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The Lindenwood Graduate, 1949-1958: A Profile

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M. Zolbit
Jan 1961

THE LINDENWOOD GRADUATE, 1949-1958: A PROFILE

The Placement Office at Lindenwood College was established in the fall of 1948 under the direction of the Director of Guidance and Placement, whose responsibility it was to help all graduates, not just prospective teachers, find positions for which they were qualified. Such an office has a continuing responsibility to follow up those graduates in order to assist them when they wish to seek or change employment, to be able to note their progress from one job to another, and finally to look at the pattern which emerges so that it may better understand the trends and basic needs of our graduates and the contributions they are making. Also, through this information it is possible for a college to use these experiences of its graduates to help the current student body in course planning and occupational decisions.

In this study a follow-up was made each year, first by means of a postal-card questionnaire and, after 1955, by means of a four-page folder questionnaire, a slight modification of the one drawn up by the executive committee of the Women's Section of the National Vocational Guidance Division of the American Personnel and Guidance Association.

In this ten-year period there have been 387 graduates, concerning 90 percent of whom we have some information based on the combined postal-card and questionnaire forms (Table 1). In an effort, however, to provide uniform information, the four-page questionnaire was also sent to the graduates of the classes of 1949-1954 as well as to those of the classes of 1955-1958, 76 percent of whom returned the questionnaire (Table 2).

Analysis of their replies provides data on job sequences, the number of married graduates who are or have been working outside the home, their

community interests and responsibilities, and the various occupations into which the husbands of the married graduates have gone. But statistics are the bare bones; the real help and encouragement come from the many comments of appreciation, the constructive criticisms, and the thoughtful suggestions which many of the graduates took the time and trouble to add (Appendix A).

General Observations

Several general observations can be made from the data. In the first place, graduates answer questionnaires much more readily during the first year out of college than at any other time. The class range in general varied during the first year from a 71 percent to a 100 percent response, only two classes going below 70 percent. The range three years after college was between 62 percent and 86 percent, and after five years it was between 55 percent and 70 percent (Table 1).

Of the 387 graduates of Lindenwood College, classes 1949-1958, slightly more than one-half received the bachelor of arts degree, one-third received the bachelor of science degree, and one-tenth received either the bachelor of music degree or the bachelor of music education degree (Table 3). Elementary education and education had the highest number of majors (13 percent), with English a close second (12 percent) (Table 4). These two departments, together with art (10 percent) and psychology (10 percent), made up approximately 50 percent of the majors. Less than 1 percent majored in economics, human relations, mathematics, modern languages, philosophy, or religious education.*

First Year After Graduation

Since only slightly over 50 percent of the classes of 1950 and 1952 responded, the results from those classes cannot be considered significant.

* The religious education major was not established until 1956.

From the other classes, however, those who found employment during the first year out of college amounted to about three-fourths of the respondents (Table 5); of these, slightly under half went into teaching positions (Table 5a).

While the percentage of those employed among the respondents the first year out of college is fairly consistent over the ten-year period, there has been a considerable increase recently in the proportion marrying while in college or during the first year after college. For the classes of 1949 and 1950 this percentage was 17 and 15 respectively, for classes of 1957 and 1958, 59 and 35 respectively (Table 5). It is also interesting to note that no students married before graduation in the class of 1949, as compared with 8 in the class of 1957 and 6 in the class of 1958. Among the total number of graduates responding, 10 percent married before graduation, and an additional 22 percent married during the first year following graduation.

Lindenwood can well be proud of its record so far as the continuing education of its graduates is concerned. The percentage of students from each graduating class over the ten-year period to continue academic studies in the first year following graduation averages 21 percent, with a range from 8 percent to 45 percent (Table 5).

Maximum employment occurred, of course, during the first year after graduation. Specific examples of entry jobs held by Lindenwood graduates will be found in Appendix B. More than a fourth of the responding graduates, as shown in Table 6, have gone into elementary school teaching. Slightly less than a fifth have gone into secondary and higher education fields, ranging from the junior high-school level to full college teaching. Nearly a fourth have gone into strictly clerical and secretarial jobs, although many of the jobs in radio and television, advertising, and editorial

fields have included duties comparable to those of secretaries. Certainly secretarial skills (at least typewriting) were needed in nearly one-third of the entry jobs.

A Composite Picture

Successive follow-up questionnaires supplied sequential data which give a fuller picture of what happens to the Lindenwood graduate over a three-, five-, nine-and-ten year period. By 1959, 67 percent had married, of whom 41 percent were "working wives." Forty-five percent either were teaching in 1959 or had taught; 57 percent were or had been employed in nonteaching positions since graduation (Tables 7 and 7a). Twenty-four percent of the total respondents were in or had attended graduate school, and 58 percent of these had either scholarships or assistantships. (Three of the respondents earned a Woodrow Wilson Fellowship grant, and a considerable number received teaching assistantships directly upon graduation from college.) That these students on the whole had a consistent and considered sense of direction is shown by the fact that 95 percent of them continued their undergraduate major on the graduate level (Table 7b). Most of the degrees they sought were master of arts or master of science degrees, although several continued to work toward a Ph.D. A few took the additional years of training necessary to become registered occupational therapists or medical technologists. Since it was also indicated in Table 7b that approximately two-thirds of the responding graduates among the classes of 1949, 1950, 1952, and 1954 who had gone on to graduate school had married by 1959, one may assume that graduate school is not too serious a deterrent to marriage.

