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Faculty, Student, and Alumnae Statements on the Creation of a Men's Coordinate College at Lindenwood

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LINDENWOOD COLLEGE

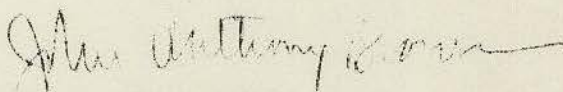
The President's Office

February 22, 1968

TO: Members of the Faculty
Administration
Alumnae Association Representatives:
Marguerite Hall
Rosanna Bruere
Barbara Hamill

FROM: John Anthony Brown

The attached statements were prepared by students, faculty, and alumnae for internal use only. Clearly this material should not be made available to those not connected with the Lindenwood community. I, therefore, ask you to treat it as confidential material.


John Anthony Brown
President

JAB:PJ
Enc.

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"You have invited opinions on a coordinate men's college. I can not see why there wouldn't be waste in duplication of facilities and faculty. Are we in a position to afford the more costly arrangement? How many years has it taken for the Claremont, Pomona Complex to become a paying proposition, if it has?

A co-educational institution is a more natural learning situation. How many of these young women will work in institutions segregated on the basis of sex? When they attend classes of all women, discussion lacks the male point of view which helps to create a much more healthy mental attitude. I realize that men on the scene will create some problems but I believe that it will help to solve others. Segregated women develop unbelievably petty attitudes directed against each other, faculty and administration. This idea occurred to me after a conversation with a student who had been away from Lindenwood for twenty years. I dare say that any head resident could cite examples.

Many of the students have expressed a fear of the competition that fellows would provide. In my opinion they need it.

As you no doubt realize, Speech and Theatre are always handicapped in either a men's or a women's college. The rapport is more typical with both sexes present in a speech class. Almost all plays worth producing require as many, if not more men than women. A high standard can not be attained with just any male that can be brought in. Men are not usually available for sufficient time for growth in the role unless they are in class or held accountable in some way.

These opinions are from one who came up through co-educational institutions. My twenty-five years of teaching in a liberal arts woman's college have confirmed my belief in the liberal arts approach but I can not believe in segregation on the basis of sex."

Submitted by

Juliet McCrory
Associate Professor of Speech

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"The idea of a coordinate college has been extant at Lindenwood since I came here in 1950, and was probably discussed long before that period. I would like to attack the proposal from two points of view, (1) that of the college as a whole, and (2) that of the Economics Department.

Effects on the Total College Outlook

It is common information that private colleges find themselves in financial trouble at the present time. Their enrollment is not keeping pace with the public institutions. Since they are not supported by taxation, they must secure their income from gifts, tuition, and endowment. Inflation reduces the purchasing power of the endowment, increases costs such as salaries, new buildings, and maintenance, and makes necessary increases in tuition. Larger gifts do not come as easily as they used to. Relatively high tuition is causing the private colleges to price themselves out of the market except to those with high incomes and those who desire special services with their education.

In the past Lindenwood has had an image which gave an indication of providing services which coincided with the value system of the customers it served. Most parents believed in the Protestant Ethic, and since the college was affiliated with the Presbyterian Church, Presbyterians supported it to some extent. Many people regarded Lindenwood as a finishing school. Our students exhibited quality, class, and social know-how. On visits to Washington University with a group of our students, Washington University professors frequently remarked favorably about their appearance. Lindenwood girls were prepared for marriage. Indeed, they had a higher rate of marriage than did girls from public universities.

Within the recent past, parents sent their daughters to Lindenwood to shelter them and protect their virginity. After that they could venture out into the world and go to a big university for the last two years in order to find a husband. St. Charles and the surrounding community have never provided a large enough supply of men of the quality that matched that of the Lindenwood students. With large numbers of students leaving after the first two years, Lindenwood has not moved far from the position of a junior college.

The campus at Lindenwood has been spacious and beautiful. The buildings were expensive, made to last, and preserved the memory of their donors. They adhered to a certain type of architecture. There was little mixing between town and gown. The town and the alumnae assumed that Lindenwood was well established financially.

However, we live in a dynamic society. Across the nation religion has lost much of its favor. Chapel is no longer required. The daughters no longer like church attendance of the type preferred by their parents. The Presbyterian Church now furnishes Lindenwood with approximately only one per cent of its income. Girls can no longer be sent to Lindenwood to protect their virginity, nor anywhere else for that matter. The idea of a finishing school is no longer a popular one, nor is the name Lindenwood Female College. Lindenwood girls no longer distinguish themselves at all times because of their clothing or appearance.

The campus has changed. The increase in student population has brought an increase in the number of buildings. The old type of architecture is too expensive. The old buildings last, but they do not attract students like the new buildings on the campuses of growing institutions.

We have analyzed the problem of retention. We have advertised small classes and personal attention. We have tried to get young men on campus for social occasions, but always the lack of them has been an excuse for students leaving. It has been said that girls are not in a "normal" situation. They not only want dates, they want to be with them on the campus, in classes, and in the dormitories. We have a new science building, we are preparing a new art building, we have emphasized horsemanship. We have introduced the Freshman Common Course, the Senior Synthesis, a new calendar, and raised our standards. The problem of retention has not been solved.

Other girls' colleges have been moving in the direction of either coeducation or coordinate education on the national scene. Locally, William Woods is an example of improving enrollment because of its cooperation with and proximity to Westminster. William Jewell, Missouri Valley, and Drury retain their students into the upper division and hence do not have such small senior classes relatively as we do.

I favor an attempt to promote coordinate education if it can be done financially. The early years will be those of struggle. We will have to get rid of our image as being a girls' school only. We have plenty of land, but the need for more buildings for men will present something of a large expense. Attracting men of high quality will be difficult at first. But I think the experiment is worth trying.

Effect of Coordinate Education on the Economics Department

The effect of bringing men to Lindenwood can be only favorable in relation to the Economics Department. Economics is now closely related to mathematics and emphasis on mathematics here would bring about a close marriage between the two departments. Because men tend to gravitate to economics more than women, economics classes would be larger, discussions would improve in quality, and students would be stimulated to do better work. Small upper division classes in the Economics Department would be a thing of the past. And last, because girls tend to follow their boyfriends to other campuses, perhaps a few would either come or stay here to associate with the opposite sex. This has undoubtedly been true in the private colleges located in Missouri.

Conclusion

Because of the reasons stated above, I feel that a coordinate college is an experiment worth trying. So far the medicine prescribed has not removed the symptoms. The old order changeth."

Submitted by

John B. Moore
Chairman, Professor; Economics

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"I strongly recommend that the administration take deliberate steps towards establishing a coed program at Lindenwood. The following remarks and observations are offered in support of this recommendation:

1. Unlike most women students, men do not consider the bachelor's as being a terminal degree in music. If it is financially feasible, men elect to go on to graduate school. However, whether male students continue with their education or go directly into the field, their attitude to a large degree is typified by a sense of urgency and a more serious attitude toward their studies during the undergraduate years. This is in contrast with the attitude that has been characteristic of too large a number of music students who consider their stay at Lindenwood as a time-killing experience before marriage or transferring to another school.
2. In music there is a greater tendency among men than women to go into composition as a secondary subject. Since music departments are traditionally conservative it is vitally necessary that student composers be attracted to our campus. There is nothing more depressing than being aware that students in fields outside of music are dealing with the latest knowledge or discoveries and then realizing that music students devote 90% - 100% of their time to learning techniques that are at best 100 years old. Student composers would help the department move from the 18th and 19th centuries into the 20th.
3. The possibilities for a strong choral and instrumental program are much greater in a coed situation."

Submitted by

Arsenio Giron
Assistant Professor, Music

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"Let me dare to make what I know are a few unpopular observations:

1. The overwhelming majority of our clientele, the parents of college age daughters, are not interested in graduate school and hope their daughters at twenty-two will be independent or can be when they graduate as seniors. Their primary interest is not liberal arts.
2. If we assume that thirty per cent of high school seniors cannot profit from college education and that thirty per cent could succeed in any college, that leaves forty per cent in the middle, who could succeed in a small college with excellent teaching and other facilities. The statistics presented at Pere Marquette proved an observation I had long held. Lindenwood was never a Wellesley of the West; but was a college where an average student could be turned into an excellent citizen, could, if she choose, leave college with a skill or training which would make her economically independent, acquire enough of the liberal arts to free her mind (whatever that means) and for one in the upper level of ability prepare her for graduate school or professional schooling beyond college.

The corporation prospered, and I might add even profited, under this policy. And in my opinion rendered a valuable service to the nation and the world. I do not believe a college is limited to two choices-- Harvard or Parsons. There is a respectable place some where in between.

3. For twenty-five years complaints about 'no men' have seeped up to faculty and administration from some segments of the student body. I have no proof but I do have a suspicion the laments come from those who would be without dates if the place was overrun with eligible males.

I am confident the frustrating exodus at the end of the freshman and sophomore years results from the desire of many parents who would like to have their daughters in a women's college a year or two before turning them loose on the campus of a large university. A coordinate college would not be a selling point for them. Parents have said to me they want their daughters to have two years on the home state university campus in order to become acquainted with the men and women in their home state. The coordinate college would not solve this problem. Q.E.D. I just cannot believe a coordinate college is the answer."

Submitted by

Homer Clevenger
Professor, History and Political Science

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"There are a number of important questions concerning the advisability of moving towards the establishment of a coordinate college for men which I am not in a position to discuss. These include the legal restrictions upon the use of the campus and endowment for education which includes men, the possible sources of financial support for a college for men, and the situation now confronting private colleges seeking to enroll men. I present five reasons for believing that it is desirable to move towards the establishment of a coordinate college for men.

1. The first considerations which point to this conclusion are found in the history of Lindenwood College. It will soon be fifty years since this College added courses for juniors and seniors. In this long trial period we have not succeeded in establishing a strong position as a four-year college for women. The proportion of students in upper division courses, and the numbers of students enrolled at Lindenwood for four years, have not been satisfactory. The basic reason for this is the reluctance of the majority of women who enter here to spend four years on a woman's college campus. What our history proves, I think, is that there is a much larger constituency for a junior college for women in the middle west than for a four-year college for women.

There is evidence that our history is not unique in this matter. In recent years colleges for women in our area, including Shimer, Rockford, Macmurray, and Milwaukee-Downer, have taken steps towards the enrollment of men, or merged with institutions which include men in their constituencies. The relationships established between William Woods and Westminster colleges should be considered also. The colleges similar to Lindenwood which have not announced such plans, such as Western and Stephens, are located alongside large university campuses.

2. Evidence today indicates that it will be much more difficult in the future to establish a strong four-year college for women in isolation from campuses which include men. When Vassar announced its decision not to move to New Haven, it indicated that it would provide for the education of men. There is an evident movement away from the separate education of men and women in the sections of the country which has the most famous colleges for men and for women. I have been saying, for at least ten years, that in forty or fifty years there will probably not be separate colleges for women, at least among private and Protestant church-related colleges. The movement towards coeducation, and towards clusters of colleges, is now more rapid than I had expected.

3. The present situation on the Lindenwood College campus presents the varied problems of the separate college for women in the middle west. Despite an improved and exciting new curriculum, and a 'new freedom,' there is a fundamental discontent. Many of the complaints concern our academic program. But this does not necessarily mean that changes in the academic program would eliminate or even reduce the complaints. Two students discussed their plans to transfer to other institutions next year, as they were standing outside my office recently. One said to the other, 'When did you decide to transfer?' The answer was immediate: 'The first day I spent here.' In order to understand the most basic sources of the discontent, we need to contrast the excitement of the coeducational high school life from which our students come with the situation of women at Lindenwood. There are many clues to our most fundamental problems: the preoccupation of our students with problems in the sexual area, the number of unsuitable men who date our girls, the concerns of our juniors and seniors who have not met the kind of men they would

like to meet, and the continual discussion of what courses will transfer to coeducational institutions. Many years ago I came to two conclusions: Saint Charles is a more suitable location for a coeducational institution than for a college for women; and a community of six to eight hundred women between the ages of 17 and 21 in Saint Charles is not a self-sufficient society. Many of our students, especially in the upper classes, would add that this is not a social question only; they would like to have the masculine point of view--I will not say 'mystique'--represented in the classroom.

