

Lindenwood University

Digital Commons@Lindenwood University

Faculty Meeting/Council Minutes

Lindenwood Documents, Booklets,
Miscellaneous

1943

Lindenwood College Faculty Meeting Minutes, 1941-1943

Lindenwood College

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



Part of the [Higher Education Commons](#)

1941-42

1942-43

FACULTY MINUTES

1941-1943

Faculty Minutes

1942-43

The first meeting of the Conference of Faculty and Administrative Officers for 1942-1943, was a dinner session held in the Lindenwood College dining room, September 14, at 6:30 P.M. Dr. F. W. Shipley of Washington University addressed the group on some problems of the Liberal Arts College.

After the dinner the faculty were invited to inspect the Gables which has been converted into a Faculty Club House for the current year.

Kathryn Hankins

Secretary of the Faculty

The first regular business session of the Conference of Faculty and Administrative Officers for 1942-1943 was held in the Library Club Room, September 15, at 10:00 A.M. The meeting was opened by President Harry M. Gage who made the following announcements:

1. That the afternoon session would begin at 1:45 P.M.
2. That at 3:30 P.M. President and Mrs. Gage would be at home to the faculty and administration.

Dean Gipson made the following announcements:

1. That there would be luncheon and dinner conference meetings for various groups of the faculty to discuss registration and current problems pertaining to the first week of college.
2. That the faculty owed a debt of appreciation to Miss Cook for her untiring efforts and arrangements for the Faculty Club House.
3. That Dean Gipson would be at home to the faculty and administration in the Faculty Club House Thursday afternoon at 3:30 P.M.

President Gage presented Dr. George A. Works who talked to the faculty on the following topic: General and Immediate Problems Facing All Liberal Arts Colleges. Dr. Works raised the following issues:

1. Is there going to be a place for the independent Liberal Arts College in higher education in America after the war?
2. Whether we survive at Lindenwood will depend on the quality of work the institution does, particularly its instructional staff.
3. What are the methods by which we can improve Lindenwood College, particularly in regard to the quality of teaching?
4. The suggestion was offered that emphasis should be placed on the first two years' work, with definite evaluation of our present plan of general education offered to our students.

5. Survey courses have some value if they are organized in terms of the needs of students.
6. Breadth and depth for our courses need to be considered.
7. Definite thought should be given to the high per-capita cost of small classes in Lindenwood.
8. Lindenwood must decide in what areas it wants to equip students to specialize, and then forget about other areas for which there is not sufficient demand.

Some faculty discussion lead by Dean Gipson and Dr. Thomas followed the presentation of these issues.

The meeting adjourned.

Kathryn Hankins
Secretary of the Faculty

September 15, 1942

The second regular session of the Conference of Faculty and Administration Officers opened at 1:45 P.M., President Gage presiding. President Gage called upon Dr. Schaper to give a report of her work in the summer Workshop at Minnesota University. Dr. Schaper gave the faculty mimeographed copies of material called Exhibits A. B. & C.

Exhibit A gave the names of the twenty-eight colleges participating in this workshop study. Dr. Schaper called especial attention to the fact that his group of twenty-eight colleges was represented by class room teachers ** not Deans, not Educationists. The 1942 meeting was four weeks long, the 1941 - six weeks.

Dr. Schaper then took up Exhibit C -- Memoranda. She raised the question, "Will our civilization endure?" and stated that our project is closely related to the International set up.

Exhibit C contains the points taken up by the Workshop, however, Dr. Schaper said that the Memoranda do not contain all the issues taken up by the workshop.

Dr. Schaper told the Workshop that Linderwood College was founded upon two principles of the Workshop -- that these two principles are incorporated in the purpose expressed by the founders of the college, so that it has happened, whether deliberately or not, that we have certified to teach 50% of our graduating classes.

Dr. Schaper digressed here in her report to discuss our professional library now placed in the Gables. She called our attention to the fact that the Workshop group put thumbs down on educational books. She called attention to the following books as being very valuable:

Youth and the Future
Did They Succeed in College
An Adventure in Education

Exhibit B gives a list of Books in the Faculty library and the main Library that would be useful for teachers.

Returning to the Memoranda, Dr. Schaper called attention to point 4, section II, Basic Philosophy Used in Linderwood Procedures.

Point 5 relates the records made in the Personnel Office. The records show that in 1939-40, 26% of the fathers of Lindenwood students were engaged in professional pursuits -- in 1941-42, 15% were so engaged. In 1939-40 50% were in trade or business, in 1941-42, 65% were so engaged. Another valuable finding from the Personnel Office at Lindenwood is that the hundred students who took the Minnesota Scale Test in 41-42 fell down on emotional stability. Another telling study is that for the year 1938, out of a class of 228 Freshmen, 124 returned, 96 transferred, only 8 were married or did something else.

A brief intermission occurred here.

Dr. Schaper continued:

The college expends about \$1000 a day. What business does that and does not check up on itself? Courses should be scientifically checked upon. Techniques have also been set up for checking upon instructional ability. Dr. Schaper paid a tribute to Dr. Cooper who handled the group discussions.

Section 111-point 1. The Lindenwood Alumnae Inventory was perfected for future use.

Point 3. The definitions and findings of the L. C. committee were presented to the Workshop and goals worked out by the Workshop from the L.C. work of last year.

See page 3. This is our work of last year systematized

In concluding, Dr. Schaper felt that too much attention was paid to personalized education by the Workshop group. From her experience in the Workshop, she drew the conclusions cited on page 4 of the Memoranda. Point c deserves special stress. She then spoke briefly of her appreciation of the opportunity to study at the Workshop.

President Gage announced the hours and program for the following day, Sept. 16th.

The meeting adjourned.

Rathryn Hankins
Secretary of the Faculty

September 16, 1942.

The third regular business session of the Conference of Faculty and Administrative Officers was opened by President Gage at 10:00 o'clock.

President Gage presented a Memorandum of ten Directives to be contingent upon securing the cooperation of the student body and particularly the student leaders.

President Gage spoke with appreciation of the work of the college representatives in the field. He felt that it would be good for them to speak to the Faculty of the difficulties encountered in the field, and for the representatives to know that the Faculty can "deliver the goods". The President introduced first two faculty members who during the past summer worked on the field.

Dr. Clevenger made the following remarks from his experience in Nebraska territory:

1. The chief discovery made is that it costs a great deal of money.

2. His attitude toward students will be changed by his experience to the extent that he will start with the conclusion that parents think they are buying something at Lindenwood that is better than they can buy anyplace else.

3. His attitude toward poor students will be to speak of their improvement so that this can be incorporated in the Dean's letters to parents.

4. He will give more individual attention in regard to helping the student to learn to study.

President Gage underscored the last remark.

Dr. Garnett, also on the field during the past summer, made the following remarks from his experience in Kansas City and Eastern Kansas:

1. Our Lindenwood Alumnae are people of high repute in their communities — Christian people who believe in Lindenwood.

2. Our students need tolerant handling — they are spoiled.

3. We blame the student for not returning. They

do not always come voluntarily, nor do they leave voluntarily. Other factors contribute to that.

4. They are oversold, therefore the college responsibility is the greater. They are oversold or they would not be sold at all. Every student is solicited by at least ten colleges.

5. These students come with high hopes. They believe in us. We must help each girl to find her place.

Mr. McMurray, whose field is Oklahoma, made the following remarks:

1. Parents are fearful about sending their daughters away from home.

2. Lindenwood offers them the personal touch.

Mr. Lewis spoke of the difficulties in his field, Indiana and Ohio:

1. Indiana has college days, and if a representative does not make these days in the various counties, he loses out.

2. Many students in Ohio are headed East and have to be sold to the West.

Mr. Colson spoke briefly:

1. Contrary to what Dr. Garnett discovered in his territory regarding the affluence of parents, he found that in the majority of cases it is a sacrifice on the part of the parents to send girls to college.

2. Such parents are concerned with the daughter's being prepared to make a living.

DR. Branstedt spoke:

1. After all is said, the college is not altogether responsible for students not coming back; sometimes the boy in the case makes the decision.

Mr. Motley brought to a close the remarks of the representatives with the plea that "we bend over backwards" to do something for our student body.

President Gage made the following announcements:

1. Miss Kathryn Hankins will be the Secretary of the Faculty.

2. The name of Registrar has been abolished. The College has a recorder. Professional tasks which formerly concerned the registrar, will be under Dean Gipson's supervision. All inquiries shall be addressed to the Dean's office.