Comparisons

Looking at those classes which were surveyed at the third year, fifth year, and ninth-and-tenth years, we find indication of changes in the status

of Lindenwood graduates which might well be expected to occur. By the third year out of college, the percentage of the respondents who have married is nearly double that of the respondents who have married the first year following graduation. Fewer than half are in graduate school, and fewer than one-fourth are employed. The percentage of those married by the fifth year is nearly the same as at the end of the third year; but after nine and ten years have passed, the percentage is nearly tripled. On the other hand, the percentage of those actually in graduate school at the end of the third year after graduation dropped nearly one-half; by the fifth year it was down to 3 percent; and by the ninth and tenth years down to 2 percent. The employment picture, however, showed a drop of about one-fourth; two-fifths were employed at the time of the fifth-year survey, while only one-third of the respondents were employed at the time of the ninth-and-tenth-year survey. This breakdown by classes will be found in Tables 8, 9, and 10.

Perhaps one other comparison might be made. A comparison between the classes of 1949 and 1958 would give some indication of how differently the first-year graduates fared a decade ago as compared with today. In 1949, none were married before graduation; in 1958, 12 percent had married before receiving their diplomas. Seventeen percent of the class of 1949 married within the first year, but 35 percent of the class of 1958 married soon after graduation. In 1949, 17 percent went on to graduate school; in 1958, 27 percent continued their academic work. There was little difference, however, in the employment picture between the two classes, although there was a slight decrease in teaching positions in the class of 1958, due, perhaps, to the fact that more students had gone on to graduate school because of their interest in college teaching.

Evaluation of Experiences by Graduates

A number of questions in the four-page questionnaire allow for a measure of evaluation on the part of graduates as they look back upon their college education, their first job, and their future plans with regard to employment. Out of the 295 responses, 96 percent of those who were married felt that they had been definitely helped by their college training for their roles as wives and mothers, although the help could be said to be in many instances quite indirect and intangible.

Of the 295 who responded, 170 were employed at the time they replied. Eighty percent of those employed said that they were in the kind of job they had hoped to get after college; 83 percent had jobs which met their economic needs; 88 percent felt that their positions provided a step forward in professional development; and only 12 percent felt that they were in jobs which served only to mark time. Most significant was the fact that 98 percent felt that their college training had definitely helped them in their work; and, encouragingly, 85 percent were in jobs which were related to their college majors (Table 12).

There were 248 out of the 295 who indicated a preference concerning their plans for future employment. Five percent said that they would stop work when they married; 17 percent planned to work a short time after marriage; 16 percent planned to work indefinitely but admitted to no interest in a career; and 27 percent planned to have a career whether married or not (Table 13).

An effort was made to ascertain the type of organizational activity which interested the Lindenwood graduate as she went out into the community. Twenty-nine percent did not indicate any community participation. Church and religious organizations attracted nearly half of the graduates; 35 percent were active in professional groups related either to their own

work or to that of their husbands, and in educational and cultural activities, including the American Association of University Women, P.E.O., music organizations, etc.; 31 percent were active in social or community welfare groups; 18 percent were active in some forms of recreational activity; 5 percent were working with political organizations; and 1 percent were with labor unions. Twenty-one percent held offices in the above-mentioned organizations (Table 14).

Since 74 percent of the 295 graduates answering this questionnaire were married, the employment of their husbands is of interest. The largest number of husbands (32 percent) were in the business field and included salesmen, accountants, owners, managers, buyers, supervisors, brokers, personnel directors, and statisticians. They were to be found in banks, credit concerns, insurance companies, manufacturing concerns, construction companies, real estate offices, retail and wholesale firms, etc. The next largest group were the engineers (19 percent): ceramic, agricultural, mechanical, electrical, aeronautical, architectural, and the like. Fifteen percent were in the medical and scientific research fields; 11 percent were in the armed services; 10 percent were in teaching (42 percent of whom were in college teaching); 6 percent were lawyers; 1 percent were in government service. Six percent were in miscellaneous fields and included a ranch farmer, a radio-television writer, an assistant curator of a museum, a writer, a photographer, a motion-picture cameraman, a journalist, a film editor, a funeral director, and a minister (Table 15).

Conclusion

The foregoing analysis is but the beginning. It is to be hoped that gaps in this information may be bridged and that the data on these

particular classes may be extended into an even more significant longitudinal study. It will be interesting to see what actually happens when the children of these alumnae reach school age or finish schooling and move away from home. Will the graduates of Lindenwood then follow the national pattern and rejoin the labor force? Will they need retraining or additional training as they meet competition in the working world?

It is also important to realize that future follow-up studies must be able to supply better data with respect to starting salaries, finer delineation of job categories, and greater clarification of employment demands.

The continuation of such follow-up studies can also indicate certain trends to watch. Will the present trend toward early marriages, even before graduation, continue? Will the percentage of married women who are employed increase? Will there be any change in emphasis so far as college majors are concerned or in starting job opportunities?

Finally, such follow-up studies merely become "busywork" unless the data can be utilized in wiser curricular planning and more realistic vocational guidance. In this connection, the comments and suggestions of the graduates should be particularly helpful; and the vignettes of personal experience, written by alumnae who have found satisfying and interesting work experiences, should likewise prove valuable in showing the prospective college student some of the more tangible results of a liberal arts education.

Table 2. RESPONSES OF LINDENWOOD GRADUATES, CLASSES
1949-1958, TO THE FOUR-PAGE QUESTIONNAIRES*

	Total	Respondents	
		Number	Percent
Graduates	387	295	76
Class			
1949	53	38	71
1950	39	21	54
1951	37	25	67
1952	36	27	75
1953	34	27	79
1954	29	30	68
1955	44	43	97
1956	32	31	96
1957	29	20	68
1958	54	43	81

* Modification of the questionnaire as drawn up by the executive committee of the Women's Section of the National Vocational Guidance Division of the American Personnel and Guidance Association for use in national surveys of first-year women June graduates in the classes of 1955, 1956, and 1957.