4. There are important values offered in a woman's college, such as the opportunity for women to take positions of leadership, and the provision of majors suitable for women. But these are not the only values to be sought in one's college experience, and they are not the dominant values expressed by young women of college age today. It should be possible to establish a coordinate college for men, and at the same time to provide an education for women which will go as far as possible towards the preservation of the opportunities for self-development for young women, in a more normal and complete social setting.

5. There is another aspect of the present situation at Lindenwood which bears upon the decision concerning a coordinate college for men. It is now apparent that we have the faculty and the physical facilities for a larger enrollment than seems possible if we limit our admissions to women who are capable of good academic work. This is especially true since the Howard I. Young Science Building was completed. In many of our departments, the addition of men would make the work of the College more interesting both to our students and to the members of the faculty.

Respectfully submitted,

C. Eugene Conover
Dean of the Chapel

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"Congratulations for planning to introduce a coordinate college. With the growth of the Northwest through the establishment of the Northwest Plaza and the increase of the populations of the City of Saint Charles from an original 10,000 to well over 30,000 the establishment of coordinate facilities would seem a public service to a growing community, besides affording the institution the larger enrollment, especially in the sciences, which its present facilities justify. This would also make it possible for Lindenwood to retain those of its excellent faculty currently on the staff. The problem would be to convince those girls who came to it because it was primarily a girl's college to try the new look for two years and see how they like it. It is likely that they will enjoy the change and be the first graduates of the NEW LINDENWOOD. To it, its Administration, Faculty and the Board of Trustees which governs it go my sincerest best wishes.

Thanking you for the opportunity of expressing our consensus on this subject, I am,

Very Respectfully Yours

Frances Geyer Crowley
Associate Professor of Spanish"

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"My typewriter does not take instructions nor does it follow them very well, so perhaps I should put my ideas into the computer and let it organize them for me.

I have several thoughts concerning the approach to the coordinated college. First, I am selfish--my thoughts turn first to the effect on the mathematics department. I feel that we must have more students if the Mathematics Center is to take hold and progress into a reality. So this would be one way to approach the increase of students, especially men, interested in a strong, substantial, program in mathematics. This would also be a way to attract a better caliber of mathematics faculty, which is essential also for the Mathematics Center.

Another idea, perhaps more general, is that I should like very much to see emphasis put on bringing men into the program at the Junior and Senior level. This would have a definite effect on our upper division courses, increasing the enrollment in these courses where it is so badly needed.

And perhaps, just as important would be the hoped for effect--that of enticing more of our upper class women to stay here to complete their college program and not transfer out at the end of the Freshman or Sophomore year.

Of course, I have always loved to work at Lindenwood College as it has been, but we must see the whole situation as it is today, and to do less would be to shut ourselves up in our little "female" college world and try to kid ourselves that we were progressing. So, I certainly feel that we must take this step and make a new approach to our whole program. In fact, I would welcome some "male" students in our program.

May I add a note here on the history of mathematics--the Chinese have always considered the even numbers to be the female numbers and the odd numbers to be the male ones--so I would welcome some 'odd numbers' on our campus."

Submitted by,

S. Louise Beasley
Mathematics Department

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

I am heartily in favor of our exploring every means toward establishing a coordinate men's college on or near the campus of Lindenwood College, for the following reasons:

1. Most of our Lindenwood students have been in classes with students of the opposite sex since childhood. It is natural and normal that they should continue to share their intellectual and esthetic experiences with young men at the college level as they have already done at the high school level. It is also my opinion that mixed classes are generally more intellectually stimulating, from the standpoint of both the students and the instructor.
2. When contacts between our students and young men students are limited to social relations only, as is the case at present, these relations are often fostered under rather artificial conditions and tend to be somewhat casual and superficial. I believe that the existence of a coordinate men's college would tend to bring about a more natural relationship between students of both sexes and would consequently result in a more healthful and more satisfying social life for Lindenwood students.
3. Coeducation seems to be the prevailing pattern in higher education throughout this country, but this is especially true of the Middle West. Although we attract a considerable number of our students because we are a women's college, I believe we will eventually attract more students if we allow a coordinate men's college to be established nearby. Private coeducational colleges may not be having an easy time these days but they are still faring better than private colleges for women.
4. The areas of science and mathematics are particularly attractive to men students. With our well equipped Young Hall of Science and with a Center for the Undergraduate Study of Mathematics to be established in the fall of 1963, we can easily train many more students who wish to specialize in these fields. It would seem both natural and practical to open these facilities to students of both sexes.

Submitted by

Thomas W. Doherty
Professor
Department of Modern Languages

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

One would expect that an individual in the Sciences or Mathematics would be prejudiced in favor of having male students in attendance at the College, merely because it is well known that men are more interested in these fields than are women. I must admit that I am so prejudiced. However, I do feel that the presence of both men and women in classes of all disciplines would be advantageous to both the men and women involved, and also to the instructors. The reason I say this is simply that I am convinced that men and women tend to approach similar problems or situations in a dissimilar fashion. In both cases the individuals concerned are seeking the truth, and I believe that a more complete picture of reality can be achieved when differing approaches are utilized. To put it even more simply, I believe that there is more than one way of arriving at an understanding of reality, and differing approaches would complement and enhance each other. Such a situation would seem to be advantageous to all parties involved, and I would therefore be very much in favor of establishing a men's coordinate college at Lindenwood.

Submitted by

J. Walter Grundhauser
Professor
Department of Biological Science

"I should like to see a coordinate men's college or a coeducational college."

Submitted by

Mary Talbot
Professor
Department of Biological Science

"I am very much in favor of working toward the establishment of a coordinate men's college here."

Submitted by

Ann F. Nord
Assistant Professor
Department of Psychology

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

Thank you for your memorandum of January 5th. I believe that, though there is at least one disadvantage to Lindenwood's becoming associated with a men's college, this is outweighed by advantages. I am, therefore, in favor of establishing a coordinate men's college on the farm behind Lindenwood, as has been suggested in the past; or it seems to be an equally good plan, if possible, to have the college become co-educational.

The disadvantage is that women tend, when in the classroom with men, to play down their own ability and not compete intellectually with the men. I observed this when teaching one semester at Washington University.

On the other hand, I have seen at Bishop Otter College in England, where I taught for two years, a growth in vitality since it became co-educational. Where it was once a small college with a rather provincial atmosphere, largely unaware of the world outside its walls, it is now a place with wider horizons. It has no more problems than before, only different ones; and one feels that there is now a contact with significant issues in the world, a questioning and challenging of values that seem to me to be ideal in a place of learning.

Then there are the obvious advantages of a coordinate college: better work in music groups and in drama, and a social life that is happier because men need not be 'imported' for dances and parties. Also, the girls meet men, not just on social occasions but often and informally, as in the world outside the campus.

With best wishes for your discussions with faculty and Board.

Submitted by

Agnes Sibley

Professor

Department of English

Currently on Sabbatical leave in England

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"It is my belief that a coordinate men's college in connection with Lindenwood College would be a very good thing.

1. It would provide the girls with a masculine academic point of view (not necessarily better, but different) which might serve as further intellectual stimuli.
2. Socially, it should improve the environment.
3. Some courses should be integrated. In Speech-Theatre, for example, all acting and production courses would be better if they included both men and women.
4. Male performers are essential for normal, active theatre.
5. Male technicians would be an asset.
6. Personally, I would suggest an Episcopal college, as this would be in line with the present ecumenical trend.
7. I do not feel that Lindenwood College would lose its identity or be overshadowed."

Submitted by

Robert Douglas Hume
Associate Professor, Speech

"In reference to this matter of a coordinate men's school for Lindenwood, I feel that this is an infusion this school needed twenty years ago. The details of the organizational relationship can certainly be worked out advantageously by the board and the administration."

Submitted by

Hugo Bauer
Associate Professor
Director of Audio Visual Center and
Language Laboratory

"In expressing my opinion about a possible relationship between Lindenwood and a coordinate men's college, I want to say that I am very much for it in principle because I believe in beneficial educational aspects of co-educational college for both young men and women."

Submitted by

Grazina Amonas
Associate Professor
Physical Education

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"Following the trend already set by many women's colleges in this country who have either united with a men's college or have created a coordinating college seems to me to make good sense. It makes sense from a practical, economic standpoint as well as from the social. Small colleges may be better able to survive financially because of sheer increase in numbers, not only because of the addition of men students, but probably also because of higher retention of those women students who are now leaving to attend coeducational institutions.

As a member of the faculty, I can only cheer the idea, especially if the faculty is shared, both because I feel that the teacher's usefulness would be doubled and because I believe that women students function better when challenged by the male presence and male competition. Even habits of dress and grooming now so sadly neglected may possibly improve, and, as far as problems regarding the moral climate are concerned, surely they could hardly be worse and might even improve, provided that we don't try to be as permissive as we have been this year. Perhaps it is not the time nor place to mention this, but the addition of a men's college could become an acute problem if we don't recognize the fact that we all need some guidelines and limits. If these are not provided it only results in confusion and discontent. Letting students do as they please about almost everything doesn't make them happy--it only makes them unhappy because they can't do as they please about absolutely everything. Discontent on this campus now is largely due to the lifting of most rules. Rules are always resented, but they make most of us more contented (and by most of us, I mean human beings, not teachers!).

If we do not go overboard in our permissiveness, having a coordinating men's college could be a welcome shot in the arm and a healthy and stabilizing influence for Lindenwood."

Submitted by

Katherine Norris
Instructor, Modern Languages

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"I would like to express my views on the proposed coordinate men's college by answering some of the objections which have been voiced.

I have often heard that there is a need for colleges for women because the education of women is distinct from that of men. This may have been valid in the days when women were not admitted to college with men. Today, however, admission policies do not exclude women because of their sex and a strictly female college is not a necessity in that regard.

Women's colleges were necessary in the days when women were relegated to the home. Special colleges were needed to train women for the limited, non-professional world of the home and community. The women were taught the physical and social graces; they learned to converse with reasonable intelligence and lucidity. However, they were to refrain from active roles in anything but a few socially acceptable volunteer jobs. The women who worked for a living in those days were assumed to be widows or married to alcoholics. This is no longer true. Working women are no longer rare. A recent government publication estimated that by 1970 40% of all human females (babygirls to great-great grandmothers) will be employed.

The artificial sex barriers in the professions are being lowered. Professions which were previously strictly feminine are being invaded by men. Likewise professions dominated by males are also yielding to the influx of women. More and more women are working and they are working side by side with men. To do the same job they need the same education.

It has been suggested that women think differently than men and therefore must be educated in a different manner. I cannot argue with this statement. I am not successful in understanding the thinking of women; indeed, I do not understand the thinking mechanism of anyone, male or female. Perhaps it is true that women must be educated by a different technique. However, I see no signs that the faculty of Lindenwood utilizes such a specialized technique. Nor do I know of any other college for women which employs a pedagogical method which is distinct from those employed by coeducational colleges or colleges for men.

A few people believe that we need colleges for women as a sanctuary for young ladies from social and hormone pressures. A short reflection will show that we have not, and can not, offer such an academic nunnery. In fact, I believe that such isolation increases the pressure and concentrates it on weekends.

In summary I do not see the necessity of a college strictly for women or if such a need does exist, I do not believe that Lindenwood meets this need. I submit that we are a college for women because of our charter and tradition and for no other reason.

I believe that we can best combine our charter and tradition with the changing needs of women by developing a coordinate men's college which would share our academic facilities and program."

Submitted by

John A. Bornmann
Chairman, Associate Professor, Chemistry

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"I think a coordinate men's college (no matter what type) in relationship to Lindenwood is a very fine idea both academically and socially.

In the music department it would (I am sure) initiate and promote the growth of large and small ensemble groups. The choir repertoire could be more enhanced and varied. No doubt there would be enthusiasm shown for participation in an orchestra, chamber music groups or small vocal groups if they were combined activities. These various groups in turn would help build the enrollment in the music department.

For many years the social life of the music students at Lindenwood has seemed particularly dismal. If this situation could be remedied it would be a definite factor in retaining our students for four years. Musical events on or off campus would become pleasant social experiences as well as intellectual and cultural pursuits."