3. Due to government regulations of transportation, the L. C. Christmas vacation extends from December the 15th. to January the 15th.

4. For the names of those on various committees to serve this year, see sheet appended.

Mr. Motley announced the founding of a scholarship to be called the

Myrna Stith Norris Johnson Memorial Scholarship
for Music

It pays the entire expenses of a student at Lindenwood and gives her \$20 amonth spending money. The student chosen this year is

Lois Anderson.

President Gage introduced Dr. Works who spoke as follows:

By way of introduction and commenting on the speeches of the representatives, that such situations as they describe with the accompanying costs makes for an impossible situation, that will have to come to a stop in colleges. He mentioned one college he knows that has a budget of \$50,000 and gives \$14,000 to scholarship which is after all just bait.

Dr. Works said that he would return to the college for eight meetings this school year.

His function in the college is:

1. To assist anyone making a study.
2. To assist in the interpretation of studies made and in computing results.

Dr. Works raised the following issues:

1. With what phases is it best to begin a study?

With your own resources or those of your community. Understand your resources-- your students.

2. What are your resources as a faculty?

3. What are your outside resources? Use them fully-- i.e. business center like St. Louis.

4. What are the factors that contribute to a student loss of 40%? Is it with the students or with resources here? It is inevitable that we lose some whom we do not want.

5. Teachers should themselves make a critical analysis of their offerings. Are there any omissions? Are there too many courses? Are the courses too finely segmented?

6. Lindenwood should not be preparing students for a University or a Vocational school. We should be more concerned with what the college can contribute to the student.

7. In analyzing student programs, note whether they are without music.

8. It is desirable to have more intimate relations between departments. To limit one's thinking to one department is very bad.

9. How do you judge a good teacher? How do you know that you are a good teacher?

Be well equipped

Have an interest in teaching

Have an interest in young people

Be able to arouse and inspire them

The meeting adjourned

Nathryn Hankins
Secretary of the Faculty

September 16, 1942

The fourth regular business session of the Conference of the Faculty and Administrative Officers opened at 2:00 o'clock, President Gage presiding.

The President made the following announcement:

The President, Dr. Schaper, Mr. Motley, Mr. Thomas, and the college representatives are to meet with the Dean and the registration counselors.

In introducing Dr. Feemster to the faculty, President Gage assured her of a very warm welcome here. He said that he had remarked to Dr. Smith of Chicago that history could be a core subject and that Dr. Smith had replied that it could not be done except by means of Literature

Dr. Feemster spoke on "The Function and Value of History in the Liberal Arts College". She said in effect:

DR. Parker presented a paper on "The Function and Value of Literature in the Liberal Arts College". A digest of the paper follows:

Dr. Parker's citations from the New Republic provoked some questions from President Gage, and some reactions from Dr. Works. The latter does not believe that this article is a true expression of St. John's College. He further expressed the belief that St. John's will not succeed in a General Education plan along present lines.

The meeting adjourned.

Kathryn Hankins
Secretary of the Faculty

September 17, 1942.

The fifth regular business session of the Conference of Faculty and Administrative Officers opened at 10:00 o'clock, President Gage presiding.

President Gage announced Faculty committees for the year and the Freshman Registration Counselors. Dr. Thomas was asked to meet with the counselors. Two committees were taken off at Dr. Schaper's request until she could talk to the President since these committees concerned her Residence work. One name was added to the Steering committee. See list appended.

President Gage said in introducing Miss Staggs that information of advance registration from the Dean's office indicated that the trends are toward Home Economics and Commerce.

Miss Staggs spoke on "Home Economics in the Liberal Arts Curriculum:

Miss Staggs spoke first about the General Workshop she attended for two weeks in Chicago. She felt that the general sessions were unsatisfactory-- old ideas dressed up in new words. The people whom she met were inspiring-- Dr. Aiken, Dr. Prescott, Dr. Spafford.

An outline of the paper follows:

1. The philosophy of Home Economics
2. Objectives of Home Economics
3. Opportunity and Need for Family Life and Education
4. Trends in Teacher Education
5. Opportunity and Need for Educational Research in our own college
6. Development of a course in Family Life Education for all students in the first year of college work.

Miss Bibbee was the second speaker of the morning with the topic, "Our welcome to the Freshmen".

Miss Bibbee construed the subject to mean not the actual welcoming of the Freshmen, but the way of treating them throughout the year.

Miss Bibbee gave mimeographed copies to the

faculty which showed adolescent traits (Exhibit A) and Exhibit B listing points to show the Student Personnel Point of View. These are appended.

Miss Bibbee emphasized the following points:

1. We expect too much of Freshmen. They are really babies. We want them to act like adults.
2. Every person is responsible for students.
3. Teachers should know the changing educational patterns so that they will fit better into contemporary scenes.
4. The Faculty should be careful not to break the morale of the students that has been built up by the Personnel office.

Miss Bibbee called especial attention to points 1,2,4,5,9,16,19, and 24 on sheet marked Exhibit B.

Dr. Gregg asked, "Just how does one break down student morale?"

Miss Bibbee replied that the students come to us very enthusiastic and ready to like things. Faculty members are critical of dormitory conditions, food served etc.

Dean Gipson asked the whole faculty group to return at 1:30 for a few instructions before the counselors' meeting.

The meeting adjourned.

Kathryn Hankins
Secretary of the Faculty

September 17, 1942.

The sixth regular business session of the Conference of Faculty and Administrative Officers opened at 1:30 P.M., Dean Gipson presiding.

Dean Gipson asked all new members of the faculty to meet with her at 10:00 o'clock on Saturday morning.

Dean Gipson spoke very briefly about the value of counseling:

1. It is the sensible, the natural thing to do.
2. Our hearts tell us that it is the sensible thing to do.
3. Help the students get adjusted.
4. Study counseling directions sent out by the Personnel office last year.
5. Encourage the student.
6. The amount of time it takes is not to be considered.

The faculty group adjourned. Freshman counselors and those members who had been asked to remain went into session.

Instead of a discussion or lecture, a little play was enacted in which a student presented herself for enrollment. Mr. Motley took the part of a Lindenwood student appearing for the first time. The student met the Dean, was introduced to different counselors and actual discussions followed with the counselors. Mr. Motley (as the student) asked the questions which one girl had asked him by correspondence during the summer.

Counselors were asked to keep all schedules in duplicate and also a written record of all promises made.

The meeting adjourned.

Kathryn Hankins
Secretary of the Faculty

September 18, 1942

The seventh regular session of the Conference of Faculty and Administration Officers opened at 10:00 A. M. President Gage presiding.

Miss Staggs was given a few minutes to speak upon the final point in her outline, i. e. - The Development of a course in Family education for all students in the first year of college work.

President Gage presented Miss Deach to the faculty and welcomed her as Head of the Physical Education Department.

Miss Deach spoke on "Physical Education on the Campus and in the Curriculum". A brief resume follows:

1. Physical education has a tremendous challenge. It is to be considered on the campus as training for effective living,-- as a sort of text book to educate the body to execute in a better fashion each one of the various movements of which the body is capable. By this we hope to get more grace, more poise, more ease. We wish for a variety of skills to use here and now for our leisure moments.

2. This skill will carry over. Skills prevent accidents in everyday living and also provide more enjoyment. There should be developed a discipline of mind and body, a harmony of mind and body; there is no premium on efficient thinking over efficient moving.

3. There is training for individual activity and there is a training for team sport. There is a need for sports. Statistics show that 40 to 50% of the men in the navy do not know how to swim.

4. To attract students to a body-building class give it a name, such as Charm School.

5. In answer to questionnaires sent out, 82% in the coastal regions felt that physical education was important in warwork, 84% in the interior regions. Do college women consider their physical fitness necessary for war work? 60% in the coastal regions, 41% inland affirm that it is; 12% coastal and 25% inland deny that it is. Some would put out physical education for the duration.

6. Physical Education can contribute to the

welfare of the whole being by self-criticism, self-direction, self-control.

7. Every physical education major should have music, an appreciation for it, understand phrasing, and time, have some skill in playing the piano. She should have a knowledge of poetry, choral speaking, art and a knowledge of printing. Need chemistry, physics, physiology, and the biological sciences.

8. Physical Education is unique in the service it offers to students; they help with classes, help in The Athletic Association, train for leadership in communities, and train for counseling.