Table 3. NUMBER AND KINDS OF DEGREES GIVEN BY LINDENWOOD COLLEGE TO THE GRADUATES OF THE CLASSES OF 1949-1958

	Total	B. A. degree		B. S. degree		B. M. and B. M. E. degrees	
		Number	Percent	Number	Percent	Number	Percent
		Graduates	387	227	58	131	34
Class							
1949	53	26	48	21	40	6	12
1950	39	28	71	11	29	0	0
1951	37	25	68	10	27	2	4
1952	36	17	47	12	33	7	19
1953	34	21	62	12	35	1	2
1954	29	18	62	9	31	2	6
1955	44	27	61	14	32	3	7
1956	32	18	56	11	34	3	9
1957	29	13	45	14	48	2	7
1958	54	34	62	17	32	3	6

Table 4. UNDERGRADUATE MAJORS OF 387 LINDENWOOD GRADUATES, CLASSES OF 1949-1958

	Number	Percent
Graduates	387	100
Undergraduate majors*		
Elementary Education and Education	51	13
English	46	12
Psychology	37	10
Art	36	10
Speech	35	9
Biology	34	9
Home Economics	33	8
Music	29	7
History and Government	28	6
Physical Education	25	6
Office Management	18	4
Sociology	15	3
Chemistry	15	3
Economics	5	Each less than 1%
Human Relations	5	
Mathematics	2	
Modern Languages	4	
Religious Education**	2	
Philosophy	1	

* Total number of undergraduate majors exceeds number of graduates because double majors are listed.

** Religious Education major was not established until 1956.

Table 5. STATUS OF LINDENWOOD GRADUATES, CLASSES 1949-1958,
FIRST YEAR AFTER GRADUATION

	Total	Respondents		Married*		In graduate school		Employed	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
		Graduates	387	300	80	98	32	66	21
Class									
1949	53	48	91	8	17	8	17	38	79
1950	39	20	51	3	15	9	45	9	45
1951	37	30	81	14	47	6	20	24	80
1952	36	20	56	5	25	6	30	14	70
1953	34	24	71	7	29	2	8	17	71
1954	29	24	83	6	25	7	29	18	75
1955	44	40	91	11	28	8	20	25	63
1956	32	32	100	14	44	5	16	25	78
1957	29	22	76	13	59	2	9	19	86
1958	54	49	91	17	35	13	27	38	78

* Includes 31 who married before graduation: 1 in the class of 1954; 2 in the class of 1950; 3 each in the classes of 1952, 1953, and 1956; 5 in the class of 1955; 6 in the class of 1958; and 8 in the class of 1957.

Table 5a. TEACHERS AND NONTEACHERS AMONG LINDENWOOD GRADUATES, CLASSES 1949-1958, REPORTING EMPLOYMENT FIRST YEAR AFTER GRADUATION

	Total	Employed in teaching		Employed in nonteaching work	
		Number	Percent	Number	Percent
		Graduates reporting employment	227	105	46
Class					
1949	38	20	53	18	47
1950	9	5	56	4	44
1951	24	10	42	14	58
1952	14	7	50	7	50
1953	17	9	53	8	47
1954	18	6	33	12	67
1955	25	11	44	14	52
1956	25	8	32	17	68
1957	19	12	63	7	37
1958	38	17	45	21	55

Table 6. MAJOR OCCUPATIONS OF 227 LINDENWOOD GRADUATES,
 CLASSES 1949-1958, REPORTING EMPLOYMENT FIRST
 YEAR AFTER GRADUATION

	Number	Percent
Graduates reporting employment	227	100
Occupations		
Elementary school teachers	64	28
Secretaries, stenographers, typists, clerical workers, accountants, bookkeepers	50	22
Junior high-school, high-school, college teachers	42	19
Miscellaneous: home economists, artists, civil service employees, librarians .	17	7
Research assistants, technicians, therapists	16	7
Recreation, religious, and social welfare workers	15	7
Radio-TV personnel, advertising, and editorial assistants	13	6
Retail-store workers, trainees, and general sales people	10	4

Table 7. LINDENWOOD GRADUATES, CLASSES 1949-1958, THEIR MARITAL, SCHOOL, AND WORK EXPERIENCE AS REPORTED 1950-1959

	Total	Have attended graduate school		Have been employed		Have married	
		Number	Percent	Number	Percent	Number	Percent
		Respondents	350	83	24	290	83
Class							
1949	50	17	34	46	92	35	70
1950	31	10	32	18	58	25	81
1951	33	6	18	28	85	23	70
1952	29	7	24	25	86	18	62
1953	32	7	22	28	88	21	66
1954	25	7	28	24	96	20	80
1955	42	9	21	35	83	32	76
1956	32	5	16	27	84	24	75
1957	22	2	9	21	95	16	73
1958	54	13	24	38	70	21	39

Table 7a. TEACHERS AND NONTEACHERS AMONG LINDENWOOD GRADUATES, CLASSES 1949-1958, WHO REPORTED EMPLOYMENT 1950-1959, AND THEIR MARITAL STATUS AT THE TIME OF EMPLOYMENT*

	Total	Teaching		Employed in nonteaching work		Married and employed at the same time	
		Number	Percent	Number	Percent	Number	Percent
		Respondents	290	130	45	165	57
Class							
1949	46	23	50	24	52	12	26
1950	18	5	28	13	72	8	44
1951	28	13	46	15	54	14	50
1952	25	15	60	12	48	10	40
1953	28	12	43	17	61	10	36
1954	24	10	42	14	58	12	50
1955	35	14	40	21	60	12	34
1956	27	9	33	19	70	14	52
1957	21	12	57	9	43	11	52
1958	38	17	45	21	55	16	42

* In a number of instances, respondents reported employment in both teaching and nonteaching work.