Submitted by

Allegra Swingen
Associate Professor, Music

" I am definitely in favor of developing a program of coeducation at Lindenwood. At this time I am not at all concerned with the physical aspect of it except where it pertains to classroom participation. I personally feel that a certain amount of pride in one sex attempting to 'outdo' the other sets up a healthy competition in almost every class set-up. I saw this operate at Purdue University when I was a member of the Marine V-12 program. A large number of marines entered a class that had been enrolled only by women up to that point. The standards of the course immediately improved and what had once been considered a 'snap' course for these girls turned out to be (because of the competition of male and female) a much more valuable experience. I can see many possibilities for a useful exchange of ideas and methods in every studio class I teach by having male students in these classes.

I repeat--I am overwhelmingly in favor of some type of coeducational program at Lindenwood and feel the sooner it can be established, the better off we will all be in the future."

Submitted by

Arthur L. Kanak
Associate Professor and Artist in Residence.
Art

ALUMNAE COUNCIL STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"These are my views in regard to a coordinate men's college for Lindenwood.

First, there are advantages to an all girl school. Probably the most important being the understanding and true friendship that develops among girls when there is no competition from the boy-girl relationship. (I still cherish the friendship of my Lindenwood suite mates although we now live miles apart but keep up in correspondence and visits whenever possible.)

Second, I think the girls probably do better in their studies and classroom participation without the usually dominate male participant.

But, let's admit it. Dating is very important at this time. Attempting to bring in college men for parties has never been satisfactory. For the most part there are no local dates available. Area colleges are not close enough for a casual acquaintance and dating situation to develop. Therefore, I feel that a coordinate men's college is the answer--with some reservations.

I would like to see Lindenwood remain primarily a women's college, with young men of comparable potential available for social activities.

I think they could advantageously share library facilities, student union and advanced classroom instruction. Otherwise, I think the classes and students should remain separate.

With a teenage daughter anticipating enrollment in Lindenwood (and a nervous father!) we are very interested in this proposal."

Submitted by
Mrs. Jane Elliott
Alumnae Council

ALUMNAE COUNCIL STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"As a member of the Alumnae group I am writing to express my views on the subject of a coordinate men's college.

Having traveled extensively in this country and Europe, and particularly noticing colleges and universities, I believe Lindenwood has some very strong points in her favor as a college. First, the location is very good--close to a large city that offers many cultural activities as well as recreational features. Second, it is far enough away from St. Louis so as to create a suburban atmosphere for those that prefer it. Third, (although not third to those of us that love Lindenwood) the campus is very lovely--modern yes, but full of traditions to many of us.

With the facilities that we now have and plan to have, and with the property that we own, it would seem to me that it would be good business to have a coordinate college for men. Most women's colleges in most parts of the country have some affiliations with men's colleges.

Many young men and young women of college age are very much interested in each other socially and in many cases (juniors and seniors) in choosing and planning for marriage. Why should not our Lindenwood girls who are ready for life planning not have at least their equals academically and socially?

May I make a personal remark here? I have five girls and one son. They all are or have been at least in the upper third of a large city high school. (This high school is rated as one of the top ten of the nation). The girls chose to go to schools where there were boys to date, and, as they expressed it, to continue to live the type of life they were used to. They admire Lindenwood very much and for only one reason (men) did they prefer a coed school. My son married a girl from a girls' school located in the university town having joining campuses.

I honestly believe that our number one problem at Lindenwood is the lack of men. I believe that with the excellent faculty and a few basic changes that we may need to make, and with the fine leadership that we have that Lindenwood could become one of the strongest and finest colleges of our time."

Submitted by
Mrs. K. K. Barton

"P.S. I would like to see some classes together for men and women and some classes separate."

ALUMNAE COUNCIL STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"Ever since your request for the Alumnae Council's opinion on a coordinate men's school for Lindenwood, I have been in a bit of a quandry.

I would like to think our opinion is pertinent but it is rather like a personal problem of ours. The government decided they must put a new dam in front of our house. This is a larger dam that will add to Ohio River traffic. This is badly needed and will do away with many of the older dams along the river. I loved our old status: quiet, scenic and so forth, but-----.

So it seems to me with Lindenwood. I liked the old tradition; however, times have changed, needs are changing and if it will add to Lindenwood's growth, or even survival (continuation is a better word) there is no other answer but 'go ahead.' Of course, one must hastily add: 'pick a good team mate.' I know you would not be where you are if you were not going to do the best that can be done.

Business mergers, sales, etc., are right and left and it seems to be the judgment of those who know; this is the forward move of the day.

Church denominations are talking unity with a disquieting tone of survival. So, if the proper marriage can be made, I for one am sure it is good to move in this direction.

I am just old enough to pray God will guide all of you to make the most advantageous moves so that a school with the tradition of Lindenwood can continue to be a going factor in the educational picture of mid-west colleges."

Submitted by

Ruth Morton
Alumnae Council

ALUMNAE COUNCIL STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"Thank you not only for the opportunity given the Alumnae Council to express our views on establishing a coordinate men's college at Lindenwood but also for the privilege of attending the faculty discussion meeting February 7 on this very important matter.

I feel strongly that the establishment of a coordinate men's college would be advantageous to Lindenwood's continued tradition of excellence in higher education and the development of well-rounded women prepared to meet both the social and economic facets of today's society. My reasoning is:

1. Cooperative arrangements in sharing facilities and faculty would be a factor in reducing expenditures yet would not engulf either college. It would provide an educational opportunity of higher quality still not increasing our size but rather our potential. Admission standards could be more highly selective.
2. More students above the sophomore level would be retained thereby leading to an increase in degrees granted.
3. Lindenwood College is in a unique position to attract an established, known and respected men's college to colonize. It has available land for building. St. Louis is within commuting and communing distance. It offers cultural, social, business and university benefits to both faculty and students.

I know that during the past year serious and extensive study has been done by the administration, faculty and Board of Directors. Undoubtedly the above reasons have been researched thoroughly. As a lay person and an alumnae, I offer two further suggestions--equally important to the whole picture.

1. At the present time I question the caliber of the majority of men with whom students associate due to circumstances. For this reason we have been and will continue to lose girls for admission under the present set-up. College girls want and should have more than an academic experience. Challenge, competition and the right kind of social associations are stimulating and healthy. men's coordinate college of stature would fulfill this need.
2. The 'For Women Only' concept is passe'. No longer can students be sheltered from a turbulent society (nor do they wish to be). They must be prepared to face Today and Tomorrow.

Inability to change breeds deterioration."

Submitted by

Marguerite M. Hall
Secretary, Alumnae Council

ADMINISTRATION AND STAFF STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

It is my contention that segregated education for men or women is rapidly becoming obsolete. What was a trend when Sarah Blanding of Vassar prophesied the demise of women's colleges is now a tidal wave. Men's and women's colleges, quite generally, are seeking either to establish a coordinate institution (if they have not already done so), or to develop close associations with the sharing of classes, professors, extra-curricular and cultural functions. There are many provocative reasons given to account for this particular movement in higher education, and it is my considered opinion that these same reasons apply to Lindenwood in a significant degree. These reasons encompass financial considerations, academic excellence, social needs, and the very basic matter of supply and demand.

The Advisory Center for Education in Cambridge, England, published in WHERE the results of a survey which indicated that 9 out of 10 students were happier in a coeducational situation. This in a country where both secondary and higher education, until quite recently, were more completely segregated than schools and colleges in the United States. In our own country, a poll of merit scholars indicated that an overwhelming number of students preferred coeducation. Lindenwood's survey of Alpha Lambda Delta members (freshman honor society) who transferred from Lindenwood after their freshman or sophomore years showed that a larger percentage wanted (among other reasons) opportunity for 'casual dating' and a more active social life. A considerable number in our Alpha Lambda Delta questionnaire also stressed their desire for the greater intellectual stimulation which comes when there are men and women in the same classes. (Out of my own experience with both types of education, I feel that faculty, too, are stimulated more when teaching mixed classes). As someone said, 'the sexes need, complement and educate each other.' Certainly, it is a more normal situation in a period in which equality of opportunity of the sexes is emphasized and in an age, according to President Lund of Kenyon, 'that admits less and less distinction between the sexes in both professional and social life.'

After twenty years at Lindenwood, and after twenty years of experimenting with every suggestion made to improve our social situation, I feel strongly that social life on a woman's campus is both abnormal and unhealthy. A date is a 'big deal.' The mixer, the fraternity party or the 'pick-up' are the only contacts some of our students have with male companions. We have found that mixers definitely are not the answer for no matter what precautions are taken, married men, older men, and others who are unacceptable for one reason or another drift in and bring about unfortunate situations. In fact, the absence of male escorts creates two quite undesirable patterns. One is that of girls going out together to places where they hope they will meet men. Another pattern is revealed through a recent survey of sign-out cards which showed an appalling number of students who rarely had a date, or who signed out only to the dairy, to faculty homes (usually to baby-sit), to cultural events on school buses, or to shopping centers. Also, in a segregated situation, men take on a disproportionate importance which leads to acceptance of otherwise unacceptable male relationships.

If male students were a part of the every day picture, in the classrooms, in the 'teahole', in extra-curricular activities, there would be a much more casual acceptance of them with a greater chance for discrimination and judgment. If there

were a men's college close at hand, dances or parties could maintain the kind of natural selectivity where students of the same socio-economic and educational level could meet one another. And, if there is any period in which propinquity of men and women should be the order of the day, it is during the college years.

There is a financial aspect to having a coordinate relationship with a men's college. Undoubtedly, significant corporation giving goes to those colleges where there are men because of the hoped-for return in terms of manpower. If a quality college could be established here with special emphasis on science, mathematics, and economics, what better 'laboratories' for work-study or intern programs could be offered to the young men than those available in the many outstanding major industries which are in our immediate area.

One last word. There are many arguments given for maintaining segregated colleges for women--giving women students greater opportunity for leadership, providing an undistracted atmosphere for study, and freeing them from the inhibitions for speaking out in the classroom. These arguments are specious - and anyone who has had experience in a good coeducational or coordinate college knows full well that 'leadership will out;' that students with good minds and clarity of thought do not submerge their personalities in mixed classes; that the committed students of both sexes are academically productive.

It appears that the thriving women's institutions have proximity to men's colleges. Since we do not occupy this enviable position, the trend of the times seems to make action imperative on our part to bring men to our campus, preferably in a coordinate capacity, and in a satisfactory proportion to the number of women at Lindenwood. One admissions director of a southern college for women has said that her greatest recruiting aid is the alumni of their affiliated men's college. I feel that in the light of increasing drawing power of public higher education, schools like Lindenwood need all the help they can get. We know that practically all of our students who leave Lindenwood go to coeducational institutions and our holding power is only 25 to 35 per cent. While even the private coeducational colleges suffer somewhat from the 'state university syndrome,' their holding power remains greater than ours.

Our philosophy is to bring greater relevance to the education of women. This can best be done, I strongly believe, in a coeducational situation, a belief that is being shared increasingly by administrators in the few remaining segregated colleges for women.

Submitted by

Mary Lichliter
Dean of Students

ADMINISTRATION AND STAFF COMMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"This memorandum is prompted by your recent note regarding the forthcoming faculty meeting to discuss the establishment of a coordinate men's college. I feel that we would be making a mistake if we attempt to establish a coordinate men's college as a spin-off of a specialty program such as mathematics or creative writing. I am convinced that, if we are going to establish a coordinate men's college, it needs to be established beginning with the freshman year, and that considerable lead time be made available in order that the college can be adequately publicized, and that the Admissions Office can have adequate opportunity to recruit the students. It is perhaps too late to establish one even for the fall of 1969, because I don't think that our public relations program is geared to disseminate information broadly enough and thoroughly enough to enable us to launch a meaningful program. Additionally, it will be 1970 before we anticipate any substantial increase in the number of students who might be available.

The faculty should be cautioned that the establishment of a men's college will not immediately solve all of our problems. It will be necessary for us to extend very generous and substantial financial aid to young men to encourage them to enroll in a new and unproven institution. In the beginning, we should concern ourselves primarily with quality rather than quantity and enroll the best young men we possible can.

It should be anticipated that it will be some time before the number of young men enrolled in a coordinate men's college will approximate the number of young women enrolled at Lindenwood. This is not intended to be a pessimistic prediction, but it is intended to encourage restraint on the part of the faculty and administration."