9. The policy of the department is to offer a varied program -- some 35 activities. There will be theory courses, a campus recreation program, sports days, week end programs, and provision for the faculty to play.

President Gage made some comments upon the paper and physical education in general. He called Miss Morrison to the front, introduced her, and gave her the opportunity to speak for a few minutes upon organized sport.

Dr. Works made a summary of the findings.

1. Colleges are prone to think too much of their evaluation by other institutions, rather than what they think about themselves.

2. Accrediting institutions have their place, but erroneous ideas have grown up about them.

3. A college should say to itself, "What can I do better than any other college?"

4. Questions for institutional research:
Let the faculty get a picture as to how many subjects the student gets acquainted with. What have the music students been getting? What have the English students been getting? Should music be a part of general education? If so, Mr. Thomas should arrange a program. How much Home Economics do girls have who do not major in Home Economics?

5. By a general education we are thinking of a common body of knowledge - the kind of an education that we think every L. C. girl should have.

6. What does a terminal education mean? A program for one not going on with college work. It may be Vocational. Some colleges offer 2 year terminal courses such as business

7. Minnesota set up a General College to help students develop.-- No work primarily prepares for the Senior college level. Other colleges have tried this.

8. Colleges have been too prone to ape Universities. Departments are built too exclusively for majors. C courses have been multiplied.

9. A college is an intellectual enterprise-- it is an intellectual experience. Cannot go far wrong or from the goal if we keep these things in mind.

The meeting adjourned.

Kathryn Hankins
Secretary of the Faculty

September 18, 1942

The eighth regular session of the Conference of Faculty and Administration Officers opened at 2:00 P. M. Dr. Gage added the following faculty members to the Advisory Committee on Religion, with the announcement that they are to work with Dr. Mary Terhune who is the sponsor for the Y.W.C.A.:

Miss Morris
Miss Emberger
Miss Bibbee
Miss Morison

Dr. Gage appointed other faculty members to advise with students of different religious denominations with the stipulation that if sufficient students of any other faith or denomination wished some one to confer with, other appointments would be made. The list follows:

Dr. Thomas for Episcopalian students
Dr. Parker for Baptist students
Dr. Dawson for Roman Catholic students
Miss Englehart for Christian students
Miss Gieselman for Lutheran students
Miss Karr for Methodist students
Dr. Gregg for Presbyterian students
(both branches)

Dean Gipson then took over the meeting for instruction to the faculty. By way of general remarks she said that we have a year before us such as we have never seen. It will be necessary, she said, for the faculty committees to work at night many times. It is her earnest hope that in such a time there will be no quibbling about extra work, that the faculty will do better teaching, more realistic teaching than it has ever done before, that the various faculty members will study their methodology, analyze the content of their courses with a view to their values. Dean Gipson then made the following announcements:

1. The folders from the Personnel Office are not to be taken out of Roemer Hall.
2. Registration Counselors will meet the Freshmen, talk with them and then make out a tentative schedule which the student will take to her permanent advisor.

3. Miss Karr will have charge of the giving out of course cards, and seeing that the students are sent to the counselors.
4. Faculty members will return the schedules to the Dean's officer after registration; one may be retained for each department.
5. Faculty members will call at the Dean's office for registration material on Saturday morning.
6. Registration will begin on Monday morning, at 8:30 A.M. Evening sessions will be from 7:00 to 9:00 P.M.
7. For any information concerning membership in the WAVES or the WAACS, see Miss Eggmann.
8. The faculty will meet at 7:00 P.M. on Monday in the Library Club Room for clarification of any problems relative to registration.

Dean Gipson asked for faculty announcements.

Mr. Martin asked to see all students desiring to take art.

Miss Staggs announced that upper class students, not enrolled in Home Economics, wishing a course in foods, should be registered for the course the first semester.

Dr. Gage asked Dr. Schaper, as secretary of the Steering Committee for Institutional Research, to report the results of a meeting held just previous to the general faculty meeting. Dr. Schaper made the following report:

The first meeting of the Instructional Research Committee was held September 18, 1942, in the Library Club Room. President Gage presided and Dr. Works suggested the plan of procedure for the first part of the year, as follows:

1. That the project which Dean Gipson is preparing in her office, relative to an analysis of the courses taken during the four year period by graduates of 1940 and 1941, would be the first problem for faculty consideration. The next meeting of the staff was set for Oct. 29 & 30.

2. That Dr. Clevenger's suggestion that he initiate a study of the growth and development of the courses in the Linderwood curriculum, particularly relative to any trends which may be revealed, be approved by the Committee and that Dr. Clevenger be advised to present his method and approach to the Committee at some meeting after the October 29 date.
3. That Dr. Bernard's suggestion for the study of freshman mortality, particularly her idea of conserving a select group of freshmen during 1942-1943 against potential mortality, be approved and that Dr. Bernard be advised to present her method and approach to the Committee at some meeting after the October 29 date.
4. That the Alumnae Inventory which the Teacher Education Committee developed last year and which was revised during the Minnesota Workshop, Summer, 1942, be given further consideration by said Committee, and that it be presented to the Instructional Staff Committee at its next meeting, prior to the faculty meeting on October 29 and 30, for further criticism.
5. That the goals for general education which were incorporated in Miss Schaper's report to the faculty during the Conference, be given further consideration in relation to the project which is under way in Dean Gipson's office. (Referred to in point #1 above.)

The meeting adjourned.

Kathryn Hankins
Secretary of the Faculty

September 21, 1942

The Faculty met in a special session called by Dean Gipson for 7:00 o'clock in the Library Club Room. The purpose of the meeting was to check up on any errors in registration.

Dean Gipson explained that The English Literature course scheduled for 11:00 o'clock on Monday, Wednesday and Friday is designed especially for those who are not majors in English, and for those to whom it is a terminal course.

Dean Gipson asked the Secretary to read the letter written in the name of the Faculty to our service men.

Dr. Parker moved that the Secretary write a letter of appreciation to Miss Cook for her very excellent work and thought expended upon making the Gables a lovely meeting place for the faculty. The motion was seconded and carried.

The meeting adjourned.

Kathryn Hankins
Secretary of the Faculty.

October 30, 1942

The instructional staff met in the Library Club Rooms at 7:00 o'clock, President Gage presiding. The President called for announcements from Dean Gipson who spoke as follows:

I. Concerning absences:

No student is to be refused admission to class because she does not have an excuse. Without an excuse there is no obligation on the part of faculty members to give time for make-up work. Students are not supposed to leave the campus at the time of a six week's quiz.

There must be no change made in sections by faculty members before holidays. By absenting herself before and after a vacation, the student forfeits the right of taking the final exam at the time given.

See every student making a low grade- give definite criticism concerning the student's work.

II. Consulees:

Faculty members will please see their advisees again before the holidays.

Comments upon the student will be very helpful and appreciated.

The Secretary read letters from Dr. Hartwig and Dr. Betz. These letters were in answer to letter sent by the Secretary to them in the name of the faculty. The secretary made a statement of the financial status of the treasury.

President Gage reported upon the meeting of the Association of American Colleges meeting in Philadelphia, 10/29/42. The following questions and remarks show the type of meeting:

I. Are we now as Americans to hold back a part of our resources for post-war period, or give all now?

II. Are we prepared to argue that liberal Art college "imponderables" have any value to the army?

III. Shall we ask Washington to help us?

IV. All speeches made at the meeting bore down hard on specialized courses.

V. General education does not appeal to the army.

The army cannot see that it is going to make him a better soldier.

VI. The government is looking for alternative uses of the colleges.

VII. Proposals made and voted upon at the meeting are appended.

President Gage seemed rather optimistic about the continuation of Lindenwood for the rest of this year and from then on unless some dire calamity should overtake our country.

President Gage introduced Dr. Works who spoke first about the Amored Force School which he had recently visited at Louisville. Two things impressed him there: the detailed specific tasks and the teacher training division. Dr. Works then made a brief analysis of a report given him from the Dean's office regarding the type of work taken by our four year graduates for the classes of 1941 and 1942. He noted the following:

In the majority of cases, the amount of time spent on the major subjects was in correct proportion and better in that respect than was found in most colleges. He felt that too large a percent of those graduating had left the college with little or no training in Biological science, Physical science, music, art, and general courses in Home Economics.

It is his belief that if courses are listed in larger groups or divisions, and a certain amount of work required in each one, students get a better general education and the facilities of the college are used to a better extent.