Table 7b. LINDENWOOD GRADUATES, CLASSES 1949-1958, WHO HAD ATTENDED GRADUATE SCHOOL, AS REPORTED 1950-1959, AND THEIR STATUS WITH REGARD TO MAJOR FIELDS, SCHOLARSHIPS, AND MARRIAGE

	Total	Continued undergraduate major		Granted scholarships or assistantships		Married by 1959	
		Number	Percent	Number	Percent	Number	Percent
		Respondents	83	79	95	48	58
Class							
1949	17	15	88	5	29	11	65
1950	10	10	100	4	40	7	70
1951	6	5	83	4	67	3	50
1952	7	7	100	5	71	4	57
1953	7	5	71	3	43	1	14
1954	7	7	100	6	86	4	57
1955	9	8	89	8	89	5	56
1956	5	5	100	2	40	2	40
1957	2	2	100	2	100	0	0
1958	13	12	92	9	69	1	8

Table 8. STATUS OF LINDENWOOD GRADUATES, CLASSES 1949, 1950, 1953-1956,
THREE YEARS AFTER GRADUATION

	Total	Married		In graduate school		Employed	
		Number	Percent	Number	Percent	Number	Percent
		Respondents	170	118	69	16	9
Class							
1949	37	23	62	8	22	19	51
1950	24	13	75	1	4	12	50
1953	27	18	67	2	7	16	59
1954	25	18	72	2	8	17	68
1955	33	24	73	3	9	17	52
1956	24	17	71	0	0	15	63

Table 9. STATUS OF LINDENWOOD GRADUATES, CLASSES 1951-1954,
FIVE YEARS AFTER GRADUATION

	Total	Married		In graduate school		Employed	
		Number	Percent	Number	Percent	Number	Percent
		Respondents	86	59	69	3	3
Class							
1951	26	17	65	1	4	8	31
1952	25	18	72	0	0	13	52
1953	19	12	63	1	5	10	53
1954	16	12	75	1	6	5	31

Table 10. STATUS OF LINDENWOOD GRADUATES, CLASSES 1949 and 1950,
NINE AND TEN YEARS AFTER GRADUATION

	Total	Married		In graduate school		Employed	
		Number	Percent	Number	Percent	Number	Percent
		Respondents	58	49	84	1	2
Class							
1949	36	28	78	1	3	15	42
1950	22	21	95	0	0	5	23

Table 11. STATUS OF LINDENWOOD GRADUATES, CLASS OF 1949 COMPARED WITH CLASS OF 1958, AS REPORTED A YEAR AFTER GRADUATION

	Class of 1949		Class of 1958	
	Number	Percent	Number	Percent
Graduates responding	48	100	49	100
Married before graduation	0	0	6	12
Married during year after graduation .	8	17	17	35
Attending graduate school	8	17	13	27
Employed	38	79	38	78
In teaching . . .	20	53	17	45
In nonteaching . .	18	47	21	55

Table 12. COMMENTS OF 170 LINDENWOOD GRADUATES, CLASSES
1949-1958, CONCERNING THEIR JOBS

	Number	Percent
Graduates reporting employment	170	100*
Had kind of job they hoped to get after college	136	80
Had jobs which met their economic needs .	141	83
Felt jobs provided a step toward professional development	150	88
Were in jobs which served only to mark time	20	12
Were in jobs which were related to college major	145	85
Felt that their college training had helped them in their work	147	86

* Percents do not add up to 100 since more than one comment was made by a number of respondents.

Table 13. FUTURE EMPLOYMENT PLANS OF 248 LINDENWOOD GRADUATES, CLASSES 1949-1958

	Number	Percent
Graduates reporting	248	100*
Plan to stop work when married	12	5
Will work short time after marriage . . .	43	17
Will work only if necessary -- economic reasons	38	16
Do not plan to work	70	28
Plan to work indefinitely but with no interest in a career	17	6
Plan to have a career	68	27

* Percents do not add up to 100 since more than one comment was made by a number of respondents.

Table 14. ORGANIZATIONS AND COMMUNITY ACTIVITIES PARTICIPATED
IN BY 295 LINDENWOOD GRADUATES, CLASSES 1949-1958

	Number	Percent
Graduates reporting	295	100*
Church or religious organization	140	47
Professional or other work organization (except union)	106	35
Educational and cultural organization. . .	105	35
Social or community welfare work	94	31
Recreational group	55	18
Political organization or activity . . .	16	5
Labor union	3	1
Office-holding in a club or an organization	63	21
No participation in any activity listed .	85	29

* Percents do not add up to 100 since respondents reported more than one organization.

Table 15. OCCUPATIONS OF HUSBANDS OF 218 LINDENWOOD GRADUATES, CLASSES 1949-1958

	Number	Percent
Graduates reporting	218	100
Husbands' occupations		
Business	69	32
Engineering	41	19
Medical and scientific (except engineering)	32	15
Armed services	23	11
Teaching	21	10
Law	13	6
Government civilian service	3	1
Miscellaneous	16	6

APPENDIX A

The comments and suggestions of those responding to the questionnaire were constructive and timely, and reflected many of the same attitudes that were expressed through the national surveys of the NVGA Women's Section. Since such a large proportion of the graduates who responded were married, it was only natural that many of their comments had to do with the influence of their college life upon their role of wife and mother.

"Although the fact that we move often has kept me from participating in community affairs, I feel that my education has been a great advantage to me in adjusting to marriage. My college experience has given me a wide variety of interests with which to fill too much leisure time. Needless to say, the broadened perspective is also valuable."

"My college work and activities prove most valuable each day. As a mother, I find the child development courses most helpful. To me as a person, surely the well-rounded education I received at Lindenwood will always prove beneficial; and I shall always treasure the learning and experiences I was privileged to have there."

"My four years at Lindenwood have been invaluable to me, especially as a wife and mother of two and just as a person. How I've wished to get across to young 'gals' that college is just as important for everyday life as it is for preparation for a job."

"College helped very much in my role as a citizen and as a person but not really as a homemaker. Of course, it is largely not because of the college but because of me, since I concentrated on science. When I married and began keeping house, I found I had to make many unforeseen adjustments to shift from a working girl to a homemaker. College helped indirectly by assisting my personal development but not directly in preparing me for this change. I feel, however, that even if college had tried to show me this change was coming and to prepare me for it, it would not have done any good. I wasn't ready for it and wouldn't have listened to it then."