Submitted by

Earl L. Davis
Director of Admissions

STUDENT STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"This year I have found that it is all right for me to be aggressive about my education. In fact, on the advice of my adviser, I can be justifiably selfish. Now I am too selfish to want men in my history classes. I will resent their pushy attitude to be better than the girls. I do not want to divide the personal attention my instructors give me with any male students.

It is not easy to be selfish."

Submitted by

Mary Ellen Packard

STUDENT STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

" The question of Lindenwood adding a coordinate men's college is a matter to which I have given a great deal of thought in the past few weeks. I have come to the conclusion that this step would be more detrimental than beneficial to the education process at Lindenwood College.

I have several reasons to back up this conclusion. As it is now, a student can feel casual and open in her classroom discussions, and I feel strongly that the presence of male students in the classroom would greatly alter this atmosphere. It is true that there are some students who would feel more stimulated in their learning experience if they were competing with young men, but it is my definite opinion that such students are in the minority. The majority of students would most likely feel stifled in a coeducational classroom situation and would be very reticent in classroom discussions.

There are many facets of this problem. A young woman who has potential and would perhaps like to take part in the discussion and express her ideas may not do so for fear that in so doing she may discourage a young man whom she may wish to date. This may not seem realistic or of importance to many people, but I assure you that it is a very important factor to consider. Also, having male students around campus and in classes will destroy a great deal of the freedom that students now feel and will bring about competition that will be detrimental to the learning processes of many young women.

The point will probably be argued that women must someday face competition with men and that this may as well start in the college years. I would like to point out, however, that this competition may inhibit the development of a young woman to her best potential. If a girl can realize and develop her potential and recognize her strengths and weaknesses; if she can learn to express herself and to think on her own, then she will be able to compete with men, whereas, if she is put into a situation which prevents this development, she will most probably not wish to compete in the world, or feel incapable of so doing.

Thus far, I have put forth my opinions as to the disadvantages of a coeducational learning situation. I would like to point out, however, that I am not against all coordinate or coeducational colleges and universities. There are certainly many advantages to coeducational schools. It may be very valuable to open summer school and interim classes to men. My main concern is in Lindenwood going coordinate. There are many good things here at Lindenwood that I feel would be hurt by adding a coordinate men's college. The most important of these is our new curriculum. Freshman Common and Senior Synthesis seem to me to be primarily set up for and extremely valuable to young women. I do not think that this would remain so with the presence of young men. I also strongly feel that it is much too early to judge effectively and validly the merits of this curriculum, and the decision to go coordinate would prevent a valid evaluation of this program in terms of education of women.

I also favor Lindenwood's remaining a liberal arts college and if we go coordinate we will definitely become more vocational oriented. I feel that with an adequate improvement in our vocational counseling we can remain a liberal arts school and also be effective in this area.

It is my opinion that a great deal of the attitude toward having a coordinate men's school is based to a large extent on social aspects and the lack of interaction with young men of our own age. I don't think that a coordinate men's

college would provide the best solution to these problems. There are many alternatives for activities that would involve young men in cultural, social, and spiritual activities without having to go coordinate. The Student Committee for Interest and Action brings many interesting speakers to our campus that would, I am sure, attract many interested young men. Student-initiated courses in which young men would be welcome to participate would also be a valuable activity. There could also be effective exchanges between clubs and groups on other campuses and our campus. The writing program and the literary magazine are activities in which boys may wish to take part. With proper guidance and management, recreational programs and activities with young men could become effective. Fields such as art and music could hold possibilities for coeducational activities. Perhaps a choir and an orchestra could be organized with students from this area. I think also a revision of our Social Council would be very advantageous. I'm sure that, if some of these activities were initiated and could become effective, we would see our transfer rate drop a great deal. But the development of an adequate transportation system into the St. Louis area is also needed for this.

Action in these areas could be of much more importance to Lindenwood than adding a coordinate men's college. The money that would be spent on the new college could be used effectively in developing these other activities. If this was done, Lindenwood would have something that most other women's colleges do not have and would not have to become a coordinate college."

Submitted by

Becky Achelpohl

STUDENT STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"As a college Lindenwood combines academic, social, and vocational development within the community of diverse race, national and social backgrounds. With a Liberal Arts curriculum the college emphasizes creativity, independence, and sense of proportion both in class and in the community experience.

Lindenwood's unique academic image is in the primary stages and its potential as a progressive college for women is just beginning. As stated in the 1967-68 Lindenwood College Bulletin:

'This opportunity for young women to achieve top leadership roles at a women's college prepares the student for constructive participation in community life after graduation.'

Coordinating with a men's college would not only damage the women students' initiative, but destroy the casual atmosphere conducive to independent action and creativity. We are currently admitting upper division men students to the college's Undergraduate Center for the Study of Mathematics. Special men students should be admitted, especially to the upper division sciences; but, too much emphasis on the technical vocational aspects would hamper Lindenwood as a liberal arts college.

An effective level of interchange can be developed in academic, cultural and social life by taking advantage of already existing programs in the area college community. The academic exchange of men and women is already being developed in the current writing program and intercollegiate magazine. Similiar exchanges could be developed in areas such as the Opera Workshop, Art Seminars and Drama productions. Opportunities in general student-interest organization; political, international, religious and community are already accessible. The potential of these diversified programs has not yet been given a chance to fully develop - nor has Lindenwood, a college for women, under its uniquely progressive curriculum, faculty and administration.

(Lindenwood) as a college for women belongs to a form of life which is not just an outmoded historical anachronism, something which is dead but doesn't know enough to lie down, but rather has an important role to play in our society in giving young women a maximum opportunity to develop their talents free from inhibiting pressures at a crucial period in their lives. We all hear that coeducation is the wave of the future, but I refuse to view this with alarm. One of the most benign if most confusing characteristics of American higher education is its variety. Colleges come in all shapes, sizes and conditions of freedom or servitude: if we are trying to educate everybody in this country, at least we are not trying to educate them all the same way. And in the complicated orchestration of American higher education separate colleges for women strike a distinctive but not discordant note.¹

Submitted by
Joan Chapman and Pat Ruth

¹Meribeth E. Cameron, Academic Dean, Mount Holyoke College

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"In response to your request for reactions from faculty members to the desirability of making Lindenwood co-ed, I've written down the following for you.

From my brief encounter with the college, it seems that the present Lindenwood student body is too small to support a first rate undergraduate curriculum in all the traditional liberal arts areas. Rather than eliminate certain fields, it would be my choice to see the student body enlarged to the degree that could support a top notch full liberal arts curriculum. The question now arises, by which method should the student body be increased?

Although I would back the establishment of a coordinate men's college, I have reservations that this is the wisest course for Lindenwood to take. Statistics, which I'm sure you yourself have seen, show that men's colleges going co-ed meet with a greater degree of success than women's colleges turning co-ed. One recent attempt of a woman's college desiring to go co-ed, Greenboro College in N.C., comes to mind. It met with failure because it could not find men students who were willing to be initially substantially outnumbered by women.

Another reservation I have is about the belief that women's education, as isolated from men's, is obsolete. If this is true, why has every Lindenwood student I've talked with said one important factor in her decision to attend Lindenwood was because the college is strictly for women?

As an alternative to going co-ed, I would like to see Lindenwood become part of a college center, involving Fontbonne, Webster and Maryville. They, as Lindenwood, are liberal arts institutions for undergraduates and have difficulty achieving excellence in instruction and affording up-to-date library materials in all fields of the liberal arts curriculum, in part because of their size. If these colleges pooled their resources, I believe these problems would be easier to handle. The old campuses could serve as centers for the various disciplines - i.e. Webster could be for the fine arts, Lindenwood the sciences, and Fontbonne the humanities, etc.

By going co-ed, it appears you delay taking the natural and ultimate step towards becoming one of the college cluster or conglomerate. The day of the bucolic private campus, be it co-ed or simply all female, has become too precious, I think. The sooner this fact is accepted and dealt with accordingly, the sooner Lindenwood will be out of its dilemma."

Submitted by

Jane T. Mudd
Instructor, Modern Languages

ALUMNAE COUNCIL STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"As a member of the Alumnae Council, I've been asked for my opinion on the matter of Lindenwood someday becoming a co-educational school, and I am happy to comply.

I heard the President of Vassar interviewed last week on the "Today" show, on the same issue. I was not impressed by his argument for it, and I am not enthused at the prospect of Lindenwood becoming co-educational. Incidentally, Barbara Walters ("Today" show) had gone to a women's college, and she very frankly rejected the idea.

The outstanding women's colleges have been such for many, many years. Approximately ten I think of have been, and are, fine schools, drawing women from across the country, because they wish to experience a "new land" so to speak, and parents are secure in the fact that their well being is assured.

To me, it seems, that if this change is made, the entire stature of the women's colleges will be lost, obviously because they won't be women's colleges. So--they start all over, and after years of change and readjusting the only hope is to compete with the well-established co-educational schools, of which we have an abundance. Furthermore, situated where Lindenwood is, there will be additional competition.

I realize there are changes in the youth of today, and I'm not against change and progress. However, Lindenwood's only great problem here is social. I spoke on this at last fall's meeting. I am grieved to see the formal parties are no more. Several through the school year, with exchange with neighboring schools, could afford enough boy-girl experiences. This is an all time job for a well-trained member of the staff.

Another factor is that I do not believe that many boys are going to Lindenwood College for Women (!) and so, when the name is changed, the Alumnae are lost, just when it is getting whipped into a really encouraging giving program.

Lastly, I am very very happy with this new format you have incorporated. And best of all is your determination to raise the entrance requirements. This is sure to show good results in very few years.

Thank you for allowing us, the Council, an expression, and I hope our Alma Mater of one-hundred and forty-one years may remain a women's college."

Submitted by

Helen Roper Stark
Alumnae Council

FACULTY STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"I would like to put forth my ideas about the proposal to start a coordinate men's college here at Lindenwood. It seems to me that the question of co-education is open-ended. This is not a finishing school, but rather a small college that just happens to be a girl's school. Intrinsicly, there seems to be no reason why a co-educational move would not be easy to make. The curriculum is such that no tremendous adjustments would have to be made. Lindenwood no longer offers courses in the domestic sciences; there is a new science building with all its facilities; and the new commons course has been initiated. These facts indicate to me that Lindenwood is no longer oriented towards the education of women in the traditional sense. However, if the move is made, there will be a different type of female student coming here. I will explain. Most of the students with whom I discussed the proposal of a coordinate men's college were, at best, indifferent, which greatly surprised me. Some said that the college would not attract the "kind of men" that they would like. Others said that they had chosen Lindenwood for the very reason that it is a female college. These students will probably not be interested in Lindenwood if the proposal is accepted, but their places would certainly be filled by others. What this means ultimately however is beyond my conception. I do wish to say that I am very much in favor of the proposal and feel that it would indeed strengthen the school as far as I am able to foresee."

Submitted by

Mrs. Boyd Morros
Instructor, Modern Languages

ALUMNAE COUNCIL STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"Upon arriving home in Carmel Valley, I found your letter requesting an opinion on the subject of coordinate men's college. As a member of the Alumnae Council, I am delighted to state my point of view.

Since the financial and academic advantages, i.e., sharing of plant facilities, faculty, cultural events, must be far better known to the administration than to the rest of us, my remarks are observations of a graduate of Lindenwood who spent four years there more than a quarter of a century ago but who has been in touch with the girls now enrolled through six years on the Alumnae Council and through experience with my own four children.

Whenever we have held 'confidential' sessions with students, the reasons most often given for not having a men's college ran something like this: (a) It will blur the image of L.C. as a Women's College. (b) We will be forced to think more of our looks and less of our books. (c) We would have to be 'dressed-up' all the time. Or simply (d) 'Who needs them? That's why I came here.' To refute these statements, I suggest that: (a) In the case of two similar institutions, Westminster and William Woods in Fulton, both have maintained their individuality while benefitting culturally, socially and economically from their proximity. (b) It has been the experience of one of my sons that intellectual excellence has been fostered by sharpened competition between the colleges and the sexes. (c) Everyday attention to neatness is important training for life and can only develop better health habits. (d) The girl who gives this answer probably doesn't want to face men on a social level and may well grow and improve through daily association; whereas the 'cloistered' situation at this stage of her development could compound the problems she already faces.

