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Annual Report of the Dean of Lindenwood College

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Dean
Gipson

ANNUAL REPORT OF THE
DEAN
OF
LINDENWOOD COLLEGE

MAY

1936

To the Board of Directors and the President of Lindenwood College:

Sirs:

I am presenting herewith a report of the Dean of the College for the college year, 1935-36.

Since my special preoccupation in the college is on the academic side, it has occurred to me that it might be worth while in my report this year to review some achievements of the college in an academic way since I have been submitting these reports.

It has always been my aim as regards the academic work offered at Lindenwood College not to allow our curriculum to remain static, but to endeavor year by year to be in the forefront of progressive ideas in education. With this end in view, I should like to cite some of our achievements in the past years.

For several years we offered a course in Orientation which was designed to aid the student to adjust herself in life on the campus and to give her some conception of the opportunities for women in the world away from the campus. The contents of that course have now been incorporated in various other courses of the college. This is particularly true of our valuable Freshman course in American Contemporary Civilization which not only prepares students for any of the social studies which they may later take, but gives them a comprehensive view of the society in which they are living.

The curriculum has been so adjusted that all the two-year courses may lead to a Bachelor's degree. In this way, while we offer the Junior-College work, at the same time that is not a blind alley for students but leads in every case to degree-granting subjects. We have endeavored so far as possible to correlate courses in the different departments with the idea that there is a relationship which may be established in all fields of learning and that students receiving training to this end will profit greatly thereby.

Each member of the academic faculty is an advisor of a certain number of students. The faculty member keeps this student as her advisee during her student college course and therefore becomes acquainted with her problems and is able to advise her intelligently because of this.

You will remember that two years ago that there was a very radical revision of our whole curriculum with the aim in mind of giving our students what I call "patterns for living". The plan has worked out extremely well and has met with approval among both educators and patrons, and is being adopted in colleges and universities all over the country. I believe that the college has reason to congratulate itself on such a forward-looking plan. The complete details of this plan will be found in my previous reports.

We have offered, each year, vocational advice and talks to students, and this year the members of the Senior class were given an opportunity to take a vocational test that they might see for themselves, from the test, what their special aptitudes were. Too many individuals feel that the Liberal Arts work cannot lead to preparation for vocational work, but to disprove this statement, we have outlined numerous courses for the entire four years in our latest catalog.

I call your attention particularly to such four-year courses as those in religious education and in social service work, which both, of course, contain preponderantly Liberal Arts subjects, but at the same time lead to a vocation.

We are doing an advanced type of work also in our social case work. Our students have been doing practical work in St. Louis for which they receive credit and those students doing specialized work this summer of a practical sort will also receive credit for that. Since there is such a great demand these days for trained social workers, the college felt that such a departure was necessary.

We look to an enlarged business department for next year with an idea in mind of our students becoming acquainted with the most advanced forms of office management.

In our department of Speech and Dramatics we plan to meet the demands of our students who want Little Theater work. This will not only give them specialized training should they wish to go into work of this sort of a professional nature, but will fit into our plan of preparing students for community life.

Each year we give students entering our Placement tests. These show not merely the capacity of each student, but enables us to adjust her course of study in conformance with the ability she exhibits in these tests.

I feel that our honor societies have a very important place on our campus. Our desire is that every student should have opportunities in extra-curricular activities and, since a gratifying number of these societies are of national standing, it is a great incentive to our students to be able to have membership in one or more of them. With the understanding, however, that all students cannot meet the scholastic requirements, we have in addition various organizations on our campus in which this is not the sole criterion. We are endeavoring to make our guidance work from the academic standpoint as complete as may be so that students, when they leave Lindenwood College, will feel that our consideration for them has not been confined to the scholastic side alone.

In addition, I do feel that we are keeping a high standard of scholarship. We endeavor to confine our Freshman class each year to students who have done highly acceptable work in their High Schools. It is, I am convinced, not fair to a student totally incapable of college work to admit her to the ranks of those who may be able to do a brilliant type of work. There is often a great deal of mental suffering that follows an unwise step of this sort, and I believe that there are many occasions where the student never recovers from the social maladjustment that follows. A college, therefore I feel strongly, owes it to the individual as well as itself to keep a high standard of scholarship.

