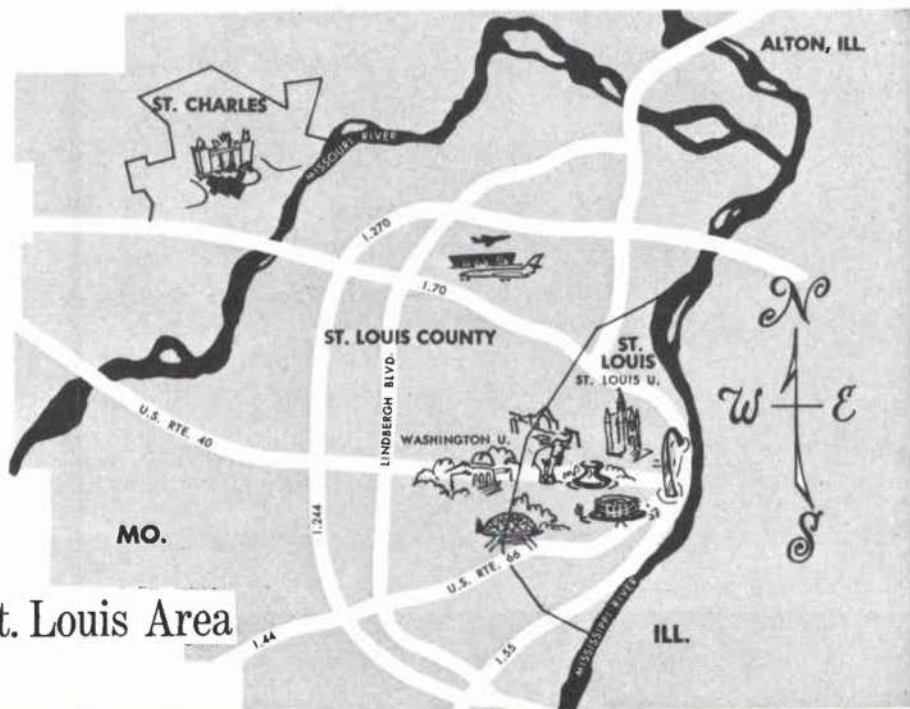
Summer Session ends

Lindenwood Campus in Historic, St. Charles, Mo.

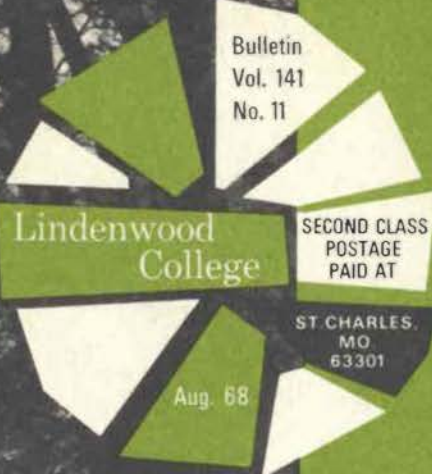
Lindenwood College is located in the historic city of St. Charles, twenty miles northwest of downtown St. Louis, less than a half-hour's drive via Interstate 70.



ST. LOUIS



St. Louis Area



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Lindenwood
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