The community of St. Charles, with all due respect to her manly youth, cannot furnish the necessary number of young men of comparable education and background that the women of Lindenwood need for a well-balanced social education. In the world of today, I would not consider such an institution for my own daughter for four years. This brings me to my main argument in favor of a coordinate men's college. It should encourage many girls who now transfer to co-educational institutions at the end of two years to remain for the full four years as Lindenwood women and thus develop a stronger four-year college.

This question has been an interesting point of discussion on the Council since its inception and we will be eager to know the results of this study. Thank you for including us in your thinking."

Submitted by

Mrs. Gilbert F. Craig
Past President, Alumnae Council

ALUMNAE COUNCIL STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"The past two weeks I have been doing some serious thinking about my answer to your request for my opinion on a coordinate college at Lindenwood. My immediate reaction to the proposal was very negative; after two weeks of weighing both sides of the argument it still is rather negative.

I have nothing against either a coeducational or a coordinate college but I do feel that students should have a choice as to the type of institution they wish to attend and that there should be some private women's and men's colleges available. Lindenwood has a heritage which I think it should do everything to keep.

Over and above the usual sentimental reasons for wanting Lindenwood to remain a women's college, I would like to present the following thoughts:

- 1) Although I can agree with many of the arguments in favor of coordination, I believe that the future will prove some of these arguments invalid and that we will do better to concentrate our efforts, our energies, and our finances on making Lindenwood an outstanding women's college, as we have started to do this year. We have the administration, the faculty, the physical facilities, and hopefully enough financial resources to do this.
- 2) It would seem to me that the expense of starting a new campus and of getting students for that campus would be financially unsound, especially since we are having enough financial problems in operating Lindenwood.
- 3) It is my feeling that unless a men's college of considerable merit and reputation were to join us in coordination, the chances of failure are high. We would have trouble, I think, in getting men to come either to an unknown college or to one whose image is that of a women's college. And, I can see no particular reason for girls to want to come from out of state to a college unless it has either an outstanding reputation or prestige; I think we do have the prestige at present. There are hundreds of small, mediocre midwestern colleges and we might just become another one, only with higher tuition. We are not as fortunate as the Eastern schools in having another prestige school close-by with which to coordinate.
- 4) Since the national trend now is toward either coordination or co-education, would we not be wiser to keep our status as a women's college? It would seem that if we can survive a few rough years now, we will end up belonging to a 'select' group of colleges rather than just one of many. Society needs and should be able to support several types of institutions. If we are one of the few remaining private women's colleges left and if, as I presume, there will still be girls who want to go to a women's college, then we should have no trouble in getting students. Mills, Bryn Mawr, Mount Holyoke, Colorado College for Women - to name a few - seem to have no apparent problem in enrollment; therefore, it would seem that there are still women who do not want to attend a coeducational college.
- 5) I do not personally believe, from my own experience of having attended coeducational colleges and having worked at one for 12 years, that the intellectual stimulation from having mixed cases is that great; in many cases I think the students are more inhibited. My husband, who teaches at the University of Minnesota, and my father-in-law, who has taught in coeducational institutions for many years, both say that students are more relectant to participate in class discussion in mixed

classes than they are when it is either all women or all men. I did not find the classes at American University any more interesting or the academic atmosphere any more stimulating than at Lindenwood. It is the quality of the student, not the sex, which I think leads to intellectual stimulation - plus the faculty.

6) At this particular time when colleges all over the country are having serious problems with student behavior and morals, would we not be inviting trouble by having a mixed student body? At least we do not hear so much about riots, drug addiction, and discipline problems at the women's colleges as we do the coeducational institutions. If this trend continues, parents may be more inclined to send their daughters to colleges where they will be less apt to become involved in such actions.

7) I am afraid that going coordinate would be the first step on the way to becoming coeducational. With this we would lose, what to me seems to be one of the benefits of a women's college, the training which the young women get by being leaders rather than followers. With men available to take the positions of campus leadership, women do not get this experience which is a valuable asset to them when they take their place in the community.

8) I realize that there is a problem of adequate social life but this has existed for the last hundred years. I think everything should be done to improve this situation; however, I am not sure that even having a men's campus next door would answer all the problems. A serious student who is concerned with getting an education likes some social life, of course, but I do not believe it has to be available 24 hours a day, nor do I believe that too much social life is conducive to getting an education.

9) Finally - do the ends justify the means? What is wrong with women's colleges and men's colleges? They have existed since education began in this country - why all of a sudden this desperation to unite?

These are my thoughts at the moment. I am open to arguments in favor of coordination but at the moment I am in favor of expending our financial resources and our energies on improving Lindenwood as it is and not on diversifying our efforts -- on raising academic standards and intensifying admissions procedures, on improving the faculty and providing a stimulating curriculum, and on improving the social and intellectual climate on the campus. We have a good start this year and I would like to see us do our utmost to resist the trend rather than join it. If we were on the verge of closing our doors for lack of students and financially unable to operate, then I could see coordination. We may have to work harder for the next few years to stay a women's college and survive but I believe it is worth trying. I think, hopefully - perhaps naively - that if Lindenwood can build an outstanding reputation for itself as a women's college, we will have no problems not only in attracting good students but in graduating them."

Submitted by

Sharlene Agerter Glock
Alumnae Council

"P.S. This comment was made to me last year by a Guidance Counselor at Edina-Morningside H.S. 'I would think a long time before going coordinate. Schools

from the neighboring states are begging us for students, and why should a student spend a lot more money to go to some insignificant school in Iowa when he can stay here and go to one of our Junior Colleges or the State University for a lot less? Students who are willing to spend this extra money to go away to school look for a college that has prestige and reputation. There is still some prestige left in going to a women's college.'"

ALUMNAE COUNCIL STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"It is with some hesitancy that I express my views on the establishment of a coordinate men's college. This hesitancy arises because I am extremely conscious of the fact that I have very little knowledge of what you mean by coordinate college. For this reason, my comments may or may not be pertinent. I offer them as a 1958 graduate who is extremely proud of what Lindenwood meant for my education and my life.

My present response to this proposal is unfavorable. It has not been made clear to me what purposes Lindenwood would have in the establishment of a coordinate college. I am aware that we, and other small colleges, face financial problems which will become more acute. These problems will make student recruitment even more difficult. If this is the case, then appropriate action is clearly required. However, I am not at all convinced that the establishment of a new men's college would be helpful in solving these particular problems.

It is my understanding that you are proposing the establishment of a new men's college rather than the relocation of an existing institution. Is there sufficient evidence that another men's college is needed, and would it not take years for such an institution to develop academic excellence and recognition?

If a coordinate college is established, what educational benefits would there be for women at Lindenwood? My observations of coeducational life at Vanderbilt University while I was a graduate student there did not convince me that coeducational institutions are necessarily superior. Would this new college strain Lindenwood's financial resources and divert the energy, enthusiasm, and time of our faculty and staff away from efforts to provide quality education for women?

Finally, I am concerned over alumnae support of a coordinate college. As a member of the Alumnae Council and the Linden Leaf Society, I choose to contribute my efforts, time and gifts to Lindenwood - not to another institution. My reaction is a very personal one, but I am not at all sure how successful we would be in appealing to our alumnae if we became involved in supporting another institution.

I am most appreciative of this opportunity you have given me to make these remarks."

Submitted by

Carol Gardner Transou
Alumnae Council

ALUMNAE COUNCIL STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"As a graduate of Lindenwood, I must frankly admit that I have mixed feelings in regard to the establishment of a coordinate men's college. I spent four years here that I value deeply and for those of us who value the tradition of Lindenwood, change is difficult.

There are still women who want a good liberal arts education at a college for women. Women can concentrate better on academic work when men are not around all the time. A woman has greater opportunity to develop her leadership potential at a women's college. Some women will not speak as freely in classes with men as they will by themselves. However, on the other hand, I personally feel that the male point of view in the classroom would make for more interesting and stimulating discussion and would sharpen the competition. Many of our students need to relate with men in the classroom rather than just in a dating situation - they need to be challenged.

Coordination for social reasons? Having men near by is not going to solve all the social problems, in fact, it may bring more problems than we bargain for. Whether or not there are men on back campus, there will always be those girls who date and those who do not and there will always be the permissive girl and the conservative girl. The percentage of immorality (as those of us over 30 call it) is only slightly higher than it was a decade ago - there are just more students who are frank and honest in everything they do - generations before have been secretive. There is one major difference - today's students have grown up in such a permissive environment that they do not know what self discipline is nor do they know its reward, consequently, they are the most confused generation we have ever known. For heavens sake let's do something about it. We cannot solve their social problems, but we can give them direction by providing exciting extracurricular programs and men of the same intellectual caliber that will challenge them in the classroom.

Those who come here and stay four years do so because they chose a college for women. Those who leave after one or two years do so because there are no men. If the establishment of a coordinate men's college will raise the percentage of those graduating then this is a step that should be taken. Only 20 percent graduating is a sorry state of affairs. Over 10,000 girls have passed through our gates since we became a four-year school in 1919 - only 2,000 of those girls have graduated.

I strongly feel that this new college should be a quite separate institution with its own Board of Directors, administration, student government, resident halls and dining facilities, but that we would share some academic facilities, courses, new recreational facilities and a student union. We should not lease any of our residential facilities - this would then be co-education. My only question - is this venture financially feasible?

If proven to be financially feasible, may we coordinate for academic improvement, but may we maintain our tradition as a college for women, also. This could be the best of both worlds."

Submitted by

Nancy McClanahan
Alumnae Executive Secretary

ALUMNAE COUNCIL STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"This is in answer to your memorandum dated January 4, 1968, to members of the Alumnae Council concerning a coordinate men's college for Lindenwood. I do not know if it is 'the appropriate time' for my views to be submitted to the faculty and the Board or if that moment has passed - but, in case you are still in the process of discussion, I submit the following recommendation.

My vote, if I had one, would be 'yes' - do establish a coordinate men's college for Lindenwood. Or, better still, allow Lindenwood to become coeducational in the true sense. I realize that there are charter difficulties in this regard, but if it could be legally resolved, that would seem the ideal solution. The next best answer would be a coordinate college.

Although certain disadvantages could be argued - such as the possibility that some women might not have as great a chance for leadership in competition with men and that they might even deliberately try to appear 'dumb' in order not to jeopardize their attractiveness to the opposite sex - these few instances would be overshadowed by the broad advantages to most of the students.

Too often a women's college becomes labeled as an ivory-tower symbol of isolation from the 'real world.' The tendency to think of it this way is encouraged by the obvious fact that it actually is an artificial set up. Other than in a convent, where else in the structure of our society do we have a sizable group of women living together, sheltered and protected from male companionship in their daily existence? True, their environment is not one hundred per cent female; but the men in their campus lives (green men excepted) are limited to a handful of faculty and administrators - all in positions of power which only serves to emphasize the role of male dominance, a factor which, ironically, the women's college claims to eliminate by segregating female students and giving them only themselves to compete with. Lack of men, not only in the classrooms but throughout the campus - the tea hole, the library, etc., builds up the male image as some sort of super being - one to be treated with very special care when he comes around on week ends. Now, a certain amount of this is all right (and I'm sure there is hardly a man alive who does not enjoy it) - but an overemphasis on this glorification of the male, based on rarity rather than individual worth, can be not only unnatural but demeaning to the woman who is unconsciously forced into this position by the circumstances of her female environment. Before I continue, let me state here and now that I would be the last to deny the right of men to feminine adulation. But approval should be deserved - not heaped upon them just because they happen to wear trousers and to appear on campus at a given moment for a blind date. Most women thoroughly enjoy male company and delight in matching wits with a man. It is for this very reason that I advocate the need for exposing our women to the male mind during college so they can meet these men on their own intellectual ground rather than afterwards when they are no longer as receptive to the challenge or as capable of coping with it.

In a women's college the semi-isolated existence creates a whole set of false assumptions. Something is lacking if our students have not had the opportunity to struggle intellectually with male interpretations and reactions in a classroom setting. The variety of approaches to a given subject obviously diminishes when the discussion is limited to any segregated grouping - according to sex, as well as race or geographical location or any of the other numerous barriers we set up between man and fellow man.