"I feel that my years in school have helped prepare me for marriage and raising a family. I believe that I am more tolerant and patient as a result of facing things objectively. Living with girls from different backgrounds has made it easy to be neighborly and, I hope, a good neighbor. An abiding desire to learn constantly, which I am certain stems from college days, keeps otherwise dull days from being completely monotonous. I am still an avid reader; I make time for this in my daily schedule."

There were a heartening number of graduates who expressed real appreciation for the worth of a small college, for the caliber of Lindenwood's faculty, and for the kind of learning experience they received here.

"The small college with its close relationship between students and teachers gives the students great help in developing a mature and friendly outlook."

"I think my classes, concerned primarily with my major and minor fields during my Junior and Senior years, were especially valuable because of the smallness of the classes. Much individual attention was received by all."

"I am happy and proud to have attended Lindenwood, as I constantly find that the full liberal arts education I received there is invaluable in meeting and dealing with day-to-day experiences. Had I attended a more vocational type institution, I am sure I would have been denied many interests in the fine arts; e.g., music, literature, religion, and philosophy, which I enjoy and hope to continue cultivating. The personal relationships between student and professor at Lindenwood greatly help to bring about such interests."

"To me, the most important by-product of my Lindenwood years is stimulation to think."

"My education received at Lindenwood has certainly made my life happier and richer in so many diverse ways that I can't really list them, but I can surely say that I wouldn't take anything for my four years at L. C. The friends I made among the girls and teachers are a lasting source of pleasure and inspiration."

"My four years at Lindenwood College have definitely helped in my work, not only through the time spent in the classroom, but from the opportunities found in the size of the school, the special attention, recognition, and security which Lindenwood provides."

"My college work was most valuable, as it should be, in developing my mind. My activities were of value in a similar

way, in developing social awareness, poise among others, leadership abilities, and a feeling of value in being part of a group."

"It would be impossible for me to say how much my four years at Lindenwood have meant to me. Because of them I have been able to adjust and to live a happy, normal life. The wholesome surroundings, the sincere friendships, the religious training, plus the personal guidance from my instructors, have proved invaluable to me."

"I have found that my college gave me that 'something extra' which has so many times given me a feeling of personal gratitude. It seems to me we were offered every opportunity for growth--religious, cultural, and otherwise."

"My college education at Lindenwood has helped me, I hope, to be a fairly well-rounded person. I am not flattering myself one bit, but I do believe the 'extras' at L. C., which included speakers, teas, dorm living, student government participation, and the feeling of being perfectly at ease with my instructors on up to the President, gave me a bit of self-confidence I would never have acquired elsewhere. Someone was always there, to give me help when and where I needed it."

"This evening I heard a radio program entitled 'The Case for the College,' which you probably heard of or heard. This attempt to describe what college is--what college gives the student--made me stop and review my college years. As one grows further away from the actual college experience, he realizes that the great majority of facts absorbed are rapidly forgotten and become relatively unimportant; but if the college education has been successful, it will have given the student a firm background on which to grow, to build, to evaluate and digest new information. It also instills a respect for more intelligence and a desire not to become stagnant but to continually grow. I realize these words have been a rather poor attempt to repeat often-stated platitudes, but it is my way of saying 'thank you,' because I think I received this kind of an education at Lindenwood."

There are many tributes to individual members of the faculty and many "kudos" paid to especially helpful courses which these graduates had taken.

"The two courses I had in Christian education were valuable in preparing me for my job, as was the experience I had in Washington, D. C., working in cooperation with the National Presbyterian Church."

"My husband takes an active part in politics and appreciates the history courses I took."

"My radio experience gained at KCLC is a great aid to my present job; in fact, without that background I could not have accepted my present position. Also, my courses in journalism furnished me with the necessary knowledge to work as publicity director for a radio station where most of my contacts were with newspapers and trade journals. Both courses I highly recommend to anyone interested in the field of radio."

"In addition to the courses in psychology which I took at Lindenwood, I feel that the training I received in English composition has proved invaluable to me. A great deal of my work involves the writing of confidential reports to companies concerning the test results of their employees. These reports are usually three to four pages in length and cover such material as intellectual functioning, work characteristics, and personality structure. I not only have to interpret the test results accurately but must write them in a manner which is clear and concise. This involves putting technical material into nontechnical terms so that the layman may understand it without difficulty. Each report is similar to a research paper, and I am grateful to Lindenwood for preparing me for this type of work."

"The course in nutrition and the home management house have been invaluable aids in my role of homemaker. The courses in fine arts have added many a pleasant and rewarding hour to my day."

A few of the graduates reflected the basic dilemma we face in education of women--to train for a career or for marriage. As one young woman wrote:

"I do wish now that I could have trained for a profession while attending Lindenwood. I took a general course because I planned to continue studying after graduation, but my marriage interfered with that. Now I have to train for whatever is available in the city in which we are living, and it is not exactly what I prefer."

Yet she goes on to say, "Because of my college background I have found it rather simple to obtain a position and keep it." Another young woman simply faced the fact that her marriage forced her into an interim "job" and that her career could well come later.

"After my marriage I was forced to accept secretarial and clerical positions instead of the newspaper work I prefer, as my husband was in the service and jobs were limited. After his release from active duty, we decided to have our children first. My hopes are that, after these children are in school, I will have the time and the opportunity to start the career I want. My thoughts on the subject are that a woman's years

as the mother of young children are limited, and after the children are in school, there are many, many years that can be empty if not intelligently employed."

This last comment also highlights the vital importance today for college-trained young women to acquire basic secretarial skills, either for the interim job during the early days of marriage or as an entry into one's chosen field.

