

Lindenwood University

Digital Commons@Lindenwood University

University Documents

Lindenwood Documents, Booklets,
Miscellaneous

1970

Questions and Answers About Lindenwood College for Women

Lindenwood College

Follow this and additional works at: https://digitalcommons.lindenwood.edu/university_docs



Part of the [History Commons](#)



QUESTIONS & ANSWERS

about

Lindenwood College for Women

The Lindenwood Colleges

St. Charles, Missouri



THE LINDENWOOD APPROACH TO LIBERAL ARTS EDUCATION

A young woman enters a new world in college. She is, often for the first time, on her own and is free to determine how she will use her time and what programs of study she will follow.

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. The college must try to prevent what often happens: a sinking back into set modes of thought and established patterns of study after a brief period of initial exhilaration.

For these reasons, college has to 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. This cannot occur if college studies repeat very much of the form and content of earlier schooling.

Two years ago, Lindenwood College introduced a curriculum designed specifically to challenge and motivate the young women coming from the greatly improved secondary schools of our time. This curriculum has already demonstrated its validity and timeliness, both in the response which our students have made to it and in the recognition of other institutions which have come to study it. A development program which has added facilities for science and mathematics,

communication arts, fine arts, the library, and general classrooms and an expansion of the faculty made the next stage of Lindenwood's growth possible. Since January, 1969, the Lindenwood community has included a coordinate college. Lindenwood College for Women, building on traditions of nearly one hundred and fifty years of existence, continues its concern for the needs, opportunities, and roles of women. Lindenwood II is developing programs separately, yet in cooperation with the women's college, which will provide the best liberal arts education possible for young men.

In this time of change, we have chosen the kind of development which preserves the important values of separate education and, at the same time, responds realistically to the contemporary necessity for dialogue and shared experience between young men and women in those important years of discovery and maturation. The new freedom which a young person finds upon entering college, and the particular opportunities to use this freedom which Lindenwood provides, impose a responsibility upon the student. Our programs are not for everyone, of course, but for those who recognize and respond to the challenges, there will be, we believe, rich rewards.



John Anthony Brown
President

The answers in this publication were prepared by a panel of students, faculty and administrators in response to questions frequently asked by counselors, students and parents who are interested in The Lindenwood Colleges, and Lindenwood College for Women in particular.

The panel included:



Miss Gaylyn Murray, a freshman from Tulsa, Oklahoma.



Howard A. Barnett, Ph.D., Professor of English, Chairman of the Department of English



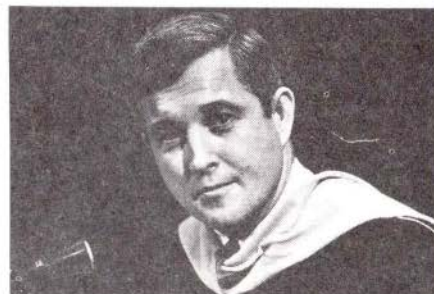
John Anthony Brown, M.A., LL.D., L.H.D. President of The Lindenwood Colleges



Miss Vicki Lowe, a senior communication arts major from Midland, Texas



Miss Sandy Sather, a sophomore languages major from Minneapolis, Minnesota



Gary H. Quehl, Ed.D., Vice President and Dean of the College

What is the difference between coordinate education and coeducation?



The difference between coordination and coeducation is embodied in the goals, objectives, and practices of the participating institutions. Coordination can range from two institutions exchanging a few students or faculty members to a complete merger of purposes, people, and programs. At Lindenwood College we have chosen coordination because we believe it can provide us with the means of achieving the enrichment which comes from having men in the classroom and on the campus, and at the same time preserve our special concern for the

needs of women students, and the role of women in our society. The academic requirements of Lindenwood College for Women have been carefully designed for women students, and the academic requirements of Lindenwood College II will be developed to meet the special needs and interests of students in that college. The coordinate plan gives us the economies of shared facilities and faculty members, while providing a framework for the development of distinctive programs by each of the cooperating colleges. Organized student activity outside the classroom, student advising, student academic requirements, are deliberately separate in cases where separation serves the objectives of the student and the student organization. Thus, The Lindenwood Colleges, in cooperation and yet separately, will build their programs recognizing the individuality of their students in every way that is important to their intellectual and cultural development.
—J.A.B.

What are the aspects of the Lindenwood College program which make it distinctive?