From my experience in teaching classes consisting entirely of women, I can say that it is a pleasant situation. A roomful of females is inclined to be more docile than that same class would be with a generous sprinkling of men. But docility, of course, is not our first aim. It frequently takes supreme effort to spark a class of girls into lively discussion - and, at best, the talk is apt to be woman-oriented, unless the teacher happens to be a man, in which case he still represents only a fractional view. Undoubtedly the atmosphere of most classrooms could be enlivened through the added dimension of men. I see such an addition not merely as a form of competition for our women, but as a cooperative effort in which all students attempt to come closer to the truth through free and direct interchange of ideas. And the search for truth, after all, should be the focal point of any education.

Why not offer our future Lindenwood woman the broadest possible basis for an educated mind - exposing her to an even greater multiplicity of views which she may accept or reject within a bold coeducational framework? We should dare to let her college life become as real as the one to follow."

Submitted by

Lynn Buck
Alumnae Council

STUDENT STATEMENTS CONCERNING COORDINATE MEN'S COLLEGE AT LINDENWOOD

"I will tell you right off that I am Not in favor of a coordinate men's college or for boys to be admitted to Lindenwood. The main reasons I came to Lindenwood was that it was a girl's (women's?) school and that it was small. I think girls should have the full right to excell in academics and government. Our money should be used in accelerating the program and not to support a new college. Some Lindenwood students would either be afraid to speak out in their classes with boys around or would be diverted from their studies. I am not saying we should leave out the social life, but it would be more of a happy hunting ground with a men's college next door. I'm all for raising Lindenwood's standards, but not by bringing in men. Women need the opportunity to advance without being stifled. I have a feeling that this will come about eventually since most (all?) great schools have a men's college close by, just like all the great schools work on a deficit; but I am very glad we don't have one yet."

Submitted by

Janet Barbour

"I'd like to briefly give you my opinions about the coordinate men's college. I came to a women's college solely to get away from men during classtime and to avoid the competition that is involved. There is competition not only academically with superior male students but there is a constant race among the girls to see who can look prettiest and who can get the most dates. In the present situation at Lindenwood it doesn't matter what you look like in class but on weekends we can get fixed up and enjoy ourselves.

I can assure you that I would most likely leave Lindenwood if a men's college were added. I really love Lindenwood just as it is and am therefore AGAINST the proposal for a men's college.

I hope that my comments will be of some help in coming to a conclusion concerning this matter."

Submitted by

Danielle Wilson

STUDENT STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"As a graduating senior, possibly my 'vote' for or against a coordinate men's college will not weigh as much as the vote of an underclassman returning, but having spent nearly 4 years at this college, I am in definite favor of this move.

It is my feeling that the influence of a male populace at Lindenwood would not only stimulate the classroom climate but also give inertia to the social life. I have spent 3 years on the Social Council, planning activities for my fellow students. With this as my background I do not make this statement blindly or without knowledge of the present social situation.

The Music Department at Lindenwood is a growing part of our curriculum but how much music can you sing without the aid of male voices? Granted, there is music written for female voice choirs, but this music is very limited. Our Opera Theatre has grown in leaps and bounds since it was first conceived last year and the enthusiasm of the students involved is unsurpassed. Yet how much can we do without the male voice?

As briefly as possible I have tried to state why I feel a definite need for a coordinate men's college. With just these few points in mind I can honestly say that if this plan is not instigated it will be very detrimental to the Lindenwood College campus."

Submitted by

Rebecca Bahn

"My personal delay in writing a comment about coordination is a result of two diverse feelings on the subject. One, heard frequently, is my very reason for ever coming here - because it is a girl's school. My image of a girl's school had always held connotations of "the intellectual." And, in fact, there is little social diversion at Lindenwood - so intense study should be realistic. However, studying can only occupy so much of a person's time. Most girls, me included, waste some time, which might be spent with men - if they were here. I have, during vacations while talking with male friends, found myself quite out-of-touch with the male point of view. It is this "point of view" which (it hurts to admit) runs the practical world.

I have already alluded to my next point - pro-coordinate - that this environment is unrealistic and unnatural. I like the school immensely or would not have remained, but it is only this present judgment that can be valid; to rest on my reasons for coming here is not valid.

Dating is not impossible, it is just difficult...especially for those of us who like to get to know someone in an every-day sort of way before a date is fun or meaningful. What I have accomplished by writing this letter is to sort my reasoning the decision has evolved, it seems, in favor of coordination."

Submitted by

Anne R. Whitney

STUDENT STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"This was to be a third draft of an objection to the proposed establishment of a coordinate men's college. What began as a definite "no" has been reversed as a result of an honest, objectified look. I found the "no" easy to say, and even more easily written, but clear, understandable, and logical reasons did not follow. What did follow was: (1) It's an overthrow of tradition, (2) I came to Lindenwood because of its very existence as a women's college, (3) I am inhibited in the classroom by the presence of males. These are stubborn, subjective emotions which haven't a place at a decision making time.

I am uninformed as to various aspects which this change would exact, for example, the economic feasibility, and the quality and quantity of additional faculty. But after four years of harboring and denying, I am finally ready to admit that a male point of view in the classroom is essential and advantageous to a college experience and that I have suffered for not having had it. The reasons have been voiced often enough; the male mind operates differently, it is an anachronism to this age to separate male and female, and it is a false situation which doesn't apply to the larger world. I echo these reasons for the first time with a full understanding and approval."

Submitted by

Linda Wiles

"As a high school senior I faced the ominous task of college choice. Lindenwood appeared to be an institution well suited to my requirements:

1. geographically located in the Midwest, with a large city and major culture center nearby.
2. limited enrollment and good faculty-student ratio.

Lindenwood did fulfill these requirements. Yet as I enter my fourth semester, I become increasingly aware of a problem facing the entire college in all phases of its life. Personally, I find life at Lindenwood safe, secure, and comfortable. However I know that when I leave college I will not find the world safe, secure and comfortable. I will find it a confusing and chaotic place; I only hope that I will be able to cope with it.

A liberal arts college should not prepare students for individual vocational opportunities, per se. However, it should prepare students to be free-thinking individuals with an ability to cooperate with and understand people. A liberal arts college whose student body consists of 640 girls cannot hope to prepare students to be able to deal with people successfully. A woman's college is a false and stifling environment: it presents only half of the picture.

Last year it was my extreme pleasure to be enrolled in a literature class with one of Lindenwood's male students. The entire atmosphere of the class was tense and keen. Each of us was more aware of her self, her mind and her opinions because of the presence of a man. I found the class challenging and stimulating; in fact, the

most fulfilling class I've taken yet. I miss the male opinion. I miss the tense competition of minds. I miss the thoughtfulness, discussion, and argument I feel I find in a classroom with male members.

I read an article in Glamour magazine recently, in which the author directed his comments toward college girls. He stated that one of the most essential experiences a woman in college can have is a serious love affair with a male collegian. He claims that the daily companionship of a male, the constant sharing of hopes and failures, the arguments and discussions, and all the elements involved in being with one person during one's daily routine was so closely related to the experiences one finds in marriage, that a woman cannot afford to miss the pre-marital experience in sharing her life with a man, and visa versa. My point is that this type of relationship cannot develop on a campus where there are no men students.

This year there is a certain awareness of a drinking problem among the students. Because Lindenwood, as well as St. Charles, does not have any facilities similar to a student union, the students have no place to go for informal talks, relaxation, and casual meetings with people of both sexes. A student spends five or six days per week seeing only class buildings, dormitory rooms and the tea hole. By Friday night she is quite anxious to escape and forget. I blame this in large part for the drinking problem.

The only solution to any of the three problems (only a few our campus faces), I foresee, is coordination. It is essential that Lindenwood admit male students on a full-time basis in all academic departments.

If we are to function efficiently as a challenging liberal arts institution, then we must prepare students to deal with and understand people; and half of the people in the world are men.

I chose Lindenwood because I wanted a small class room situation. But now I consider transfer to a larger, coeducational institution because I feel the need of male companionship, intellectual stimulus, and a well-rounded, liberal arts education."

Submitted by

Harriet Jardine

STUDENT STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

Newspaper clipping which was attached to students' statement:

St. Louis Post Dispatch
Saturday, February 10, 1968

Notre Dame Needs Woman's Touch, Men Say

SOUTH BEND, Ind., Feb. 10 (UPI)--More than 1000 of the men of Notre Dame complained yesterday that their campus lacked something that would make them a little more manly.

What Notre Dame lacks, a student resolution said, is women.

The resolution, indorsed by about 1200 of the all-men university's 4000 students, said their "development into whole manhood . . . is being hampered by a marked scarcity of the feminine influence."

The resolution was adopted at a meeting of the General Assembly of the student body. It favored a merger of Notre Dame with several women's colleges.

"Normal and frequent association with the opposite sex, both intellectually and socially, is necessary for maturity," the resolution said.

"The words are different

but the music is the same.

'Normal and frequent association with the opposite sex, both intellectually and socially, is necessary for maturity.'"

Submitted by

Jean Schuttenberg
Krishna Bliss Distenfeld
Sandee Starr
Isabella Crowell
Laura Page
Marla Dill
Betty Witthaus
Ann Lohrman
Hetty Jardine
Kathy Duello

STUDENT STATEMENT ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"After several articles in The Bark I'm finally getting around to replying to the idea of a men's coordinate college here at Lindenwood. I apologize for not writing a more formal letter, but I felt that if I did not sit down now and write this, I would never do it.

I might as well state straight off that I'm not sure that I completely disagree with the men's college, but I'm not sure of the opposite either. I feel that many of the girls here came to Lindenwood because it is a women's college, and if they had wanted co-ed classes they would have gone somewhere else. Those girls who come here and are unhappy have the opportunity to move on to another school if they desire. I believe that Lindenwood will continue to get a larger percentage of good students with an increased level of academic reputation, not necessarily with the addition of available men. Smith and Vassar are surviving without coordinate men's schools, and I think Lindenwood will also. I believe our main goal should be academics and an increased reputation around the country.

I also firmly believe that the girls at women's colleges have a much better leadership opportunity than at a co-ed school. I speak with a little experience as I attended Cornell College in Iowa last year, a co-ed school. Here the girls have the chance to be the head of student government and plan many of the activities. Someone asked me what I thought would happen in later life when a girl is forced to compete with men--by that time a girl from an all-girl school has probably gained a lot of confidence in her actions. Boys can often be pretty rough on ambitious girls. I speak to you in complete truth when I tell you that at Christmas many of my parent's friends commented on the fact that I seemed to be much more confident of myself, and much more of an extrovert. I thank Lindenwood for the greater part of this change in my personality. My sister attended Lindenwood and has always been very grateful for the type of citizen it has made her.

What I would like to see at Lindenwood is a still greater concern with what we have and have not on this campus. For instance, I feel there is a great need for a student union, and all the girls feel this way. Perhaps there is even a greater need for a new gymnasium--Butler gym is not only a disgrace to this campus, but embarrassing. I enjoy intramurals and I honestly believe more girls would participate if we had new facilities. There are other sore spots and I'm sure that you are aware of them. So, until you can assure me that these problems will be taken care of, I will not approve the addition of a men's college.

There is an atmosphere of tremendous friendliness, happiness, and ease on this campus that I enjoy. I can honestly say that if I had not found Lindenwood I probably would not be in college right now. I have always been a fairly good student, but the 'small, midwestern, liberal-arts college' was a disappointment to me and my thirst for knowledge, even though Cornell College has a fine reputation. Lindenwood College is a fine school--I'm proud to be a member of its student body and even prouder to know the girls here. I am not exaggerating. At Lindenwood I have been confronted with life as it really is--my opinions on sex and drinking have been challenged to a certain degree and I feel I'm a stronger and better person for it. This never would have happened at the very middle-class, monastic college I attended before--and believe me I feel sorry for those students there."