In this connection, however, I feel that Lindenwood College has every consideration for the student who is slow in adjusting herself. I have always felt that the universities in their haste to dismiss, at the end of the first semester, students who have not measured up to their requirements have wasted a good deal of acceptable college material. Many students are slow in orienting themselves, and I have always had the feeling that any time and aid that a college can give them is not too much to expect. It is only after repeated failures, therefore, that a student is asked to withdraw because of her scholarship. Most of our losses in students during the year, therefore, and these losses are not great, will be found

to be for other causes than this. Sickness in the family or other difficulties of a personal sort, emotional crises which are so abundant among students of this age, all have a greater share in this than scholastic difficulties.

This is a tremendously difficult age for the young woman or the young man. Millions of their contemporaries not merely have no work but see no prospect of obtaining work. It is a disheartening and appalling outlook for them. Nevertheless, Lindenwood College does try to stress the fact that carelessness, flippancy and cynicism will do nothing to solve these problems. The race as never before is going to be to the strong,--the strong not only physically but intellectually and morally, and no college can make a greater contribution to the civilization of its age than to send out its students well-trained in these directions. This is my aspiration for the students who come here.

From the account given above, therefore, I hope you will get some small conception of the way I have endeavored to direct the academic side of the college during my years as dean at Lindenwood College.

Other changes might be mentioned, but these seem the most significant. I now submit the following statistics concerning the educational side of the college.

DEGREES, DIPLOMAS, AND CERTIFICATES CONFERRED

On the eighth day of June, 1936, the following degrees, diplomas, and certificates will be conferred:

COLLEGE OF ARTS AND SCIENCE

Bachelor of Arts.....	27
Associate in Arts.....	<u>14</u>
	41

SCHOOL OF VOCATIONS

Bachelor of Science (Education).....	5
Bachelor of Science (Home Economics).....	2
Bachelor of Science (Economics).....	1
Bachelor of Science (Social Science).....	3
Certificate in Business.....	5
Certificate in Physical Education.....	2
Certificates to Teach (State).....	<u>24</u>
	42

SCHOOL OF MUSIC, ART, SPEECH AND DRAMATICS

Bachelor of Music (Organ).....	1
Diploma in Music (Voice).....	2
Certificate in Speech and Dramatics.....	<u>1</u>
	4

Total.....87

GENERAL ENROLLMENTCollege Enrollment

	<u>1st Sem.</u> <u>1934-35</u>	<u>1st Sem.</u> <u>1935-36</u>	<u>2nd Sem.</u> <u>1935-36</u>
Seniors.....	28*	38	39**
Juniors.....	45	25	26'
Sophomores.....	83	88	86
Freshmen.....	202	184	175
Total	358	335	326
Specials.....	35	49	49
Total	393	384	375

Note: Seventeen (17) students withdrew by the close of the first semester.
 Nine (9) students (includes one college special) entered the second semester.
 Four (4) students withdrew during the second semester.

- * 30 Bachelor's degrees were granted in June, 1935.
- ** 39 Bachelor's degrees will be granted in June, 1936.

CHURCH ENROLLMENT FOR THE YEAR

	<u>1st Sem.</u> <u>1934-35</u>	<u>1st Sem.</u> <u>1935-36</u>	<u>2nd Sem.</u> <u>1935-36</u>
Presbyterian.....	95	97	94
Methodist.....	77	59	58
Episcopal.....	31	42	43
Christian.....	35	31	30
Baptist.....	25	21	22
Christian Science.....	14	12	11
Congregational.....	17	14	12
Catholic.....	16	15	13
Evangelical.....	13	9	9
Lutheran.....	11	8	7
Jewish.....	9	15	15
Church of Christ.....	2		
Ethical Society of St. Louis.....	1		
Latter Day Saints.....	1	1	1
Community.....		2	2
United Brethern.....		1	1
Quaker.....		1	1
No Preference Indicated.....	11	7	7
	<u>358</u> *	<u>335</u> *	<u>326</u> *

Note: These totals include only those students regularly enrolled as academic students in the college throughout the semesters indicated.

HOURS OF THE FACULTY

COLLEGE DEPARTMENT

-000-

<u>Name</u>	<u>1st Sem.</u> hours	<u>2nd Sem.</u> hours
Dr. Roemer.....	2	-
Dr. Gipson.....	3	5
Miss Allyn.....	13	13
Miss Anderson.....	13	12
Miss Bailey.....	13	14
Dr. Benson.....	8	13
Dr. Betz.....	11	11
Miss Burns.....	12	12
Dr. Case.....	14	16
Miss Dawson.....	11	12
Dr. Dewey.....	11	16
Dr. Ennis.....	16	-
Dr. Evers.....	16	16
Dr. Gregg.....	14	14
Miss Hankins.....	14	15
Miss Karr.....	22	18
Miss Kohlstedt.....	-	2
Miss Lear.....	12 $\frac{1}{2}$	14
Miss Mitchell.....	17	15
Mrs. Moore.....	11	11
Miss Morris.....	13	13
Miss Reichert.....	11	11
Miss Rice.....	14 $\frac{1}{2}$	15
Dr. Schaper.....	16	12
Miss Stookey.....	11	8
Dr. Talbot.....	-	15
Dr. Terhune.....	16	15
Miss Tucker.....	14 $\frac{1}{2}$	11
Mrs. Underwood.....	3	3
Miss Wurster.....	17	15