While the greatest and most distinctive aspect of the Lindenwood program is its adaptability to the needs and interests of the individual student, there are many other distinctive features. The freshman program is built around the Lindenwood Common Course. The Common represents a major departure from the usual required "survey of civilization" courses found in many institutions. The 4-1-4 calendar, the Lindenwood system of class scheduling, a real emphasis on guided independent study, and the Senior Synthesis are other distinctive features of the Lindenwood program.—G.Q.

Students at Lindenwood are treated as individuals, and we aren't forced to fit into a box designed for someone else.
—S.S.

How do COURSES in the Lindenwood academic program differ from conventional courses in size and approach?

Before 1967 at Lindenwood, as at most colleges, the student carried five or six full courses each semester. By reducing the number of courses that the student takes each term to four, we reduce the fragmentation of her thinking and give both the student and the faculty more time to deal with course material. The result is greater concentration and depth. The unusual opportunity which the January term gives for intensive concentration on ONE subject provides an ideal way for a student to study a subject that may be somewhat strange or difficult for her. The student in a regular term will give each subject one-fourth of her time rather than one-fifth or one-sixth, and during the January term the subject has her full time. For the faculty the approach means a de-emphasis of lecturing and more emphasis on student research and discussion.—G.Q.

How accessible is the faculty to students?

The primary responsibility of the Lindenwood faculty is the teaching of undergraduate students. The student-faculty ratio is less than 10 to 1, making access to faculty members one of the major advantages of a Lindenwood education.—H.A.B.



A Texas father asked, "How does Lindenwood teach their students to think?"

At Lindenwood, we believe there is a big difference between a college student and a tape recorder. Students are not expected to just play back facts and figures when a professor pushes the examination button. Learning to think is more than a memory exercise. The Lindenwood program is designed to teach students how to think rather than what to think. Facts and figures become useful when they are put to work by thoughtful, inquisitive, adventurous minds. The Common Course, for example, challenges the student to think about problems which mankind has not yet solved, and invites every freshman to participate in a guided independent study project during the first year.—J.A.B.

What is the Lindenwood Common Course?



The Common Course, which is more fully described in the catalog issue of the Lindenwood College Bulletin, focuses attention on some of the major problems of cultural and social change facing mankind today. The course brings the student into contact with nine selected instructors from the Lindenwood faculty. In this one course during the past year, students were taught by faculty members representing the following disciplines: Economics, History, Psychology, Fine Arts (Music), Philosophy-Religion, English, Chemistry, and Biology. Each student examines the dynamic changes which have taken place in the twentieth century and relates these issues to the academic disciplines. She gains a solid introduction to the methods of study in the humanities, sciences and social sciences, and has a further opportunity to individually explore the area which interests her most. The course dramatically illustrates the relevance of college studies to the world in which we live. The nature and importance of the course are such that two

complete mornings each week of the fall and spring terms have been set aside for it. The Common disregards normal scheduling and meets as the particular topics demand; no other courses for freshmen are scheduled at the same time. Discussions, lectures, films and panels are scheduled to fit the topics under consideration. The final seven-week period of the Common in the spring term gives the freshman her first exposure to guided independent study as she writes a major paper on a subject of particular interest.—G.Q.



What other courses do freshmen take?

First-term freshmen students at Lindenwood take the Common, and normally study a foreign language and choose two electives. Five of the nine courses taken in the freshman year are electives.—G.Q.

It is clear that the freshman and senior years have distinctive features in the common and synthesis courses. What about THE JUNIOR AND SOPHOMORE YEARS?

The sophomore year is a year of transformation from the emphasis in the freshman year on general motivation and concern, to an emphasis on specific choice and commitment. Here the student begins to work seriously in the area she believes she will wish to develop as her area of concentration. If she is a good student, she may exercise many of the independent study options our curriculum offers. Here she begins to focus her attention and try out the areas of study which aroused her curiosity and interest during her freshman year. The junior year at Lindenwood College may well be the crucial year in the education of a young woman. In this year she begins really concentrated work in the subject areas in which she is majoring; in this year she may study abroad if she would benefit from such experience and finances can be arranged. This is the year that some Lindenwood students involve themselves in the psychology program with which we are related in Detroit (Merrill-Palmer), the political science program which takes some students each year to Washington, D.C. for a semester or to the United Nations Semester Program in New York.—J.A.B.