The business meeting of the faculty closed at 8:40 and a social meeting of both the instructional staff and the administrative staff occurred.

Kathryn Hankins

Secretary of the Faculty.

Nov. 9, 1942.

The Faculty and Administration met in the Library Club Room at 10:00 o'clock. Dr. Harmon opened the meeting with a prayer.

President Gage spoke on the purpose of the meeting.

We as a college, have a contribution to make to the war effort now that we are articulated in our work. The Board, the patrons, administration and faculty should feel, must feel, a sense of personal and individual help -- no exemption. What are we doing about the situation? We cannot take our college for granted. What will we do next September? Dr. Gage read a telegram which was written for the purpose of helping to defeat the Senate Bill regarding boys of draft age. The defeat of the Senate bill will allow them to remain in college until the end of this year and thus permit the colleges to make plans. Fifty colleges have already closed. Dr. Gage hopes to be able to make a report to the Association of American colleges when he meets with their committee on the 25th of November that Lindenwood is embarked upon a program. We want to be able to reply to those who do not appreciate a Liberal Arts College. There will be a demand for trained woman workers in a reconstruction period. President Gage then called on Mr. Motley.

Mr. Motley said in effect:

We will weather the storm if we organize ourselves. Preserve Lindenwood and thereby preserve something more. He suggested that the faculty meet once a week and thereby keep ourselves physically fit and promote a feeling of unity.

Dean Gipson spoke next;

The faculty must consider two things: first, "What are we teaching that is immediately practical? Second, "What are we doing in training for peace"? Our influence should be felt now and for the years to come. No boasting should be done of the number of students sent home. Entire staff is expected to meet Mr. Jackson on Tuesday evening.

Dr. Harmon spoke:

He felt that in some way we should dovetail Louis Adamic's talk with our war program. The Dean mentioned the opposition to the Adamic plan. Dr. Harmon proposed that Lindenwood adopt the Block leadership plan. A motion was made and seconded that we adopt the Block leadership plan in Lindenwood for the dissemination of civilian war services

making Lindenwood college a zone. The motion carried. The motion was amended by Dr. Stumberg to the effect that this plan be recommended to the student body.

Miss Van Lissel spoke as follows:
She would like to use the time in her speech classes for the discussion of Adamic's speech. This would save the time it would take as an extra-curricular activity. She felt that class time could also be used to train speakers to sell war bonds. She offered her personal services to train speakers inside or outside of the college to speak better and thus enable them to make their work more effective.

Miss Deach spoke as follows:
A recreation committee should be appointed to study the situation on the campus- namely that students have a great deal of leisure time that is not properly used. She suggested time for photography, arts and crafts, cooking and sewing with a view to learning these skills not just for themselves but to direct others in recreational centers.

Miss Staggs spoke of the difficulties encountered with Red Cross workers. She said that nutrition and dietetics would be taught. The clothing laboratory will be open for a clothes clinic on Friday afternoons.

Dr. Garnett invited the faculty to a meeting of the Future Teachers of America at 5 o'clock on Tuesday.

Dr. Clevenger suggested that we wander off the subject in our teaching to discuss peace problems that the old isolation problem will not come up after the war or at least how to combat it. He spoke of the work of the International Relations club. Miss Feemster spoke of the League of Women Voters and their possibilities.

Miss Morris and Miss Englehart spoke of the plans of their respective classes.

President Gage remarked that it would be the work of the war council to coordinate all of the suggestions.

Dr. Gregg suggested that since we cannot teach the kind of work war requires that we organize a Red Cross Unit on the campus.

Miss Frees spoke of the work already organized in Radio speech class. K. F. U. O. would give time for patriotic speeches. Miss Gordon spoke of their willingness to train speakers.

Dr. Parker invited the faculty to come to the knitting class on Monday afternoons.

The President asked the Secretary to prepare the resolutions of the faculty to present at the student mass meeting.

Dr. Clevenger moved that the faculty commit itself to a program of physical education one evening a week. The motion was seconded and carried.

The meeting adjourned

Hatburn Hamkins
Secretary

Minutes of the Faculty Meeting

December 2, 1943

The Instructional staff met in the Libray Club Room at 7:30 o'clock, President Gage presiding. The President called upon Dean Gipson who made the following announcements.

Students may take books home for the Xmas vacation upon the recommendation of a Faculty member.

The meetings of the Institutional Research committee are open to any Faculty members who are interested in them.

The Dean then explained a questionnaire which she said she would soon be sending to members of the faculty. She asked their cooperation in answering all of the questions or whatever part of the questionnaire each one felt himself competent to answer. The Dean then reviewed the general pattern of education in vogue at Lindenwood referring to the study made several years ago when she published the pamphlet on Patterns for Living. She advised the Faculty to study the type of girls we have and in terms of this to express ourselves as to the type of curriculum needed here. The Dean spoke of the need for training that makes for citizenship in the state and community. She spoke especially of work in Home-making, Family, Child Development, in cultural and spiritual resources, music and art. She added Vocational training. This is the pattern which we have followed at Lindenwood and by and large has worked out very well. Is it time to make a change in our curriculum? We do not want to be behind the times. Should the trend be toward six hour courses rather than five hour courses.

Should General education in the first two years be modified? Should courses in the Business Department be given credit toward an A. B. degree? In some colleges from three to thirty-two hours are given.

Do you think that we should have comprehensives?

Should we offer a four year course in Speech? In art? What should be the function of home Economics in a four year course?

What could we do to improve our counselling? Faculty should take into consideration our objectives.

President Gage spoke:

On the whole colleges have not done well. He feels that he should take the part of the American people. He told the story of the man who believed that a college man should be intelligent above the ordinary level. The President felt that perhaps the name of the Institutional research Committee should be called the Institutional Studies Committee. Each day the President receives inquiries about the academic post war world. The Academic world is subject to the old saying, "The newest is the truest." We cannot live out of touch with the world.

The Teaching Faculty met in Room 225, Roemer Hall on February 23rd. 1943, President Gage presiding.

President Gage called upon Dean Gipson to present the business at hand.

Dean Gipson presented the following recommendation from Dr. Thomas, Dean of the School of Music;

"The following students are recommended for pledging in Alpha Mu Mu by the music faculty. Their grades meet the requirements and their records are satisfactory in Dr. Schaper's office."

Harriet Hudson
Marjorie Maines
Eloise Mullendare
Polly Percival
Jo Ann Person
Dorothy Shaeffer
Helen Joan Stahl

It was moved and seconded that the recommendation be accepted as read.

Dean Gipson then presented a report from the committee appointed by herself to select the eligible candidates for Alpha Sigma Tau. The report gave to the Faculty the part of the Alpha Sigma Tau constitution relating to the election of members. The list presented follows:

Shirley Goodman	140 $\frac{1}{2}$	points
Betty Jane Waters	133	
Ellen Wadley	121	
Barbara Wertz	116	
Carolyn Platt	115	
Mary Elizabeth Blackhurst	113	
Carolyn Boerstler	112 $\frac{1}{2}$	
Mary Lynn Jackson	106	
Clara Lee Landberg	104	
Mary Pate	104	
Marian Kinney	103	
Phyllis Verploeg	103	
Joanne Seip	102	
Barbara BAstron	100	

The committee asked the Faculty to give special consideration to the case of Clara Lee Landberg who had an I in typing which gives no credit toward an A. B. degree. Inasmuch as no credit is counted in typing, the question arose as to whether the constitution should be interpreted so that Miss Landberg would be admitted or vice versa.

President Gages suggested that we vote on the other names first.

It was moved and seconded that all names except that of Miss Landberg be accepted for membership in Alpha Sigma Tau.

Discussion of an I grade in typing followed: Miss Turschin, the business instructor felt that it should not be counted against anyone who took typing merely for personal pleasure.

Dr. Clevenger moved that typing should not be counted toward Alpha Sigma Tau grades in any case.

Dr. Schaper objected to the motion on the ground that it was too general. Dr. Clevenger then amended the motion to read as follows:

If the course in typing receives no credit in the business department toward a business certificate, then it shall not be counted toward the rating in an Honorary Society.

Dr. Parker then raised the question as to whether or not we were amending the constitution. President Gage felt that we were merely interpreting the constitution. The question was called for and Dr. Clevenger's motion was seconded and carried. The Faculty then voted Miss Landberg a member of Alpha Sigma Tau.

Dean Gipson asked that all incomplete grades be made up at once, reported to the office and the student informed what she had done for herself.

