Questions and Answers
about
Lindenwood College
for Women

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.

Lindenwood College has 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
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, their development in social and political leadership, 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 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, are building their programs recognizing the individuality of their students in every way that is important to their intellectual and cultural development.

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 January term off-campus study are other distinctive features of the Lindenwood program.

Students at Lindenwood are treated as individuals, and they aren't forced to fit into a mold designed for someone else.

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 his/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 him/her. The student in a regular term will give each subject one-fourth of his/her time rather than one-fifth or one-sixth, and during the January term the subject has their full time. For the faculty the approach means a de-emphasis of lecturing and more emphasis on student research and discussion.
How does Lindenwood teach its 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.

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 approximately 13 to 1, making access to faculty members one of the major advantages of a Lindenwood education.

What courses do freshmen take?

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

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.

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.

What DEGREES are offered?

The Bachelor of Arts, Bachelor of Science and the Bachelor of Fine Arts Degrees.

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. Two one-fourth courses in Physical Education taken during the freshman year.

d. Senior Synthesis program.

e. Eight to twelve courses in an area of concentration—however, some specific areas of concentration may require more than twelve courses.

f. Two to four courses outside the area of concentration, but within the division of the major.

g. Proficiency in a foreign language or the completion of four courses in a specific language.

h. Proficiency in English composition and speech.

i. Additional requirements for students who wish to qualify for elementary or secondary teaching credentials are listed in the course listings in the catalog.

j. A designated number of convocations.

What are the REQUIREMENTS for a BACHELOR OF SCIENCE or FINE ARTS DEGREE?

The curriculum for the Bachelor of science or Fine Arts degree has the same requirements as the Bachelor of Arts degree except as follows:

1. There are nine courses to be chosen from the exploratory divisional electives—three from each of the three divisions.

2. There is no foreign language requirement as a general college stipulation, although certain subject areas of concentration may include.

What MAJOR FIELDS OF STUDY are available?

The colleges offer three majors and twenty-three subject-areas of concentration leading to the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts Degrees.

Major in the Humanities

B.A. Degree–Art History, Studio Art, Classical Civilization, Communication Arts, English, Music, French, German, Spanish, Philosophy, Religion.


Major in the Natural Sciences

B.A. Degree–Biology, Chemistry, Mathematics, Nursing, Physical Education.

B.S. Degree–Biology, Chemistry, Mathematics, Nursing, Physical Education.

Major in the Social Sciences

B.A. Degree–American Studies, Economics, History, Political Science, Psychology, Sociology.

B.S. Degree–American Studies, Economics, Elementary Education, History, Political Science, Psychology, Sociology.
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.

How are advisers assigned?

The Dean of the College assigns women students to a selected group of faculty who assist them in making course choices until they declare an area of concentration. The freshman student also has close contact with a number of faculty in the Lindenwood Common course.

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 areas of concentration may include proficiency in certain languages.

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.

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.
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 on 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.

for field trips, films and other special events or projects. 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.

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 three 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. 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

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, it's kind of difficult to lump them into any single category. They're all individuals and yet all are part of the same seeking, learning community. Contact with different kinds of people plays an important part in the overall atmosphere of Lindenwood.

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
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 Common Course is an exception. It meets Monday, Wednesday and Thursday. 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.

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.

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. Most classes are held on Mondays, Tuesdays, Thursdays and Fridays. Wednesdays are reserved for individual study and research, for convocations, for advanced seminars, 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.

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 parents' permission. During their freshman year, students are not allowed to participate in off-campus study experiences that last the duration of the January term.

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.

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.

What library resources are available at Lindenwood?

Lindenwood's library has a stack capacity of 150,000 volumes and provides study areas intermingled with the books. The library currently has more than 80,000 volumes and adds more than 3000 new volumes each year. Microfilm readers and a reader-printer provide additional learning resources for the Lindenwood student. 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.

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. Friendships formed and the experiences made possible through dorm living are among the most valuable aspects of an education at Lindenwood.

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.

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

Active members of the Presbyterian Church, the Sibles, in 1863, deeded their property at Linden Wood to it and put the school under the care of the St. Louis Presbytery. In this way, "Linden Wood Boarding School for Young Ladies" became "Lindemood Female College," with Samuel Watson as President of the first Board of Directors.

When the first major building, known today as Sibley Hall, was completed in July of 1857, it served as the president's home, administration building, dining room, and dormitory for about forty boarders. Since that time, except for a short period during the Civil War, the college has operated continuously.
THE 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 classes are held 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 continues its concern for the role of women in our society, and its educational program and student life planning reflect that concern.

Additional printed material of particular interest to students includes:
- student handbook
- college catalog
- brochures on individual departments

For further information write to:

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