What is the Senior Synthesis?

While the Lindenwood Common helps the freshman relate the changes and issues of our time to the academic disciplines of the college, the Senior Synthesis summarizes the college experience and helps the student relate her academic training to life interests and goals and discover ideas which transcend the special concerns of the major subject, both in relation to an occupation and to a life view. The course encourages the student to examine not only the relation of her intellectual preparation to an idea of herself as an individual but also the roles which society opens to her as a woman.—H.A.B.

Do students at 17 or 18 or 19 have sufficient knowledge and experience by which they can make valid choices in a flexible curriculum?



Not all students are ready to make major decisions without faculty guidance but many are. Guidance in planning the college program is available for all students. Each freshman has guidance in making her choice, and certain courses with prerequisites are not open to her. But she is encouraged to explore, to investigate, to search out new areas of interest by the innovation in our curriculum of a number of courses developed as exploratory divisional electives. Here, often before she chooses her major area of concentration, she tastes and samples work in disciplines not available to secondary school students: sociology, psychology, classical civilizations, medieval or renaissance history, mathematical concepts, or perhaps, fine arts.—G.Q.

How are advisers assigned?

The Assistant Dean of the College who has specific responsibility for the freshman program, serves as the initial adviser for all first-year students. The Director of the Lindenwood Common Course also shares in the advising of freshmen.—G.Q.

When does the student choose a major or an area of concentration? How does the Common Course help?

The student may decide upon a major field of study before entering college or sample a variety of academic disciplines during her first two years at Lindenwood. The choice of major can be delayed as late as the end of the Sophomore year. The Common Course can be helpful to the undecided student by introducing her to faculty members from many different fields of study during the first year of college.—G.Q.

What DEGREES are offered?

In keeping with its goals as a liberal arts college, Lindenwood offers the Bachelor of Arts Degree.—J.A.B.



What are the REQUIREMENTS for a BACHELOR OF ARTS DEGREE?

The Lindenwood College curriculum requires the successful completion of four years of college work with a minimum of 36 courses distributed as follows:

- a. Two courses in the Lindenwood Common.
- b. Six exploratory courses from among divisional electives—two from each of the three divisions: Humanities, The Natural Sciences, and The Social Sciences.
- c. One-half course in Physical Education taken during the fall and spring terms of the freshman year.
- d. One course in a divisional or departmental senior synthesis.
- e. Eight to twelve courses in an area of concentration—no more than twelve courses from a single department may count toward graduation, although more may be taken.
- f. Two to four courses outside the area of concentration, but within the division of the major, will be required by the Division.
- g. Proficiency in a foreign language or the completion of four courses in a specific language.
- h. Proficiency in English composition and speech.—G.Q.

How many HOURS OF STUDY are required for graduation?

Units of study are measured in terms of full courses or fractions of courses. The successful completion of four years of college work with a minimum of 36 courses is required for graduation.

—G.Q.



Is it possible for a student to ACCELERATE her college program and get her degree in less than four years?



The Lindenwood College program, together with summer school work here or elsewhere, has been designed to make it possible for a strong student to accelerate and graduate in three years. If this is her intention, a very careful program must be planned with the approval of the Accelerated Degree Program Adviser. The student should declare her desire to accelerate during her freshman year in time to register for summer school.—G.Q.

What are "DIVISIONAL MAJORS?"

Educators are in agreement that disciplines have begun to blend and overlap in ways which make it unwise to have a student confined in a rigorous sense to a specific discipline. That there is a relationship between sociology and psychology, that there is a relationship between economics, statistics and mathematics, that there is a relationship between the History of Art as taught in the Fine Arts Department and the History of the Renaissance as taught in the History Department, is clear. By making it possible for a student to declare a **divisional major**, we make it possible for her to develop an **area of concentration** in one of the disciplines within the division. So rather than "major in economics," she majors in **social science** with a **concentration in economics**.—G.Q.

What MAJOR FIELDS OF STUDY are available?

The Lindenwood curriculum provides for three "divisional majors" with "areas of concentration" as outlined below.

Humanities

Art, English, Modern Languages, Classical Civilization, Communication Arts (broadcasting, drama, writing, film), Music, Philosophy/Religion.

Natural Sciences and Mathematics

Mathematics, Chemistry, General Science, Biology.

Social Sciences

Economics, History, Political Science, Psychology, Sociology.—G.Q.