Dean Gipson announced that only low grades need be reported at the end of the first marking period March, 19th.-- at the end of the second period, April 23rd. all grades must be reported.

Students will be absent from some classes on Thursday and Friday to help with rationing in St. Charles.

Dr. Schaper announced that the college was entitled to participate in a Film-form Proposition, through the kindness of the Librarian's assuming responsibility. Any instructors interested inquire of Dr. Schaper. Dr. Schaper also made a tentative announcement of a post war program to be set up. Faculty members interested could volunteer their services. More information to be obtained later.

The meeting adjourned.

Secretary

The Instructional Staff met in the Library Club Room on February the 12th. President Gage presiding. The President opened the meeting with the following remarks:

This is a propaganda meeting

The report comes from the Steering committee, but the initiative must come from the Faculty

The Steering committee is not a closed shop

Some progress has been made.

Dr. Bernard's report to the Faculty follows:

Purpose of the study

"To determine what circumstances and characteristics are associated with girls whom Lindenwood College loses and those it keeps at the end of the first year."

Dr. Bernard said that due to the fact that so many girls are lost to us, she wished to challenge Pres. Gage that the school is too expensive, Dr. Gipson that the standards are too high, Dr. Schaper that there are not enough activities, and all the Faculty that they are not stimulating.

The study then proceeds according to definite points to make comparisons (1) between the girls who returned to Lindenwood (2) those who transferred to other institutions and girls who left without any record of transfer (3)

Point 1 Geographical background

The study shows a "fairly definite inverse relationship between the distance of the state from Lindenwood and the proportion of girls who transferred at the end of the year from that state"

Those who leave with no record of transfer, show a "relationship between distance of state and college much less significant" than those who transferred. Dr. Bernard suggests that some other factor is probably more important with this group than transportation. That suggests inability to do college work.

Point 2 High School Record

The study shows that "there was little difference between the proportion of top third girls who returned (39%) and who transferred (43%). Middle third girls, similarly,

returned (37%) and transferred (40%) in about the same proportions. On the other hand, the proportion of lowest-third girls who returned (36%) was sizeably larger than the proportion which transferred (23%).

The most pertinent finding was that the girls who dropped out with no record of transfer showed a much larger proportion (35%) of the lowest third girls than did either the returning (20%) or the transferring group (13%). Nevertheless, a large proportion (40%) of the girls who dropped out with no record of transfer did come from the top third of their high school classes and presumably lack of ability was not the reason for their loss." These findings offer suggestions for recruiting policy.

Point 3 Planned length of college course.

The study shows "There was practically no difference between the returning and the transferring girls with respect to length of time planned for college. Of the girls who left with no record of transfer, about a third had planned to spend four years. Why did they leave? Inability to handle work? Need of financial help? The number of years planned for college work seems to be a fairly good index of the number of girls the college can expect to lose. Of the girls who stated that they expected to spend only two years in college, almost half left with no record of transfer and about one fourth transferred."

Points 4 and 5 Course pursued in Freshman year and extra courses requested by parents.

The study shows

A high mortality rate of girls who specialized in commercial subjects in their Freshman year

Of the girls who took music in their Freshman year less than two-fifths were lost to the college.

Almost half of the girls whose parents suggested commercial subjects as extra s did return. Music as an extra course and speech were also strong conserving courses.

Conclusion

Commercial subjects as a main course do not make for a stable college population, but excellent as a supplementary course. Music is an attractive course as a main program as a supplementary one. Lack of equipment may suggest the loss of Home Ec. girls.

Point 6 Father's Occupation

The study shows

" As between the returned and transferred girls, a much larger proportion of the former came from independent business men. Transferred girls came in larger numbers from salaried families. This suggests that financial considerations may have played a rule in the loss of girls without record of transfer."

Point 7 Scholarship Assistance by the College

The study shows

"the scholarship policy of the College seems to play no role whatever in keeping girls. Of the girls who received scholarships in the Freshman year, 40% returned, 40% transferred and 20% left with no record of transfer".

Point 8 Vocational Interests

The study shows;

The transferring girls took the Strong test in much larger numbers proportionately than did the returning girls, the percentage being 49% and 26% respectively. Perhaps from less financially secure families, they have a greater interest in finding themselves vocationally during college.

Point 9 Activities in Freshman Year

The study shows

"The girls who transferred tended to show a slightly higher degree of participation in college activities than the girls who returned or were lost without record of transfer".

Point 10 Grade-Points Made in Freshman Year

The study shows;

"There was little difference between the returning and transferring girls with respect to average grade points during the first and second semesters. The girls who left with no record of transfer showed a larger proportion in the lower half of the class with regard to grade points made".

Point 10a College Aptitude

The Study shows:

" On the basis of the tests of college aptitude , it appears that the returning girls show a larger proportion in the upper half of the class"

Point 11. Personality

The study shows:

"The returning girls tend to show higher scores on morale and emotional stability, lower scores on social adjustments, and about the same scores on family relationships and economic conservatism as compared with the transferring girls. "

Point 12 Character

The study shows from the ratings given in the office of the Director of Guidance and Personnel that " as in the case of lack of intellectual ability to do college work, inability to adjust to college citizenship requirements seemed to act as an agent of college selection, weeding problem girls out of the college population. " "WE lose two-fifths of the girls who are rated as good Lindenwood citizens by transfer and one-fourth without record of transfer.

At the end of this report the following questions were raised by the Faculty:

Dr. Schaper- Should we recruit from remote states?

Dr. Talbot- Do girls go to the Universities from here because of financial or social reasons?

D. Bernard- The study would show whether they go for professional reasons or not.

Dr. Gregg- We cannot compete with a sorority pin and a man.

Dr. Bernard- do not recruit that kind of a student.

Dr. Works: Montgomery -Ward lost 98,000 employees; Have an exit counsellor. Lindenwood students seem to go for professional work since the statistics show that the good ones go.

Dr. Gipson; In this part of the country, the parents upon enrolling their daughters, speak of one or two years.

Dr. Schaper: Challenge their interest rather than pile on work.

Dr. Gage ; Why do they stay here?

Dr. Works: I believe students can be held. The University

of Illinois loses a large per cent of the Freshman Class.

Dr. Garnett: The University of Missouri graduates 600 out of a class of 1100.

Dr. Harmon: Does individual instruction in music hold back the numbers there?

Dr. Thomas: Yes, I believe that it does because we help the student to find herself. We help her to appear before her fellow students.

The remark was made that the tutorial system had been found very expensive.

Dr. Schaper reported that the Teacher's Training committee had met several times since Dr. Cooper's visit here. She thanked the Faculty for returning the sheets with course objectives marked almost one hundred percent. She gave out another News Letter. Dr. Schaper asked the Faculty members to drop in on this committee's meetings at any time if they cared to do so.

President Gage reminded us to keep thinking about Institutional problems. The meeting adjourned.

Kathryn Hankins
Secretary

The Instructional staff met on March 4th. at eleven o'clock in room 225, President Gage presiding.

The purpose of the meeting was to present a modified Commencement program. President Gage gave a brief resume of the idea from its beginnings. He said in effect:

Last fall a commencement committee had been appointed, the committee met with the student committee about six weeks ago; a program was presented then; the student committee had agreed to think it over and present their reactions to it. On Feb. 26th a reply came from the President of the Senoir class in which they stipulated what they would like to do from the program presented. In general, they said that they would like to take care of three chapel programs, they would furnish a committee to help with May Day, but they would like for the Physical Education Dept. to have charge of the May Day with a dance entertainment put on by the P. E. Dept., they would like to give a street carnival and supper dance, they would like their final exams one week earlier, that is, they would like to be through to have the last week of school free. This report, Pres. Gage said had been presented to an Administrative Committee, approved by them, and then presented to the Commencement Committee and approved by them. The complete program as outlined is appended.

President Gage felt, he said, that we must emphasize the fact that these girls had been here four years and that they must have some recognition. We owe this to them. We owe something to the Sophomores to take some recognition of their graduation, hence the Honor Day for them on Baccalaureate Sunday. The President further said that the only part of the program which need be decided by the instructional staff was the part concerning the final examinations. He called upon Dr. Gipson for any suggestions.

Dr. Gipson said the Seniors' taking their exams on the 28th. and the 29th. of May would give them the week following free with regular exams beginning on Monday instead of on Friday as before.

President Gage frankly said that the whole program was devised to hold students here longer that they might be held to the college by attachments to the institutions of Lindenwood.