Submitted by

Judy Bassnett

STUDENT STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"As we discuss the Coordinate Men's College, perhaps we are reviewing the objectives of a Women's College, or the purposes or the objectives of education for either sex. One of the objectives stated in the Lindenwood College Bulletin, Catalog Issue, 1967-1968 is: 'an awareness of man's unique capability for guiding his own destiny.' It seems by the tone of this statement we are speaking of mankind - be it man or woman. However, the statement would read more sympathetically if it said:

'an awareness of WOMAN'S unique capability for guiding HER destiny...'

and this is the bag. How can we, as an institution of higher education, help an individual be all that she is capable of being? We are working on the assumption that in this pursuit an education is very important. Are we, however, also assuming that for each individual this experience can be had in the same atmosphere? If, as the discipline of Psychology tells us, one must first accept herself before she can accept other people, then where, how, and when is this possible? Is learning to live with one's self, also learning to live with one's sex and the realities of that sex, whatever they may be? Are we as women on this campus missing the real world, or can we experience the realities of the world without losing an atmosphere and a place where ideals may be discovered and pursued? Why do young women come here? To run away from a 'natural' and 'real' world? Or to find a place where a pursuit of self would not be hindered by societal pressures to conform and not ask questions? Are they admitting a weakness which they want to overcome? And where does strength for convictions, whether they be opposed to norms of our culture or not, hide in women? How many times is this hidden desire to speak up and out repressed by a group of conformity conscious coeds? Does this potential personal strength turn into a weakness, an inability to make one's own decisions, an embracing of emotional outlets, rather than intellectual ones...is this anymore REAL than being in a situation without the constant presence of men? If the choice of the young woman is to pursue an education in a situation where men are not present in the classroom and for a major part of the time not on the campus, and we have found by interviews and other admission techniques that this young woman is well adjusted and well integrated, can we accept this decision on her part to attend Lindenwood as a conscious choice, or must we embarrass ourselves by suggesting it might have hidden or even abnormal meaning? As we change our image from one of the 'girls' finishing school' to a women's educational institution, must we continue to be heckled and pressured by those people who will not accept our efforts to change? One administrator has said that eventually we hope to have women here who can take or leave men. We hope that all women will be strong enough to pursue those goals she wants to attain in spite of almost everything, but where and when does one gain this strength, if it is not developed by your senior year in high school? on a campus that is an extension of the high school situation, or on a campus, freely chosen, where she can feel the freedom of choice necessary to attain a strength of character? Perhaps, at this point we should consider our community image of being a school full of hard drinkers and fast women, and the complaints about the social life. We would question the source of the complaints and the specific reasons for them. Will the new curriculum and stricter admission policy alleviate the problem of the 'image'? What type of student gave us this image to begin with? As we become more and more interested in serious students will this also help us correct our social problem? Will the new type of student attract 'the type of young men' that have been repulsed by some of the young women we have now? Have all the possible ways of introducing our students to other college and university students been exhausted? Why weren't those that

have been tried successful? Could it be that some of our students are too 'lazy' to put out the effort and even expect a knight in shining armor and wouldn't that be ideal?

We have true faith that once a woman can find and accept and have confidence in her individuality as a woman and as a human being, this argument that men in the classroom will make education more stimulating will cease to be valid. The power of women to stimulate other women intellectually has been underestimated too long. It's a far greater challenge to help women develop and realize her intellectual potential. Feeling that women cannot intellectually function without men denies that she has any potential at all...gives in to an 'easy way out' of a hard problem. Woman must begin to be educated as intelligent, rational beings, and not merely as sexual objects, passively accepting the idea of inferiority and subserviance to men, and denying their own individual, spiritual, and human worth in the process.

Lindenwood is truly becoming a unique institution for the education of young adults who also happen to be women. Why should we abandon our present course which has taken 100 years to develop? Why should we divide our attentions and concerns at this particular period when we haven't as yet really discovered our potential or investigated the effects of our new program on the old problems? We are on the border of effecting a new and meaningful educational experience for women, why not accept the challenge and put our energies totally into the new program instead of retreating because we can't stand up to societal pressures? Are we back to the original question? What is the purpose of Lindenwood College and where does the strength in a women's education life, assuming men and women are different, and they are.

This is a statement based not on percentages, charts, or statistics, but on feeling, which is as true as the rest. We want to approach the question and the discussion with an open mind and a commitment to Lindenwood as an educational institution for women."

Submitted by

Pat Mackey - Coauthor
Maryann Perkowski - Coauthor
Pam Reynolds
Sandy Siehl
Cindy Drake
Sally Heyer
Susan McReynolds
Pamela Szabo
Diane Kennedy
Diane Beeson

STUDENT STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"This letter is in reference to your asked-for opinion on the idea of a coordinate men's college for Lindenwood. I think it is the best idea I've heard brought up by the administration in a long time.

The thing I think I missed most as a freshman was the male point-of-view in the classroom. The setting here is, as in all colleges, far from real, but this absence makes Lindenwood even further removed from the 'real world.' Many of the girls have expressed the opinion that they think having men around would 'ruin' Lindenwood; they came here because it was a women's college. Yet these same girls will walk around the Washington U. campus and wish it was Lindenwood's. Men have a different way of looking at things and are most always willing to express an opinion on something. The presence of men in the classes, I feel, would definitely create a livelier atmosphere and stimulate a freer exchange of more and different ideas. In my biology classes, when a question is thrown out, the members of the class merely sit there and each outwaits the other or the teacher pries the answer or opinion out of a student. This indicates, to me, boredom. Jim Wood was in one of them, however, and there were quite a few provoked discussions because he questioned something said; these were not 'led' by the teacher, they were exchanges of ideas between members of the class -- this is sadly lacking in many of the classes here. Men in the science department, especially, would be an asset. The standards of the department would necessarily have to be raised considerably to meet the demands of male students; this would be one of the greatest benefits.

Furthermore, the presence of men would stimulate the girls to look just a bit better for class. It would also solve those all-too-common complaints of 'lack of an adequate social life' and 'not enough opportunities to meet men.'

Thank you for this opportunity to express an opinion in this matter; I hope it can be of some help to you."

Submitted by

Bonnie Gunther

STUDENT STATEMENTS ON COORDINATE MEN'S COLLEGE AT LINDENWOOD

"You have requested a statement from the students on the coordinate men's college. My roommate and I feel this way: We both came to Lindenwood because of its standing as an all women's college, its claim as the 'oldest all girl's college West of the Mississippi', and the pride associated as a student here. We believe a loss of identity to a certain extent would accompany the addition of a men's college, resulting in a loss of freedom and the absence of the relaxed atmosphere, not only in the classroom, but on the campus in general.

We suggest, however, the addition of more male students to classes in various departments. We benefit from the male opinion by its contribution to a more broad education."

Submitted by

Barb Batt
Sue Riffe

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A REPORT ON THE MacMURRAY COLLEGE EXPERIENCE IN ESTABLISHING A
COORDINATE MEN'S COLLEGE AND ITS RELEVANCE TO LINDENWOOD

I. A profile of MacMurray College, 1966-67

A. General character.

1. Founded as woman's college in 1846, men's college in 1955.
2. Affiliated with the Methodist Church and financially supported, in part, by the Central Illinois Conference of the Methodist Church. "Non-sectarian in its outlook and teaching."
3. Located in Jacksonville, Illinois, where another private college, Illinois College, is located. This is a coeducational school.
4. Has sixty acres of campus with five academic buildings, nine residence halls, and six other structures.
5. Has an enrollment of 1,050 students (almost equally divided between men and women), sixty-five faculty members, 50% of whom hold the doctorate. Student-faculty ratio 15:1.
6. Offers the bachelor of arts degree only.

B. Characteristics of the coordinate college arrangement

1. The same faculty, staff, and classroom facilities serve both men and women.
2. There are separate residential areas, the dormitories distinguished also by radically different architecture.
3. Men's residence halls have faculty residence counselors; the women's halls have head residents.
4. Men and women share the dining halls and the campus center.
5. There are separate social and recreational programs; separate student governments; separate honor societies; separate student newspapers; separate yearbooks; separate handbooks for rules and customs in student life; separate alumni organizations.
6. Men's intercollegiate athletic program includes: basketball, baseball, cross country, golf, soccer, tennis, track, wrestling.
7. No married housing is provided.

C. A comparison of the geographical backgrounds of men and women students.

<u>Men</u>	<u>Women</u>
Illinois - 283	Illinois - 367
New York - 59	Indiana - 27
New Jersey - 35	Missouri - 20
Massachusetts - 22	New Jersey - 16
Missouri - 20	New York - 15
Connecticut - 15	Connecticut - 15
Indiana - 15	Massachusetts - 14
Ohio - 14	Ohio - 13
Pennsylvania - 13	Pennsylvania - 12
Others - 47 (no southerners except for 11 from Maryland, Florida, and Washington, D. C.)	Colorado - 12
	Others - 70 (21 from the south)

II. History of the establishment of the coordinate men's college.

A. Alternatives considered

1. A merger with Illinois College was discussed and pursued to the point of a vote by both faculties--voted down by Illinois.
2. A merger with McKendree College of Lebanon, Illinois, was also discussed but dropped before being brought to a vote.
3. Advantages of a merger would have been an established student body of men and a working alumni organization.
4. Disadvantages of a merger would have been the problem of absorbing another faculty, an expensive and complicated transitional period, and the problem of disposing of one campus.

B. Procedures and considerations--administrative.

1. Studies and preliminary decisions were made by the college administration and trustees--the faculty was not involved.
2. Economic reasons were the primary ones which motivated the administration and trustees to move toward some kind of co-educational development of the college. Academic and social reasons came next.
3. Alumnae, as well as faculty, had to be won over to the plan for a coordinate college. While the decision to proceed, therefore, was administrative, the final concept was the result of a give and take among the three groups. Many concessions were made:

- a. Men's dormitories are on a separate part of the campus.
 - b. All identity--organizations and activities are kept separate-- student government, newspapers, honor societies, etc.
 - c. Freshman and sophomore classes were separate during the first few years of the coordinate college. Since 1961 all men's and women's classes have been merged "as much as possible." (This indicates that there is still some separation.)
4. Accreditation of the new college was immediate since the library, faculty, laboratories, trustees, and financial structure were those of an already accredited college.
 5. Money for the men's residence halls came from the government (Health, Welfare, and Education Department). The first class of men filled one dormitory. There was little financial outlay except for the residence halls at first, but after the first two years came expanded dining facilities, a new chemistry building, additional faculty, a campus center.
- C. The recruiting of men students.
1. The first class of men (135) was obtained largely by giving scholarships. MacMurray makes extensive use of the state scholarship plan. The state of Illinois provides some \$1,000 which a student can use anywhere; MacMurray adds to this according to the student's need. (Some 300 of the 1,050 students presently enrolled have state scholarships.)
 2. Admissions personnel not only had to find the men and to provide most of them with scholarships, but they had to build a masculine image for the college. Having a separate name for the men's college would have helped. (After ten years, the problem of the masculine image no longer exists.)
 3. The first few classes of men were "low grade academic risks" although sixty out of the first 135 graduated and 60% of those went to graduate school. (Academic ability of men now equals that of the women.)
 4. Recruiting of both men and women is still a big activity at MacMurray. There was an \$80,000 budget for this purpose last year.
- D. The effect of the coordinate college on the physical plant
1. Four dormitories for men have been built since 1957--all with funds from Health, Welfare, and Education. The capacity of each dormitory is 106-108 as a result of the government's advice on what could be managed with each loan.

2. Men's residence halls are corridor-type, brick, two-story structures. In the first two halls, dining facilities were included. These have been discontinued and the dining areas converted to rooms for additional residents.
 3. The dining hall was expanded to serve both the men and women after the discontinuance of the men's dormitory dining facility. The separate dining for women at first was perhaps another concession to alumnae and faculty.
 4. A campus center was built in 1964 and opened in January of 1965. It is attractive and well-designed (but cost \$800,000 against a planned \$600,000). Located midway between men's and women's residence areas, it serves students, faculty, alumni, visitors, and staff, and houses a snack bar, small dining facilities, recreational areas (including bowling), bookstore, post office, conference rooms, faculty lounge, browsing areas, and student organization offices.
 5. At first, a large, multi-purpose science building was planned. This was modified and was built as a chemistry building, serving the additional classroom needs very well.
 6. Generally, one could say that MacMurray has gone to coordinate education and from 800 to 1,050 students without extensive building except for residence halls and recreational facilities.
- E. The effect of the coordinate college on curriculum and faculty.
1. Academic programs in physics, mathematics, philosophy, chemistry, biology, psychology, and sociology were strengthened over the the first few years of the coordinate college. Men's physical education, of course, was added. In recent years, the number of course offerings has been reduced and a core curriculum adopted. (Dr. Michalson feels the academic strength of the college has been significantly increased--partly because of the presence of the men's college.)
 2. In 1961, all degrees but the A.B. were dropped. Since that time, the number of courses offered has dropped from about 590 to 250--mainly to reduce the course loads of the instructors, some of whom had been carrying as many as 24 hours. The restriction in course offering has not imperiled graduate work. MacMurray has a good record of graduate school entries.