What programs are available for a student who wants to prepare for an elementary or secondary TEACHING CREDENTIAL?

Students at Lindenwood may fulfill the academic requirements for both elementary and secondary teaching certificates. New certification requirements in many States now involve more than four years of study for permanent certification. Education courses are available as electives to Lindenwood students and additional education courses are available during summer sessions. Students are expected to select an area of concentration in the subject they plan to teach. Divisional areas of concentration are available for students planning to teach at the elementary level.—G.Q.

My roommate is working towards her degree in Math, while taking courses in secondary education so she can teach it later on.—G.M.

What is the "pass-fail" grade option?

The "pass-fail" system at Lindenwood makes it possible for a student to take up to five courses on a "pass" or "fail" basis outside her area of concentration. Failing grades are not entered on the student's permanent record making it possible for a student to venture into a field of knowledge which may be relatively unknown or difficult without the fear that unsatisfactory performance will impair her academic standing. The Lindenwood faculty adopted the limited "pass-fail" grade system with the expectation 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.—G.Q.

I took one course, Writer's Workshop, under the "pass-fail" system because I felt I was not talented in this area, but did want the experience. This enabled me to benefit greatly by taking a course I might otherwise not have taken, while approaching it in a more relaxed manner.—V.L.

Why have some traditional courses, such as ENGLISH COMPOSITION, been replaced by proficiency examinations? Where will the students learn to write?

We believe that the ability to communicate, to speak and to write, is fundamental to the learning process. By dropping English Composition as a course, we give every faculty member in the Common Course responsibility for working with each student to develop her skills in communication. Every examination, term paper, oral or written report is evaluated by the faculty in terms of composition as well as content. The English Department monitors writing done in the LCC and provides a continuing tutoring program for students who have writing problems. This program prepares students for the proficiency examination in the spring. If the student does not satisfy our proficiency standards, a writing course is required in the sophomore year.—H.A.B.

In my experience this procedure has not been limited solely to the Common. Each professor has evaluated my papers not only for content, but also for composition and grammar.—S.S.

What is distinctive about the Lindenwood method of scheduling classes?



Some courses lend themselves to larger than fifty-minute periods of time, others are better taught in the regular but shorter class period. The Lindenwood College schedule of classes provides for two approaches. "Vertical" scheduling is utilized in the mornings, when classes meet from 8 until 10 in two sequences (Monday-Thursday or Tuesday-Friday) or 10 until 12 in the same two-day sequence (Monday-Thursday or Tuesday-Friday). The Lindenwood Com-

mon Course is an exception. It meets all morning on the Monday-Thursday sequence. There are no classes on Wednesday morning and only a few advanced-seminars on a Wednesday 2:30-5:00 vertical schedule. The majority of our students have all day Wednesday for films, convocations, field trips, independent study, library or non-scheduled laboratory work. The day is filled with things to do other than classes.

From 12 noon to 5 p.m., classes are scheduled on a "horizontal" band, fifty-minute periods, meeting four times a week, Monday, Tuesday, Thursday and Friday.

A small number of evening classes are offered providing the student with more opportunities for a varied academic schedule.—J.A.B.

Certain classes are held in the evening because professional people from the St. Louis area or notable guest speakers are more readily available at that time. Visiting lecturers make valuable contributions to many courses.—V.L.

How often do classes meet?

Fundamental to our educational philosophy is the belief that educational experience cannot be measured solely in terms of the number of times a course meets a week. Learning at Lindenwood is not limited to the classroom. Typically, classes meet four times a week for one hour, or twice a week for two hours, depending upon the best method for teaching a particular subject. All classes are held on Mondays, Tuesdays, Thursdays and Fridays. Wednesdays are reserved for individual study and research, for convocations, for advanced seminars, for field trips, films and other special events or projects.—G.Q.

The absence of classes on Wednesdays should not create the impression of slacking off or a play day and a less valid education. Wednesday is a needed contrast to the demanding 4-day a week schedule of classes. It provides for in-depth study, library work, field trips and a variety of other activities.—S.S.

What opportunities are available to students during the January Term?