The question was raised- Should other upper classmen be allowed to take the exams with the Seniors. Dr. Gipson felt that they should. Dr. Schaper objected on the ground

February 17, 1944

MEMORANDUM -

I am appointing Dr. Marie Finger a member
of the Counseling Committee, of which Dr. Dawson
is Chairman.

H. W. Gage

cc to Dr. Gipson; Dr. Dawson, Miss Hankins

that this would defeat the purpose of the Seniors, it would be no honor to them and they would think that we had played false with them.

President Gage said that it was his idea to have the Seniors honored. He wished them to have the prerogative of getting their exams over before any one else began. The idea, he said may not be perfect this year, but another year is coming and the idea can be improved upon.

Dr. Garnett proposed examinations for the Seniors on Friday and Saturday of the last week of school work, May 28th and 29th.

He was asked to put it in the form of a motion. It was, therefore moved and seconded that a plan be worked out by a faculty committee, that the faculty concerned prepare questions for those Seniors known to be receiving degrees. The motion was carried.

Miss Bruns raised the question if Seniors still having work to complete in summer school should be included in the list. President Gage said the Committee would decide such a question, the Faculty would be guided entirely by the list presented.

Dr. Schaper spoke about the lists that had been checked by members of the Faculty for the Teacher Education Committee and thanked the faculty for the almost 100% return. She left blanks on the desk asking all faculty members who were interested to take blanks and do the same checking for last semester's work.

Dr. Gipson made another plea for books for the soldiers. She also asked the teachers to see their new advisees,

President Gage announced that we would have three Campus guests the coming week- Dr. Works, Miss Clara Brown and Dr. James Sykes. Dr. Thomas spoke a few words in praise of the last mentioned.

Miss Morris volunteered to help with the Senior exams. President Gage appointed as a committee the following:

MEMORANDUM
from President Gage

I am appointing the following members of the Faculty to serve as a special committee on schedule and conduct of senior examinations -

Rachel Morris, Chairman
Mary Lear
Raymond Garnett

The President and the Recorder will serve as advisory members of the committee, so far as their services may be needed.

The Commencement program contemplates the exemption of seniors from academic responsibility a week in advance of Commencement. It will be the business of the committee to arrange examinations so as to provide the exemption for seniors, which should not be extended to other students.

PROPOSED EVENTS FOR COMMENCEMENT, 1943

	May	
Friday	14	Noon Assembly, Seniors in Charge, without academic dress.
Friday	14	6:00 p.m. Senior Carnival and supper for all students.
Saturday	15	May Day
Friday	21	Noon Assembly. Seniors in charge, in academic dress.
Wednesday	26	Pre-Commencement Honors and Awards.
Friday	28	Noon Assembly, Seniors in charge, in academic dress.
Friday	28	: Senior Final Examinations
and		
Saturday	29	
Saturday	29	Commencement Play
	June	
Thursday	3	Convocation, Senior Class Day, in academic dress.
Saturday	5	Alumnae Day 5:30 P.M. Buffet Supper, Greetings from 1. President Gage 2. President of Alumnae Assn. 3. President of Senior Class 4. Mrs. James Reed 8:00 P.M. Commencement Play or entertainment from off-campus.
Sunday	6	10:00 A.M. Baccalaureate. Sophomore Honor Day
Monday	7	10:00 A.M. Commencement

A note received today, March 23, 1943, from Dr. Gage states that Mrs. Reed (Nelly Don) has accepted his invitation to address the graduates June 5th.

MEMORANDUM

from President Gage
to Dean Gipson

The Committee on Commencement Program, with yourself as Chairman, includes Dr. Schaper, Dr. Parker and Dr. Feemster. Owing to introduction of Alumnae Day on Saturday, June 5, I think it would be well to add Miss Hankins to the committee, with special responsibility for the exercises of that day, and for communicating in advance with the Alumnae.

I am sending copy of this memorandum to Miss Hankins, who will confer with you and, at your discretion, with other members of the committee.

cc to Miss Hankins

The instructional staff met in the Library Club room on March the 9th. President Gage presiding.

The President recalled our meeting of last October when we spoke of the Institutional purposes. He said that we wanted to feel that each department is realizing the institutional purpose in some aspect related to itself. Liberal arts Colleges face the problem of specialized courses and the problem of general education, both of which we, as a college, are interested in. Special programs have been presented to the North Central Association on Physical Education and Nursing etc. Miss Brown, the guest of the college, is ready to complete her report on Home Economics for the Association. Miss Brown accepted an invitation to come here to the college and her report to us is appreciated since she is a very busy woman. The President concluded by saying that later on we shall have special reports on Music, Business etc. After all, the action rests with us, we welcome the facts Miss Brown can give us.

Miss Brown's report follows:

A year ago February, the Association sent letters to 80 colleges. 50 responded -- of those 50, only 36 returned the questionnaire of 14 pages. In the summer the material was summarized and analyzed so that a general picture was obtained. 20 colleges were selected for visiting -- Lindenwood among them. They showed a great range of differences. Acute problems face Liberal Arts colleges. In the small colleges they were acute before the war so that the problem is intensified now. It will be here after the war. Traditional arts no longer satisfy. Most colleges train teachers and have pre-courses. As a result of student demands, how retain traditional and give training? The result has been a training rather rigid.

In Home Economics, the first two years have been devoted to general education, the last two to specialized training. Is Home Ec. general or specialized? Result-- in small colleges the emphasis has been on the major subjects.

Solution-- Classify Elementary courses as general. Offer a Freshman course - A Survey in Modern Home Life .

In one college this was required of all Freshmen. There is the problem with two on the Faculty can all needs be met? Can you provide for teachers of

Home Ec. and also prepare students for hospital work and dietetics?

Home Ec. could expand to non-majors and should offer professional training.

Small colleges should not pretend, they should not ape the large institutions. Decide what unique contribution they have to offer, go after that, emphasize that and do not compete with universities.

Home Ec. students should take a minor in English or some other subject so that jobs in small high schools would be available to them.

One way out of the problem when there is a small faculty is to reduce the general requirements. Language could be omitted. Reduce the number of credits required- develop special courses not so long as the regular courses, but giving an adequate survey. Fuse courses, revise courses, (applied), do away with pre-requisites. Take alternative courses. Select courses within a field. Reorganize Home Ec. courses without prerequisites. Adjust the curriculum -- some colleges do this to fit the high school -- Re-work courses that overlap. Develop joint majors.

Social case work	Home Economics
	Nutrition
	Home Nursing
	Social Case work
	Juvenile delinquency

Advertising and Promotional work	Home Economics
	Textiles
	Home Furnishing
	Journalism
	Advertising

Speech, Journalism Radio	Home Economics
	Foods
	Meal Planning
	Speech
	Radio

Work with Handicapped children	Home Economics
	Nutrition
	Money management

Languages

Home Economics

Maximum languages
for rehabilitation
Sanitation
Nutrition
Good Housing

Plan for cooperation with other colleges if you cannot give all that is needed. Go elsewhere for Vocational certificates. Small colleges should get together, lay their cards on the table, do each one his particular job and let the students transfer to other colleges, coming back to graduate from their original college.

Miss Brown then made the following recommendation:

College catalogue statements should be rephrased to state exactly what the college can do and not wishful thinking

College catalogues should not be padded.

Extend ^{††} Home Economics beyond the majors

The emphasis should be shifted to personal and family problems.

Entire Faculty should see values as counsellors.

Cooperation between departments.

Course requirements should be based on contribution to Family life not just professional goal. All phases should be treated- open to all- general education- curricula flexible. Strike a happy medium between rushing out for war work and staying in school through the war to help afterwards. Help student to see the significance of worth while work to earn a living.

Lindenwood is fortunate in ^{many} respects. You have attacked your problem.

In Lindenwood there are three distinct special Home Ec courses with no subject common to all of them.

Students of lowest level abilities take the Home Ec. courses in Lindenwood.

President Gage called upon the Faculty for reactions. Dr. Gregg moved a vote of thanks for Miss Brown. The Faculty rose in appreciation.

Dr. Talbot questioned why our girls showed the lowest level ability.

Miss Brown said that this was true for the years studied namely 1941-42. She would be glad she said to work on this years' students to see if that held true.

President Gage asked if in the institution she spoke of where the Home Ec girls rated so high there was an institutional drive in the college toward Home Ec. Miss Brown said that in one particular case that was true.