3. Some psychological adjustment was necessary on the part of the older members of the faculty. (One person only recently gave up wearing a fresh flower in his lapel each morning.) There is still some insistence that the differences between men's and women's education must be maintained. (Dr. Michalson pointed to the 'new suffragist movement' among women (note Catholic colleges in particular) and that the roles of women in the next twenty years are going to be so changed as to justify considering the education of women as separate from that of men. This needs study.)
4. The physical education program for women was kept strong but camping, recreation, horseback riding were dropped. All physical education majors take the full liberal arts core. Men can get only a minor in physical education.

III. Evaluation of the ten-year experience with coordinate education.

A. Academic

1. MacMurray is now much stronger academically. 50% of the students who begin their work at MacMurray now graduate. 60% of the men and 30% of the women go to graduate school. Reduction in the finishing school image and the intellectual stimulation of mixed classes have raised levels of achievement. Faculty has been strengthened, partly to accommodate special demands of men, partly by curriculum revision. Salary increase: \$5,300 average in 1960. \$10,500 now.
2. Academic ability of the men now equals that of the women. Board scores are about the same for each group and some 100 points higher on the average than they were a few years ago. 550 was the mean score for CEEB last year (all students). (MacMurray accepts a good many students with scores in the 300's.)

B. Economic

1. There is a \$300,000 accumulated deficit for the men's college at this time. (This is apparently related to operation of the dormitories and men's athletics but I do not know the details. Surely the instructional budget is not kept separate.)
2. In general, MacMurray is financially much stronger. Assets have been extensively increased and development programs have been enhanced--easier for a coeducational college to get foundation and government money; there is a wider base for private giving.
3. Although there was and continues to be objection to the men's college from women alums, the most generous gifts to the new college have come from alumnae.

4. Increase of enrollment from 300 to 1,050 has meant better use of facilities and faculty.

C. Social

1. Socially, the change to coordinate education has not been as important as it might be for Lindenwood. MacMurray has not done what could have been done with men's residences to provide a better social environment. Things are improving with the campus center. The separation of student governments, newspapers, etc., is giving way gradually and cooperation between the men and women has become good.
2. There were sociological differences between the men and the women at first; these still are apparent, but not as important as at first--perhaps because a different kind of young women is coming to MacMurray now. (The greatest resistance to the starting of a men's college came from the socially-conscious alumnae rather than the intellectuals. This is still true to some extent, and this reflects a continuing division in alumnae attitudes toward the purpose of women's education.)
3. Men's dress customs reflect the current informality and shagginess--the hipster look being a frequent occurrence. Yet the men have done a better job of building a college spirit and a sense of identity than the women. They have also increased the seriousness of attitudes toward the academic program and have changed the finishing-school image of MacMurray.
4. Men, especially the eastern students (more men are from the East than women), resist the rules and customs of the college, especially required chapel and any emphasis on religion. The argument that they had been informed of the customs and the mores of MacMurray and Jacksonville, Illinois, before they came to the college has not been very effective. (Dr. Michalson did not say any more than this but I have the impression that this is a problem.)
5. There has been a steady erosion of the honor system since the men's college was established. Honor codes just do not work as well with the men as with the women--perhaps because of the longer tradition among the women students, perhaps because of backgrounds. There has been much resistance among both men and women to that portion of the code which involves reporting on another student. (Dr. Michalson would use the Princeton plan of having each student sign a statement that he understood and agreed to the code and rejecting any student who would not do so.)

IV. Conclusions and recommendations applicable to Lindenwood.

- A. Very little college money was involved in establishing the coordinate college. This has hampered its development. Coordinate education simply means 'two colleges on the same campus unless something imaginative is done.' (Dr. Michalson's observation). Much of the imagination needed concerns the way the men's residence facilities are designed and managed. MacMurray would have done better to have spent more money on the men's buildings. From my observation and from impressions gained from Lindenwood students who have visited MacMurray, I have concluded that enthusiasm and support have been dampened by the second-class character of the men's part of the campus. The men's residence halls are sleazy, looking like low-cost housing developments and contrasting sharply with the more elegant and tastefully designed women's halls. Placed at some distance from the women's residences, the men's dormitories do not seem to be a part of the campus.
- B. From the very beginning, the men's college has to be carefully interpreted to the alumnae and to the first men students. A distinct image is necessary and every effort should be made to give the men a first class status from the first. Lindenwood should remain the name of the women's college, but a different name should be found for the men's college. As much as possible, the men should be chosen for the quality of their promise even at some loss in the number of students to be gained from the first recruiting. A proud, masculine, intellectual identity needs to be established with the founding of the men's college. Among other things, this means thoughtful selection of students, effective orientation to the role of being charter members of a new student body, an environment which gives physical evidence of their status, a college name with the right ring to it, and a challenging academic program.
- C. Dr. Michalson suggests that Lindenwood consider working toward an enrollment of 400 to 500 women and 400 to 500 men rather than keeping 700-800 women and building a men's college enrollment in accordance with available space with an ultimate aim of perhaps 1,400-1,500. In view of the competition from state schools, it would be best to stay small and excellent and have a coordinate college with a total enrollment of little more than 1,000 students, even if this meant a reduction in the number of women students from that of the past few years. (Would it be possible to use any of the present women's dormitories for men?)

- D. Before considering a separate structure as a campus center, we should study men's residence hall designs to see if the social center of the campus cannot be combined with men's living quarters. (Dr. Michalson observed that the desire now is for more privacy and less togetherness, the campus center at MacMurray does not serve this function.) A ground level complex opening out onto the women's residence areas (in the old stables area perhaps) could be designed to enclose recreation rooms, stores, small food preparation areas, etc. An imaginative architect like the one who did Lake Erie College (Christ-Janer-- we should bring him here to speak; he talks philosophy and a way of life as well as design) could curve the space so that it is open yet intimate. Dormitory rooms for men would be on the second or third floor and up. Men's accommodations should be interesting and distinctive so that a sense of pride and identity could be immediately established.

Respectfully submitted,

Howard A. Barnett

February 9, 1963

A REPORT ON THE KENYON COLLEGE PLANS FOR A COORDINATE COLLEGE

A. Character of Kenyon College

Kenyon is a men's college affiliated with the Episcopal Church. Founded in 1824 and starting with 6,000 acres of land around Gambier, Ohio, it has become one of the finest liberal arts colleges in the country, with an extensive plant, 400 acres of land, and 300 students. Its endowment of 3 million dollars is roughly comparable to Lindenwood's.

The faculty has recently revised the curriculum. Only the B.A. degree is offered. Made up of "guided electives," "free electives," and "major study," the program is defined as "a coherent program of courses in associated subjects rather than in one subject alone, a program which leads the student to think of his special subject in terms of related matters and to integrate his knowledge."

There are departments of Aerospace Studies, Art, Biology, Chemistry, Classical Languages, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy, Physical Education and Athletics, Physics, Political Science, Psychology, Religion, and Spanish. Like Lindenwood, Kenyon is a college where no major is offered in a department which has fewer than three faculty members.

B. Rationale for Adding a Woman's College

The idea of a coordinate college grew out of plans for expansion. According to the Provost, Dr. Bruce Haywood, separate education for men at Kenyon does not pose a social problem and there would be no difficulty in getting more students if the college were to remain as it is. The real reason for deciding to bring women to the campus was to get the right kind of balance in the curriculum in this age of specialized knowledge.

In an up-to-date college, for example, a balanced offering in a subject area requires at least two or three specializations in a department. Since men do not sufficiently support courses in art, drama, music, language, and classics, women are needed to make a first rate program in these areas economically feasible. In many subjects, moreover, a distortion of subject matter occurs when students of only one sex are present.

Coeducation, on the other hand, is not the answer for Kenyon. The virtues of separate education should be maintained in those areas where they truly exist. There are values in having certain courses taught in classes where men or women only are present. There are values in the cultural and social integrity of separate campuses, where study and discussion can occur without the distractions of physical and emotional stimulation. There are values in separate student governments and other activities where leadership development can occur for both men and women, without having one or the other dominant and without the specter of sexual rivalry or popularity based on sex appeal. Separate dining halls, study areas, etc. permit a maturation not possible when an entire campus is coeducational.

The crying need for quality education in the liberal arts can best be filled when there is separation in some areas and the opportunity for a dialogue in others. The virtue of the plan Kenyon has adopted lies in its proposition that men and women, living in their own separate and distinctive campuses, may independently explore their separate worlds, while coming together in the classroom and laboratory to explore the world that is common to both--the world of ideas and of human experience. (This last statement is from an article in the Kenyon alumni magazine.)

One other factor of importance in considering a coordinate college, according to Dr. Haywood, was that graduate school is an objective for most Kenyon students. Departmental programs, therefore, are aimed at graduate study. The presence of serious students who are majoring in a subject are important to the quality of the academic work being offered. To keep quality high in all departments of study, it is necessary to have women in order that there may be majors in subject areas where men rarely concentrate their studies.

C. Plans for the Women's College

About 20 million dollars will be raised in a campaign extending over the next ten years. Approximately 9 million will be used to build a separate complex of residence halls for women and a new biology building. The rest of the money will be used for renovation of old buildings, an arts center, and instructional improvement. The total of 20 million includes money which the government will provide.

There will be a separate dean for the women's college, a name of its own, and a separate campus. The dean will be responsible for giving the women's college the distinctive identity and character which are important in both the academic and social aspects. All other academic and administrative offices will be shared, except possibly for an assistant to the dean who will be a director of student activities.

The administrative structure as presently planned is as follows:

1. President
2. Provost (chief academic officer over both colleges. Dr. Haywood has already been elevated to this post.)
3. Dean of the Men's College (in charge of both academic and student affairs)
4. Dean of the Women's College (in charge of both academic and student affairs)
5. Directors of student activities for each college to handle the bulk of the student counseling, etc.

The first women at Kenyon will not be freshmen only, but they will include students for all classes, freshmen through senior. Dr. Haywood believes that students who have had coeducational experience should help to make the first year more successful. (Some 100 girls have already applied for admission as a result of the publicity concerning the plans for the coordinate college.)

Each residential college will be autonomous--separate dining and recreational facilities, etc. No campus center is planned, Dr. Haywood considering such a place to be a white elephant. Lounges of the dormitories and recreational space in the new dining hall will serve for social gatherings. In Kenyon experience, students off duty want to be alone and off campus.

Since Kenyon has fraternities housed in units of the dormitories, the women's dormitories will be constructed to make sororities possible--16 girls to a unit for social organization. There are no plans to establish sororities; the college will let this work itself out.

No new departments of instruction are anticipated. No change in the curriculum has been proposed to accommodate the addition of women to the student body.

D. Miscellaneous Observations

The North Central Association has been consulted, but there was no request from the association that Kenyon submit plans. Approval and accreditation are automatic since an accredited faculty and library and plant are to be used for the new college.

Dr. Haywood served as a consultant for Hamilton College and Vassar. Hamilton, he reports, had essentially the same reasons for bringing women to the college as Kenyon. Its decision to establish an entirely separate college with separate administration, faculty, etc. came as a result of a board member's offer to give the money if the women's college would be made completely independent.

The present administration, with student government participation, is currently establishing the rules by which the women will live when they are brought to the campus. The present students have resisted the idea of a coordinate college somewhat because they fear the presence of women will change the social freedoms they now enjoy. Dormitories are presently open to women guests during certain hours; the use of alcoholic beverages is permitted on campus. The administration anticipates no change in social freedoms and apparently has so assured the men now enrolled.

Respectfully submitted,

Howard A. Barnett