The January Term at Lindenwood has become the highlight of the school year for many students. For four weeks students have the opportunity to study one subject in depth without the usual conflict which results from jumping from one subject to another. Because there are no conflicts in scheduling, some classes travel to locations where the subject matter can be graphically illustrated by real-life situations. Renaissance Art and Literature can best be taught in Italy where the Renaissance began — for the past two January terms students have studied in Florence. Other courses have taken students to New York to study contemporary theater, to Washington, D. C. to study government regulation in the communications industry, to Detroit to examine the social problems of the inner-city, to London for seminars with prominent writers, publishers, and critics, to Jamaica to study marine biology, and to many other cultural and educational centers.—J.A.B.

What kind of courses are available on campus?

January courses on campus — like the off-campus courses — are not just regular term courses offered in January for convenience. The concentrated approach to the term makes it possible to include field trip experience, to utilize guest and visiting faculty, to deal with subject matter in workshop form, or to engage in uninterrupted research or internship experience. Some of the courses offered on campus during the 1969 January term were:
Economics of Poverty
Victorian England, her history and her people
Experimental Social Psychology
Introduction to Computer Science
Toward Understanding Music for non-music majors
Contemporary Controversies in Theology
Philosophy of Science
Political Socialization
Public Opinion and Propaganda
Seminar on Arthur Rimbaud (in French)
La Dama del Alba (in Spanish)
Studies in Dante (in English)
Internships in many fields
Independent study projects in science and other fields—G.Q.

Is the choice of courses in the JANUARY TERM to be left entirely to the student?

The student has a wide choice, but she is not permitted to elect courses for which she has not taken prerequisites, nor is she permitted to study off-campus if she is on probation, in poor standing, or if she does not have her parent's permission. During their freshman year, students are not allowed to participate in off-campus study experiences that last the duration of the January term.—G.Q.
I think it is great because a student can put herself completely into her course, rather than dividing herself up as in the Fall and Spring terms. January life is unique for freshmen because the campus is practically all theirs.—G.M.

Is it possible to exchange students during the JANUARY TERM with other schools on the 4-1-4 plan?

Yes. We feel this is a definite advantage for students at all 4-1-4 colleges, for it considerably expands their opportunity for independent and group study, on and off campus. It also allows students an opportunity to receive instruction from a variety of faculty members in a given discipline, and the Lindenwood faculty looks upon this opportunity as having exceptional educational merit. Lindenwood College presently cooperates with approximately twelve other colleges that are located across the United States. Students from the twelve colleges can choose to participate in both on-campus and off-campus courses at any of the colleges.—G.Q.

Must all students take courses during the JANUARY TERM or can they be absent for the month?

A student could be absent or could study without credit off campus, but she would lose an opportunity for which she has paid tuition, fees, room and board.—G.Q.



Is overseas study entirely restricted to those who can pay the additional cost?

No, the **Special Grants Program for Off-Campus Study** is designed to assist all Lindenwood students with the additional expenses of off campus study during the January term. The program becomes effective for each full-time student after one full year of residence at Lindenwood, and the maximum amount available increases each year if it has not been used. Some scholarship assistance is also available if the off-campus study project is vital to the student's academic program.—J.A.B.

What can the freshman expect from the January term?

Students are not eligible for a full term off-campus until the Sophomore year. Freshmen may select a January course from a variety of on-campus courses in many fields.

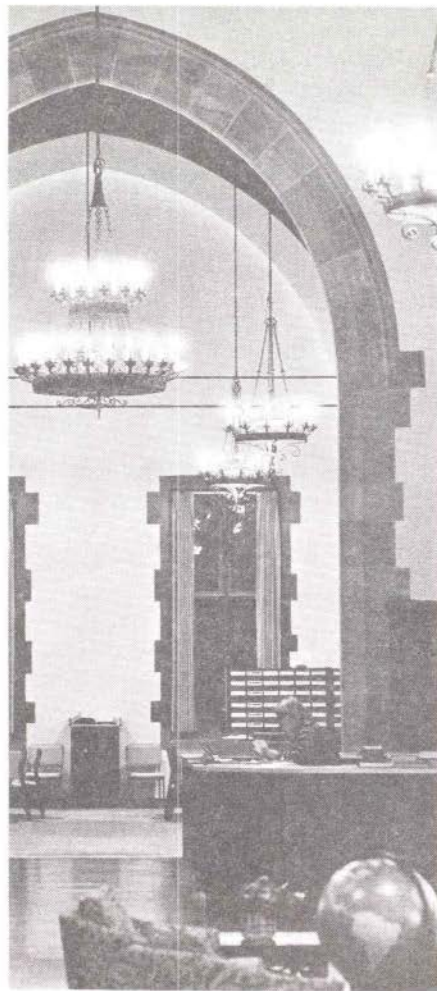
Special events on campus during the January term provide additional opportunities for first-year students. In January, 1969, a student initiated course on "The New Politics" brought many speakers to Lindenwood including:

Donald L. Nicoll, campaign manager for Senator Edmund Muskie
Marvin Madeson, St. Louis Chairman of the "New Coalition in the Democratic Party"

Thomas Curtis, Republican Congressman
Al Mann, news director for CBS-TV in St. Louis

Larry Kaufman, Bureau Chief, Business Week Magazine

Jack Flach, political editor of the St. Louis Globe Democrat



What library resources are available at Lindenwood?

Lindenwood has just completed the construction of an addition to its library which triples its stack capacity to 150,000 volumes and provides study areas intermingled with the books. The library currently has more than 62,000 volumes and adds more than 4,000 new volumes each year.

Microfilm readers and a reader-printer provide additional learning resources for the Lindenwood student.—J.A.B. Our library is extremely versatile. For those that need the secluded feeling to get their work done, there are private study carrels. For those who need to spread out their papers, there are huge tables and big arm chairs. Then, for those of us who would rather do our reading on a velvet couch in a high-ceilinged room with a fire going in the fire place, there is that, also. In fact, the library sort of sums up Lindenwood, very versatile.—G.M.

What kind of students attend Lindenwood?

Lindenwood students come from 38 states, the District of Columbia and 10 foreign countries. Among the student body you will find Catholics, Protestants, Jews, black students, white students, orientals, bright students, quiet students, intelligent students, concerned students; in fact, its kind of difficult to lump them into any single category . . . we're all individuals and yet we're all part of the same seeking, learning community.—S.S.

Contact with different kinds of people plays an important part in the overall atmosphere of Lindenwood. Sure, there are lots of girls like me, but we get a chance to acquaint ourselves with other girls who aren't exactly like everyone we grew up around. We kind of share our lives this way. We can see what our society has done to help or hinder each of us, in hopes of being able to do something to improve it.

Awareness is important at Lindenwood.—G.M.





Lindenwood emphasizes guided independent study. Can you give recent specific examples of independent study projects?

ON CAMPUS

Advanced readings in sociology

Techniques of teaching disadvantaged Children

A critique of twentieth century French literature (in French)

Play production and direction

Statistical research methodology

A study of Afro-American music from slavery to the present day

The literary influence of J. D. Salinger

Publication management and production procedures

Linguistics in the secondary school classroom

A critical analysis of the North Atlantic Treaty Organization

Understanding the Symbolic Programming System for the electronic computer

OFF CAMPUS

Theory and practice in the treatment of mental patients at St. Louis State Hospital

Entomological research in Saskatchewan, Canada

Participation in a biological research project at Cochrane Veterans Hospital

A photographic study of regional architecture in the Hudson River Valley

Eastern influence on Greek art as exemplified in the Byzantine churches of Athens and Istanbul

Internship in advanced psychology, Malcolm Bliss Mental Health Center

A study of the chemistry of radioactive nitrogen at the Mallinckrodt Institute of Radiology—G.Q.

What KIND OF STUDENT do you expect will do well at Lindenwood?



The program is designed for young women who are interested in an education and ready to commit themselves to the goals and objectives of the college, willing to discipline themselves in ways which will make each student a constructive member of the college community. The Lindenwood program deals with ideas and concepts, values and goals, as well as facts and information. Because the academic program of Lindenwood College purposely allows for a wide range of choice, Lindenwood expects that its students will be self-starters who have interest and ability to pursue their studies independently. Evidence of probable

success in the program is to be found in students whose combined math and verbal College Board test scores total a minimum of 900 to 1,000, standing in the high school class in the upper third, and a grade point average in academic work in high school of 2.5 and higher (A-4). Of these three academic measurements, high school performance is, for us, the best predictor of success and is given the greatest emphasis in our evaluation. This statement reflects the achievement and aptitude for which we search in our admissions process. However, **each applicant is evaluated as an individual case**, and no absolute cut-offs are used in our processing of applications. Particularly important is our effort to evaluate creativity and exceptional talent in music and the fine arts. Evidence of high levels of creativity, as presented in an artists portfolio or a musician's audition, are taken into consideration.—J.A.B.