Miss Morris said that she had advised girls who were mal-adjusted to go into Home Ec, Work because it is creative.

President Gage said that Miss Brown's paper showed general intgration of work in a small college.

President Gage asked if there was anything to prevent a core subject such as the General Survey Miss Brown suggested in the beginning from being set up.

Miss Staggs said there was no reason why it should not - Dr. Gipson said that the Home Ec. teachers were already loaded with hours. Miss Brown said that was true in fact in only one other college had she seen loads sur passing that of our Home Ec. teachers.

The meeting adjourned

Kathryn Hankins
Secretary

The instructional staff met in the Library Club Room on April the 12th. at 7:15 o'clock, ^Rresident Gage presiding.

President Gage said: The more we work along on our projects, the more clarified our ideas become so that when the time comes to make the actual decisions, we shall be ready to do so. Have a plan that represents not only administrative agreement, but faculty and board as well. It is worth-while to do institutional research so that we may be prepared to act when the time comes.

One statement worthy of being repeated i.e., we have members on our faculty who are capable of being integrated into a course in humanities. We can institute new things without bringing in a new personnel -- we have the complete personnel for what we want to do in the humanities. We must always use what we have -- not get into a rut-- use inventive imagination - we can make moves like those of a checker board combining and recombining our forces.

At our last meeting, ^{Miss} Brown pointed out to us the status of our students in Home Economics. Specifically she said that our students are in the "lower academic underworld". She pointed out that we needed one integrating or core subject in the Home Economics Department. We probably can put it in next year. There are several lines along which we might pursue a course in that department. Family life program, Newspaper work, social service and even a nursery school which is being inquired into. It seems practical. The Home Ec. report does not lie dead. Sometime or other we are going to do something about it.

Dean Gipson said: The faculty members who have been here a long time know with what difficulty we have planned our courses. There have been difficult situations due to our recruiting problems, due to loss of students, transfers, etc. Students complain about having to take required courses. If there were more seniors things would not be so difficult. The questions propounded by Dr. Clevenger are not to be answered tonight - they will be answered in committee meetings to which all the faculty are welcome to come.

President Gage said: Dr. Works had made the remark that now when things are prosperous is a good time to make changes so that when the going gets harder we may be prepared. We have a certain type of patronage now - at least 50% of it is very good, and even 75% might be considered good material. We cannot set up an entirely new store of goods, but gradually what we offer will require evolutionary process and we will attract a different patronage.

Dr. Clevenger presented a paper based upon his inventory of college courses for the past twenty years. He said in effect: After statistics are gathered, there comes the task of answering the questions and explaining the trends. Must establish some basis of judgment --- do this by comparing with other colleges. There are two pitfalls here-- there must be a large number in order to have a fair sampling of the whole; because every body does a thing does not make it right.

My inventory reveals that Lindenwood advertised 293 courses valued at 870 hours for 456 students in 1941-42. Could we reduce the stock and have greater efficiency? Must establish criteria upon which we would rule a course out or keep it in. In history and sociology the evidence is clear that courses have been added because of some contemporary development. The education department has changed its courses to meet the development of the past twenty years without adding to the number. If the courses in psychology were added with the hope of securing majors, psychology has then proved to be the only successful venture. Is it good business to offer majors in fields in which less than one major a year appears? Perhaps we should consider a guidance program. Were the goods advertised enough? Business And Physical Education have had no majors. Is it wise for them or other departments to offer two year certificates? It is reasonable to conclude that we are not turning out women with a well rounded education.

Dr. Works said: I have been accused of wanting survey courses. This is not so. But every department does have an obligation to help with a general education program. Students in the humanities have very little contact with physical and biological sciences and vice versa. The weakness occurs in the sciences. There should be a general course in chemistry for those who never expect to take any more chemistry. The course should not be run to shape up the work for further work in chemistry. I do believe that there is a possibility for a survey course in the humanities. President Gage has spoken about getting students for what the college stands for. It is a losing game if you try to draw students by catering to them. As to the question of transfer, I believe that the day is coming when a college will be more interested in the quality of work that a transfer student has done than in the name of the course. Let us face that situation; We have a clientele in mind- we are building our college on that. We are not catering to whims. No one knows what constitutes a general education. It must have however, the humanities, science, fine arts and the opportunities for special work. How far are you going to

go ineach? Dr. Works here read some comparisons of the percent of students who took humanities, sciences, mathematics in Lindenwood, Knox and Oberlin colleges. This is appended.

There is a reaction today against too much specialization. 50% of courses offered for majors is excessive. It is respectable to give subjects without having majors. Courses should be cut if the loads on teachers are too heavy.

Dr. Gage spoke again: We have had here as elsewhere, departmental self-esteem. Substitute for that institutional self-esteem. Have Dr. Clevenger's paper distributed to the faculty.

Dr. Bernard proposed that the comments from the faculty, or the faculty answers to Dr. Clevenger's question be sent with his paper within one week.

Dr. Bernard also suggested that each faculty member set up a curriculum with a general outline for a general education with the specific hours. Upon a discussion as to how many years comprised a general education and how many a liberal one, it was decided that the faculty should set up both a liberal and a general program. Declare the field of major at the end of the freshman year.

The President instructed the secretary to send notices to the faculty members concerning this. The business part of the meeting then adjourned and the rest of the administration and faculty joined the group for refreshments and a social time.

Kathryn Hankins
Secretary.

The Instructional staff met on May the fifth at 11:55, Dean Gipson presiding.

Dean Gipson spoke of the death of Miss Isidor's father.

The Dean

Dean Gipson called the attention of the faculty to the following notices:

A few students must leave early; if possible the instructors should give them their exams before they go.

Tests are to be given on thursday morning. All upper classmen are excused from classes to take the tests.

Check the books in the book store.

See all poor students before the finals.

The Senior exams will be given on the 28th and the 29th of May. The office of the Dean cannot be responsible for two sets of exams. Make carbon copies.

Bessure to have the final report in the Dean's office at the proper time.

There will be a series of moving picture very much worth while.

Equipment must be well taken care of. It may be impossible to buy more.

Dean Gipson then read the list of candidates for the A. B. degree

The name of Virginia Bauske was questioned in American Literature and in ^Speech. (private)

The Dean announced that Lorraine ~~Allen~~ had made no reply to a letter of hers regarding some make up work necessary for her degree. She is behind 6 or 7 points. It was moved and carried that her grade be held in abeyance until she made some reply and that the final ~~dec~~ decision regarding her graduation should come back to the faculty.

It was moved and carried that the names read be recommended to the Board for graduation upon condition that all requirements are met.

The Dean read the list of A. A. candidates.

There was some question of Virginia Brown.

Jean McMurray's illness was reported, but it was thought

that she could make her grades without difficulty. In Home Economics, the names of Shirley Dunker and Patricia Bartlett were discussed. All other names read for the certificates were not questioned.

It was moved and carried that these names be recommended to the board upon condition of the students fulfilling all requirements.

The meeting adjourned

Mathew Hanks
Secretary.

The Instructional staff met Sunday morning, June 6th. in room 2 25, Dean Gipson presiding. Dean Gipson made announcements concerning the tea on Sunday afternoon, the time for the academic procession to assemble and asked that any announcements of prizes to be made be handed to her immediately upon the close of the meeting.

Since Lorraine Allen's work was incomplete at the time of the last Faculty meeting, Dean Gipson announced that she had completed her work. She then called upon Dr. Garnett for a report.

Dr. Garnett reported that she had been on the campus for the past three weeks, had completed some work while she was teaching, had done concentrated work during the past three weeks, had passed all of the tests, and had made the highest mark on the final examination. Her grade would have been E under ordinary circumstances. As it was, she received an S.

Dean Gipson announced that there were no candidates for Alpha ^{Mu} Mu.

Dean Gipson presented the following names for membership in Alpha Sigma Tau

Dixie Poynter	113 1/2 points
Mary Lee Campbell	105 points
Carol Lindley	101 points

It was moved and carried that they be accepted into membership of Alpha Sigma Tau.

Dean Gipson announced the conference for Tuesday and Wednesday of next week with the remark that it was necessary to let the dietician know how many would be present for meals.

With an expression of thanks from the Dean to the Faculty for the work of the year, the meeting adjourned.

Kathryn Hankins
Secretary.