Note: This list includes only academic credit hours.

HOURS OF THE FACULTY

SPECIAL DEPARTMENTS

-000-

<u>Name</u>	<u>1st Sem.</u> <u>hours</u>	<u>2nd Sem.</u> <u>hours</u>
Miss Aegerter.....	5	18
Miss Bornman.....	26 $\frac{1}{2}$	29
Mrs. Burkitt.....	6	5
Miss Englehart.....	23 $\frac{1}{2}$	26
Mr. Friess.....	12	15
Miss Gieselman.....	26 $\frac{1}{2}$	26 $\frac{1}{2}$
Miss Gordon.....	12	15
Miss Isidor.....	30	30 $\frac{1}{4}$
Dr. Linnemann.....	11	12
Mr. Thomas.....	25	25
Miss Walker.....	15	15

ENROLLMENT ACCORDING TO DEPARTMENTS

<u>Course:</u>	<u>1st Sem.</u>	<u>2nd Sem.</u>
American Contemporary Civilization.....	179	-
Bible and Philosophy:		
Bible.....	105	114
Ethics.....	24	-
Logic.....	-	9
Philosophy.....	4	24
Biological Science.....	146*	151*
Classical Languages.....	33	51
English:		
English Composition, Short Story Writing.....	183	176
Eng. & Amer. Lit.; Child Lit.; Meth.Teach.Eng..	92	118
Journalism.....	7	8
Geography.....	-	9
History and Government.....	66	65
Mathematics.....	24	10
Languages:		
French.....	125	110
German.....	21	17
Spanish.....	33	34
Methods of Teaching Modern Languages.....	3	-
Physical Education.....	234	190
Physical Science:		
Chemistry.....	23	58
Physics.....	5	15
Psychology.....	69	85*
Sociology and Economics:		
Sociology.....	71	46*
Economics.....	13	28
Methods of Teaching History & Social Sciences..	-	8
<u>Special Departments and Vocational Departments</u>		
Art.....	65	67
Business.....	88	81
Education.....	34	67
Home Economics.....	85*	66
Library Science.....	-	9
Music:		
Choir.....	40	35
Piano.....	76	80
Organ.....	12	15
Violin.....	7	8
Voice.....	47	49
Orchestra; Ensemble.....	12	12
Theory of Music.....	58	59

* Please see note on next page.

<u>Course:</u>	<u>1st Sem.</u>	<u>2nd Sem.</u>
Music: (Cont.)		
Sight Singing.....	31	28
Ear Training.....	30	29
Music Methods.....	15	12
Speech and Dramatics; Story-Telling.....	93	103

- * The 14 students enrolled in the Family course and the 13 students enrolled in the Child Development course are included in the totals for the Biological Science, Home Economics, Psychology, and Sociology departments.

I need not say, in closing, that a high type of academic work would be impossible without a hard-working and devoted faculty. I can speak only in the highest terms of the faculty of Lindenwood College who cooperate on all occasions in the bettering of the academic work offered. They are carrying heavy schedules of work cheerfully. The average load runs from thirty-eight to forty hours of work a week for the time they put in on their actual college work, which does not include their own studies or research work, nor even the extra time given to the advising of students outside their own classroom which they have to do as advisors in the college. I am, therefore, looking forward with eagerness to the time when the financial remuneration by the college may be, at the least, what it was a few years ago. Most of the members of the faculty are carrying heavy financial burdens, and resulting financial worries have therefore naturally followed several heavy salary cuts which they accepted with the best of spirit, as I am sure the President will inform you. I am sure that, with your knowledge of the cost of living at present, you will feel this as of first importance as soon as it can possibly be achieved. We look, on the academic side, continually to improving our standard of work and keeping, as in the past, in the forefront as regards advanced ideas in our curriculum.

Respectfully submitted,

Alice E. Gipson

Dean.