What are the advantages of the residential nature of the Lindenwood campus?

The residence halls at Lindenwood are small enough to create a comfortable atmosphere and a closeness between all students within the dorm. I personally consider the friendships I have formed and the experiences made possible through dorm living to be among the most valuable aspects of the education I have received at Lindenwood.—V.L.

What social activities are offered on the Lindenwood campus?

During the year Lindenwood has several informal "mixers", one semi-formal and one formal dance, free Friday night movies, a spring carnival, and a number of other events planned by the Social Council. The various interest clubs on campus hold entertainment events from time to time. Lectures, plays and concerts are also held on campus during the year.—V.L.

To what extent does student government share in important decisions with the faculty and the administration?

For many years Lindenwood students have had a major role in determining many aspects of their social life. In recent years, there has been a dramatic rise in student involvement in academic affairs. Students serve on faculty committees, and faculty serve on student committees. Special committees of students and faculty are currently studying the Lindenwood grading system, the social and academic honor system, student freedoms and responsibilities, and the evaluation of teaching at Lindenwood. Perhaps most important to Lindenwood students is the role they play in helping to make judgements about prospective faculty members.

Every faculty candidate who is considered for a position meets alone with student departmental majors. Their reaction and evaluation is carefully considered in the appointment process.—J.A.B.

What kind of cultural events and entertainment does St. Louis have to offer?

St. Louis has its own symphony orchestra and two very excellent repertory theatres. Traveling ballet troupes and outstanding musical soloists appear frequently at Kiel Opera House. On the lighter side, one may choose from a wide variety of motion pictures, there are frequent rock concerts, and St. Louis has a team for all major professional sports. St. Louis also has a zoo, art museum, planetarium, and several other features in Forest Park.—V.L.

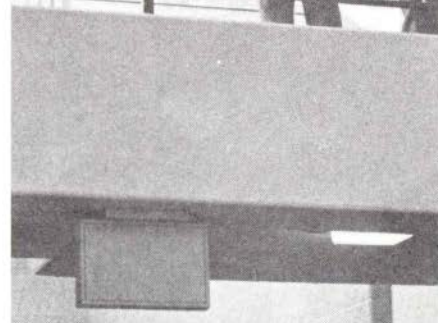
From what colleges and universities do men come for social activities and dating?



Obviously, the closest source of men is Lindenwood II. In addition, Lindenwood girls frequently date students from Washington University, St. Louis University, the St. Louis Jr. College District, Parks College, The University of Missouri at Rolla, and Westminster.

What student activities are joint ventures of the two colleges?

Student musical organizations, the drama group, the Lindenwood Opera Theater, the newspaper, and radio station are cooperative programs involving both men and women. Many recreational and social activities are also sponsored jointly by The Lindenwood Colleges.





Interested counselors, students and parents are invited to write for publications explaining the programs of The Lindenwood Colleges.

THE LINDENWOOD COLLEGES . . . a pattern for growth

Questions and Answers about Lindenwood College II

The Center for the Undergraduate Study of Mathematics

The Center for the Study of Communication Arts

The Lindenwood College Bulletin, Catalog Issue 1969-1969

Bulletin of The Lindenwood Colleges, Catalog Issue 1969-1970 (Publication date — September 15, 1969)

THE LINDENWOOD COLLEGES are comprised of the oldest women's college west of the Mississippi and the newest liberal arts college. Lindenwood College for Women was founded in 1827, and Lindenwood College II was established in 1969.

In keeping with the Lindenwood commitment to provide an education which is significant to students who will live part of their lives in the twenty-first century, most classwork will be in common. Organized student activity outside the classroom, student advising, student academic requirements, are deliberately separate in cases where separation serves the objectives of the student or the student organization. Lindenwood College for Women will continue its concern for the role of women in our society, and its educational program and student life planning will reflect that concern. Lindenwood II will begin as a college for men and in addition to providing a full academic program in the liberal arts in cooperation with the women's college, will develop special programs and seek fresh educational approaches responsive to the needs and opportunities of this age.

Thus The Lindenwood Colleges, in cooperation and yet separately, will build their programs recognizing the individuality of their students in everyway that is important to their intellectual and cultural development.

The Lindenwood Colleges, Saint Charles, Missouri 63301

Non Profit Organization
U. S. Postage
PAID
Permit No. 84
St. Charles, Missouri