"Why aren't shorthand and typing required? Fortunately, I studied typing in high school, but with the addition of shorthand many more jobs, even in my own field, would be readily available. Of course, college experience in its entirety puts you a jump ahead of noredicated cohorts, but there are basic skills (i.e., typing, shorthand, math, and writing) which are appreciated by almost any employer and required by many."

"The only suggestion I have is that of requiring secretarial training (at least typing) of all graduates. I have missed many opportunities for better jobs because I have not had typing and shorthand. Even to a model, most of the companies would pay much more if she could type and take shorthand."

"As for suggestions, I think that it would be wise to require all human relations majors to have a certain degree of skill in typing and some of the more general office procedure. After working here in the personnel office, I have discovered that if an applicant can't type she may be in real trouble in being located in a satisfactory position. Most of us who graduate with a B.A., especially in human relations, will begin much as I have, in an office. If you can't type, it is really dreadfully difficult to get the first job and experience which is so important if you plan to move upward."

Some of the graduates felt that they had "lost out" because they had not had education courses, yet others were glad that they had waited until graduate school. Their comments posed the second dilemma faced by so many young women students today in that the increasing demands of education courses tend to prevent them from taking as many general liberal arts courses as they wish.

"If a girl prefers work and graduates from Lindenwood with a 'nonpractical' major and a fairly high average, she can still get into her preferred job with a little persistence. There are well-meaning persons who discourage a girl from certain majors unless accompanied by courses in education. I have been

so glad that I took all the things I was interested in and didn't get too upset with those who said I wouldn't be able to get a job."

"I now wish that someone had insisted I obtain a teaching certificate while in college. I am sure I would have objected at the time but would be much happier now. I am completing work for an elementary credential 'just in case' I should need it at a later date."

"Lindenwood College was valuable to me as far as college work is concerned because I had practical experience in radio and teaching. Being a secretary or assistant to an executive entails a lot of seeing and hearing the various problems of the employees; and, believe it or not, the teaching helped in working with young high-school graduates that have the lower-grade jobs. I regret that I was not required to take a course in the fine arts similar to the one I took in humanities."

"I regret that I was unable to obtain a broader liberal arts education. In considering the excellent but time-consuming music education course offered by Lindenwood, I cannot wish that a single class had been omitted. However, I do feel that more history, home economics, science, etc., with the music would be of benefit."

"In my opinion, the B.M.E. degree should have included in it (as a requirement) English literature or a comparable English course. I find myself knowing very little about any literature, and I feel a college graduate should know more about literature than I do."

Since we send our graduates to graduate school with such high hopes, we are always grateful when they can write us in appreciation of their undergraduate training.

"It has been interesting to me to see how my work at Lindenwood has compared with the work done here in a European university. The outstanding point I have noticed is how very well prepared I have been in actual music studies."

"I consider my college work very valuable. As a graduate student in personnel and guidance, I find that I have had excellent background training."

"I am grateful to Lindenwood for the wonderful education that I received there. I had no trouble whatsoever in graduate school. As a matter of fact, my only trouble has been that I had so many courses in history that my counselor had a difficult time arranging a program that would not include courses that I had already had at Lindenwood."

"As a graduate of a liberal arts college, I find myself comparing my interests and professional abilities with fellow medical technology students, registered technicians, and other professional people. As far as nonprofessional interests are concerned, I have a wider acquaintance with and interest in literature, art, music, and national and international government than my colleagues, who are graduates of colleges with more emphasis on biological and chemical courses for professions such as ours. Their interests are less varied. My professional ability in comparison to these colleagues I believe to be as adequate."

"My biological training from college has proved to be sufficient at all times, occasionally outstanding."

It would be unnatural if there were no criticism and unfortunate if our alumnae were not to make constructive suggestions.

"There has been a great deal of controversy centered around the value of education courses, and I am quite sure that no one has the pat answer. However, as a first-year teacher, I would like to express my views:

- (1) The most valuable course in the field of methods was Methods of High School Teaching.
- (2) There is no substitute for knowledge of your subject, and the hours spend studying the hierarchy of a school system and the duties of the janitor seem to me to be ridiculous--much more so now than when I was in college.
- (3) A teacher's method is his own, geared to his own personality, and developed through experience in the classroom. I hope teacher-training programs will soon stop trying to feed this experience to new teachers and, instead, give them more tools to work with, such as more psychology, sociology, etc."

This seemed to be a frequent cry of those who had been in teacher preparation--more liberal arts subjects.

"In looking back I often wish I had taken the liberal arts course all the way through. Some of the courses have proven to be very valuable to me, such as child and adolescent psychology and children's literature, storytelling, art and music courses relating to the elementary education major. However, in the Kansas City, Kansas, school system the program of supervision was so thoroughly planned and executed that education courses were quite unnecessary; and the length of time I planned to teach would have made majoring in education unimportant. I say this because many of the education courses were repetitions of more interesting courses; for example, education psychology repeated child and adolescent psychology, methods of teaching repeated techniques learned in elementary school music and similar subjects."

"My main criticism is that I felt I completely wasted my time studying education courses. I realize these are necessary for

teaching, but there is too much repetition. I feel now I could have spent my time to much better advantage, such as having courses in literature, psychology, and philosophy."

"I firmly believe that my educational background from L. C. helped me greatly, but I maintain, now as I have before, that educators are placing too much emphasis on theory and not enough on subject matter."

One graduate wished that she had had better vocational counseling in her freshman and sophomore years; another wished that the counseling she had had been more realistic and that it had included the "idea of promotion, publicity, or advertising, three of the best fields for women and the highest paying."

That the maturing process is at work is shown by one or two other comments as these graduates look back over their college careers.

"In general, my greatest regret is that I was not made to work harder and live up to my capabilities. It was too easy to take short cuts; and I have since felt the lack of organized, stimulating, intellectual discussion. Also, I personally feel that the student should be given twice as much to do in the way of homework, additional courses, etc."

Undoubtedly, the answer to such criticism is the new awareness of the needs of the superior student and the programs that are being developed for these students. The following criticism has also been met by the special-problem course (No. 390) and the departmental honors work.

"There has been a lack in my educational background which I have felt ever since graduation, but it is intensified now that I am married and, through my husband, am in contact with the University of Puerto Rico. Here the influence of the University of Chicago in general education is quite strong, and there is a concentrated effort to build the curricula around source material as against textbooks. I have often had cause to regret the reliance (except in a few courses) on textbook material at Lindenwood, which allows the student to rely on the critical powers of an intermediary rather than developing her own. Therefore, I would urge a greater emphasis on the independent critical analysis of the student unprejudiced by the simultaneous reading of others' evaluations."

Indeed, for the most part, the college is constantly developing programs which are an answer to the felt needs of her graduates. A sociology

major wished for more work at the undergraduate level in the field of social work; Introduction to the Field of Social Work is the answer. An art major suggested a "workshop type of course (for the teacher of art) which would include the use of various media and materials appropriate to different grade levels and on the secondary level" and a course in Methods of Teaching Art; the studio work and the observation in the schools provide this help. Another art major made a plea for a course dealing more directly with commercial art, adding that "a visit to an advertising agency, an engraving company, and a newspaper should be included in this course. This gives the student an idea of the materials and techniques used in producing art work, as well as allows her to see how the art work is reproduced for magazines and newspapers." While such a course is not a part of our liberal arts curriculum, the required departmental field trips in the spring of each year may well bring this type of experience into focus for the aspiring commercial artist. Still another graduate wished for more time in the classroom for the prospective high-school teacher. One home economist who was working in the business field felt a strong need for mathematics, and still another wished she had had more economics and sociology rather than so much science.

Lindenwood College has a generous scholarship program for students from abroad, and one of our international student graduates wrote:

"As a foreign student, coming to Lindenwood College, to such a closely knit community, helped me to become adjusted to a new environment easily and prepared me for a larger university community. If I had gone to a large university first, instead of a small college, I would have had a more difficult time becoming socially and emotionally adjusted to the change and in getting to know Americans."

An American student wrote: "By far one of the most pleasant and enriching experiences at Lindenwood was the opportunity to know and work with students from other countries."

One graduate mentioned the advantage it had been to her to be able to work part-time in the biology department; another graduate spoke of the benefit from the Washington Semester program, as it "furnishes the student with a historical and cultural background and should be extended to more students if possible"; and still a third spoke of her indebtedness to Lindenwood for giving her the opportunity to take her twelve-month training period in medical technology at Barnes Hospital, St. Louis, during her last year at college.

Finally, many of the alumnae spoke of the intangibles--the development of the capacity to appreciate other ways of life, the maturing of one's own potentiality, and the growth of self-confidence and social poise. Several attempted to sum up in their words the benefits that they had received from Lindenwood, which in turn illustrate all of the purposes and objectives for which Lindenwood is known. As one said:

"I believe Lindenwood gives young women the following:

Poise

Contact with many different types of persons and the ability to accept each one as he is

Sense of duty or responsibility

Ability to perform or speak publicly

Firm foundation in her major field

Sense of belonging

These six things have meant more to me than any other; and, of course, the credit is due to the fine faculty and administration at Lindenwood."

Another student wrote:

"In regard to my college work, it has proven to be irreplaceable in all my jobs, which, I might add, have been very enjoyable. As a caseworker, I found my degree essential and courses in sociology and psychology necessary. In working and interviewing people daily, I have found that my speech and radio-TV training and background have been most helpful. When I do publicity for the agency, my journalism courses have been valuable. All in all, my education has been utilized in all my jobs. I feel that Lindenwood gave me a background that can apply to my social and working hours; also, serve as a help in managing my home."

A third graduate gave voice to the general feeling concerning the total educational program of the College:

"I am extremely pleased with the scope and caliber of the academic preparation I received at Lindenwood College, particularly in my major field, biology. I have found it an invaluable asset in graduate study and in my present teaching position. I shall be greatly pleased to see Lindenwood continue to adhere to the top-flight academic standards which have been blended into her tradition by an outstanding staff."

APPENDIX B

REPRESENTATIVE ENTRY JOBS OF LINDENWOOD GRADUATES IN NONTEACHING FIELDS:

Religious, Recreational, Social and Welfare Areas:

Welfare Visitor, Louisiana Dept. of Public Welfare, Baton Rouge, Louisiana
Assistant Director of Chippewa Trail Camp, Whitmore Lake, Michigan
Director, Christian Education, Northminster Church, St. Louis, Missouri
Director, Christian Education, First Presbyterian Church, Stillwater,
Oklahoma
Child Welfare Worker, St. Louis County, Maplewood, Missouri
Secretary, Organist and Choir Director, Cann Memorial Presbyterian Church,
Elizabeth City, New Jersey
Recreation Leader, Recreation Association, Illiopolis, Illinois
Assistant Program Director, Young Adults, YWCA, Portland, Oregon
Teen-age Director and Summer Camp Director, YWCA, Norfolk, Virginia
Personnel Assistant, American Red Cross, Chicago, Illinois
Assistant, Health Education, YWCA, St. Louis, Missouri
Assistant Area Manager, Blue Cross-Blue Shield, St. Louis, Missouri
Caseworker, Cook County, Illinois
Recreation Worker, American Red Cross, Fort Carson, Colorado
District Director, Girl Scouts, Indianapolis, Indiana
Teen-age Program Director, YWCA, Wausau, Wisconsin

Scientific and Medical Fields:

Medical Technologist, Quad City Pathological Group, Davenport, Iowa
Research Technician, Washington University Medical School, St. Louis,
Missouri
Chemist, Ralston Purina, St. Louis, Missouri
Research Assistant in Pediatrics, Washington University, St. Louis, Missouri
Chemist, U. S. Geological Survey, Fayetteville, Arkansas
Biology Librarian, Washington University, St. Louis, Missouri
Apprentice Engineer, Stekoll Petroleum, Dallas, Texas
Research Technician, University of Arkansas Medical Center, Little Rock,
Arkansas
Research Chemical Assistant, Dept. of Pharmacology, Washington University,
St. Louis, Missouri
Chemist, James Varley and Sons, St. Louis, Missouri
Chemist, Falstaff Brewery, St. Louis, Missouri
Cartographic Aide, Aeronautical Chart and Information Center, St. Louis,
Missouri
Medical Technician, Brooklyn Methodist Hospital, Brooklyn, New York
Research Assistant, C. F. Kettering Foundation, Yellow Spring, Ohio
Histochemical Research of the Eye, University of Chicago, Chicago, Illinois

Business--Secretarial and Clerical:

Secretary, Gardner Advertising Co. (Private Secretary to Busch Bavarian Account Executive), St. Louis, Missouri

Secretary, Methodist Publishing House, Nashville, Tennessee

Secretary, State Department Foreign Service, Buenos Aires, Argentina

Assistant Buyer, Fashion Coordinator, The Golden Rule, St. Paul, Minnesota

Junior Clerk, Standard Oil Company, Oklahoma City, Oklahoma

Assistant to Head of Business Survey Dept., Chicago Sun-Times, Chicago, Illinois

Secretary to Principal, Brentwood High School, Brentwood, Missouri

Secretary-Receptionist, The Miskkin Agency, Beverly Hills, California

Assistant Underwriter Trainee and Secretary, Great American Indemnity Insurance Company, Chicago, Illinois

Secretary to Assistant Manager, TRADE-A-PLANE, Aeronautical Publishing Firm, Crossville, Tennessee

Personnel Interviewer, Barnes Hospital, St. Louis, Missouri

Sales and Supervisor, Book and Record Department, Heer's, Springfield, Missouri

Secretary, NBC, Chicago, Illinois

Secretary, International Shoe Company, St. Louis, Missouri

Secretary and Psychometrist, Elliott and Ryan Industrial Services, Cincinnati, Ohio

Assistant Office Manager, Victor Joseph Company, New York City, New York

Administrative Secretary, Tokyo Bureau of the Associated Press, Tokyo, Japan

Congressional Secretary, House of Representatives, Washington, D. C.

Secretary and Social Director of Lindenwood College, St. Charles, Missouri

Assistant to Centennial Coordinator, Carson's, Chicago, Illinois

Assistant Buyer, Charles A. Stevens Company, Chicago, Illinois

Loan Interviewer and Credit Woman, Mercantile Trust Company, St. Louis, Missouri

Secretary-Receptionist, McDonnell Aircraft Corporation, St. Louis, Missouri

Departmental Secretary, Dept. of Surgery, University of Tennessee, Memphis, Tennessee

Office Supervisor Trainee, Liberty Mutual Insurance Company, St. Louis, Missouri

Assistant to Secretary, Ad Club of St. Louis, St. Louis, Missouri

Secretary-Receptionist, Park Board, Jefferson City, Missouri

Mail Teller and Public Relations, First Merchants National Bank of Richmond, Virginia, Washington, D. C.

Assistant Bookkeeper, E. B. Collins Company, Danville, Illinois

Supervisor of Sportswear Dept., Younkers, Omaha, Nebraska

Secretary, Rocky Mountain Research, Denver, Colorado

Personal Secretary to Director of Personnel Service, State University of Iowa, Iowa City, Iowa

Stenographer, Omaha National Bank, Omaha, Nebraska

Secretary, United Republican Finance Committee of Missouri, St. Louis, Missouri

Stenographer, F. B. I., St. Louis, Missouri

Art Secretary, Doyle, Dave, Bernbach Advertising Agency, New York City, New York

Home Economics in Business Fields:

Home Economist, Union Electric, St. Louis, Missouri
 Assistant Dietitian, St. Louis County Hospital, Clayton, Missouri
 Extension Home Economist, Iowa State College, Ames, Iowa
 Food Technologist, Libby, McNeill, and Libby, Blue Island, Illinois
 County Home Agent, Missouri Extension Service, Jefferson City, Missouri
 Food Supervisor, Pennsylvania State University, University Park,
 Pennsylvania

Radio-TV and Editorial Work:

Traffic Director, WKOW-CBS, Madison, Wisconsin
 Assistant to the Editor, Institute for Air Weapons Research, University
 of Chicago, Chicago, Illinois
 Associate Producer, TV, KETC, Washington University, St. Louis, Missouri
 Copywriter, WKY-TV, Oklahoma City, Oklahoma
 Continuity Checker, KSC, St. Louis, Missouri
 Director, Home Talent Shows, United Productions, Kansas City, Missouri
 Radio Writer, KMOX, St. Louis, Missouri
 Continuity Writing, KROC, Rochester, Minnesota
 Traffic Clerk, KMOX, St. Louis, Missouri
 Editorial Assistant, National Geographic Society, Washington, D. C.
 Assistant Editor, VonHoffman Press, St. Louis, Missouri
 Assistant Director, KMOX, St. Louis, Missouri
 Continuity and Engineering Secretary, KMOX, St. Louis, Missouri
 Women's Show, WLAC, Nashville, Tennessee

Art Fields:

Artist Apprentice, Sterling Advertising Agency, New York City, New York
 Artist, Phillips Department Store, Birmingham, Alabama
 Textile Designer, Robert Gentile Studio, New York City, New York
 Display Assistant, The Vogue, San Antonio, Texas
 Advertising Artist, American National Insurance, St. Louis, Missouri
 Civil Engineer Draftsman, Bureau of Engineering, Los Angeles, California
 Lecturer, Municipal Museum, The Hague, Netherlands
 Artist, Hallmark Cards, Kansas City, Missouri