FACULTY MINUTES

1941 - 1942

1941 - 1942

FACULTY COMMITTEES

Administrative Council

Dr. Gage
Mr. Motley
Dr. Stumberg
Dr. Gipson
Dr. Schaper
Miss Cook

Curriculum and Catalog Committee

Dr. Gipson
Mr. Thomas
Dr. Garnett
Dr. Schaper
Mr. Motley

✓ Student Activities Committee

Dr. Schaper
Dr. Gipson
Miss Cook
Miss Hankins, Secretary

Student Health Committee

Dr. Stumberg
Dr. Canty
Miss Sayre
Miss Stookey

Y. W. C. A. Committee

Dr. Terhune
Dr. Harmon
Miss Morris
Miss Bibbee

✓ Faculty Committee on Attendance
in Classes

Dr. Gipson
Dr. Schaper
Dr. Parker

College Publications

Dr. Gipson
Dr. Gregg
Dr. Betz
Mr. Clayton
Mr. Motley - Ex-Officio

Library Committee

Dr. Stumberg
Dr. Gipson
Dr. Betz
Dr. Schaper
Dr. Eastman
Dr. Garnett
Miss Kohlstedt, Secretary
Dr. Gage, Ex-Officio

Schedule Committee

Miss Ostner
Miss Lear
Miss Karr
Miss Hankins

✓ Committee on the Workshop
Project

Dr. Schaper
Dr. Gipson
Dr. Garnett
Dr. Eastman
Mr. Thomas

✓ Advisory Residence Committee

Dr. Schaper
Dr. Betz *Garnett*
Mr. Motley
President Gage, Ex-Officio
Dr. Gipson - Ex-Officio

Auditorium Committee

Dean Gipson
Dr. Schaper
Mr. Thomas
Miss Gordon
Dr. Gage, Ex-Officio

The Faculty Conference period for 1941-1942 opened September 15, 1941. The sessions followed the outline which is inserted herewith.

The first session was a dinner meeting of the faculty and administration on Monday evening, September 15, 1941. The speaker for the occasion was A. M. Schwitalla, S.J., Dean of the St. Louis University Medical School, and the theme of his address was: "A Surveyor Surveys His Surveys".

Father Schwitalla discussed the importance of the following areas in college education:

1. The significance of an institution defining its purpose and implementing its curriculum toward that objective.
2. The value of each member of the staff developing a personnel point of view toward each student.
3. The importance of health -- physical, mental, and emotional -- as the basis for constructing the educational frame work for the college student.

This thought provoking lecture was presented in a stimulating manner that made the facts unusually convincing because they were supported by examples drawn from the years of rich experience that the speaker has had in college education.

New members of the instructional and administrative staffs were introduced by President Gage.

* * * * *

Tuesday, September 16, 1941

The sessions on Tuesday, September 16, 1941, were held in the Library Club Room, with President H. M. Gage presiding.

Dr. George A. Works, Dean of Students, The University of Chicago, presented in the morning session various phases of institutional purpose. His theme was: "Institutional Purpose, Importance of Institutional Awareness and Self-Criticism by the Faculty In Accrediting Procedure, and Types of Purpose".

L I N D E N W O O D C O L L E G E

FACULTY CONFERENCE

September 15-19, 1941

September 15

Monday Evening, Dinner Session

A SURVEYOR SURVEYS HIS SURVEYS A. M. Schwitalla, S. J.
Dean of St. Louis University
Medical School

September 16

Tuesday Morning Session

INSTITUTIONAL PURPOSE

Importance of Institutional Awareness and Self-Criticism by the Faculty

In Accrediting Procedure

Types of Purpose George A. Works, Dean of Students
The University of Chicago

Tuesday Afternoon Session

PURPOSE AND PATRONS Guy C. Motley, Secretary of
Lindenwood in Charge of Admissions

IN VIEW OF PURPOSE Alice E. Gipson, Academic Dean

COMMENT George A. Works

September 17

Wednesday Morning Session

THE LIBERAL ARTS COLLEGE AND A STATEMENT OF PURPOSE... H. M. Gage, President of Lindenwood

HISTORY AS A CORE OR INTEGRATING SUBJECT..... Homer Clevenger, Professor of History

Wednesday Afternoon Session

EDUCATION OF HIGH SCHOOL TEACHERS BY LIBERAL ARTS COLLEGES

Specialized Courses

Teacher Education..... George A. Works

Report on Minnesota Workshop and Teacher

Education Project Florence T. Schaper, Chairman of
Faculty Committee on Teacher
Education
Gail Martin, Professor of Art

September 18

Thursday Morning and Afternoon Sessions

STATEMENTS OF INSTITUTIONAL PURPOSE AND OF DEPARTMENTAL CONTRIBUTIONS TO IT.

General discussion led by

John Thomas, Dean of School of Music

Raymond L. Garnett, Professor of Education

Fern E. Staggs, Professor of Home Economics

Kate L. Gregg, Professor of English

Richard Pilant, Instructor in Reading

September 19

Friday Morning and Afternoon Sessions

CONFERENCE ON PROCEDURES FOR RECEPTION AND REGISTRATION OF STUDENTS IN CHARGE OF OFFICERS OF ADMINISTRATION.

The first problem which Dr. Works discussed related to "Types of Purposes" which different colleges maintain in constructing their curriculum and other educational procedures. Particular attention was given to the importance of developing on the faculty a tolerant attitude which will encourage and legalize criticism from the staff.

Dr. Works laid down the following principles to be adhered to in the developing of a critical attitude toward the determination of institutional awareness:

1. A careful definition and limitation of objectives is basic to excellence of performance, e.g., California higher institutions of learning suggest that the following objectives limit institutional purpose at the Junior College level:
 - a. Civic intelligence.
 - b. Community preparation.
 - c. Professional preparation.
 - d. Vocational preparation.
2. Attention to long term trends in the development of purposes, relative to temporary adjustments, except in times of emergency.
3. The unit of education is always the student, not the courses. The characteristics of the student, his promise for the future, and his industry, are more important than credit hours.
4. The high school record is not always an indication of the student's ability to do college work and to be of use socially.
5. The completion of prerequisites in courses is not always an indication of the student's ability to take the advance course, nor is the absence of prerequisites an indication that a student is not ready for a given course. In other words, flexibility in curriculum adjustment is advisable, even if it produces administrative difficulties. Reference was here made to the Chicago plan for gifted students.

Dr. Works concluded his discussion by suggesting that all of the above matters relate to the question of general education, which for most college students is

terminated at the end of the second year in college. However, if the general education has been of value, it will continue to function for the student throughout his life. College objectives are only devices for curriculum instruction, but the college should be an educational experience for each student in all of the classroom and extra-curricular activities.

At the opening of the afternoon session Mr. Guy C. Motley, Secretary of Lindenwood in Charge of Admissions, discussed several problems relative to "Purpose and Patrons". He stressed the following points:

1. That the competition for students in a woman's college is definitely a sharp and keen business, particularly in view of the fact that today $2/3$ of the students who come to Lindenwood really want to go to a co-educational institution, but their parents have different ideas.
2. That those students who do come to Lindenwood come from a family background that is in comfortable economic status (\$3,000 to \$5,000 income group on the average). However, they come with a definite hope that they will learn to live happily, and if necessary earn their own living in the years that lie ahead.
3. That in order to justify our existence as a private woman's college, it is necessary that we establish a friendly relationship between students and faculty, counsel students wisely, and deal patiently and sincerely with them in all relationships.

Mr. Motley suggested that the faculty should beware of ever suggesting that any student is not of college material, but rather to work through various counseling methods to offset any lack of ability a student may possess.

The next paper on the program was presented by Dean Alice E. Gipson. Her subject was: "In View of Purpose".

Dean Gipson suggested that the instructional staff need always to keep in mind these points of view:

1. That honesty and integrity should be embodied in objectives of courses, organization of material, presentation of data, etc., in order to develop a forthright respect for ourselves as an instructional staff, yet always avoiding complacency.

2. That inter-departmental relationships should be emphasized wherever possible for the development of general education.
3. That teaching can be kept on a very high level if the approach that is in use by the North Central Association, in regard to the Committee on the Preparation of High School Teachers, is constantly kept in mind.
4. That teaching can be kept vital for students and faculty if the faculty will continuously redirect their efforts in terms of student interests and understanding.
5. That teaching can further be vitalized by relating research studies to instructional problems.
6. That a study of general education for Lindenwood College will probably need to be flexible from time to time in order to implement the purposes of the college in relation to the social needs.

There was some discussion lead by Dr. Geroge A. Works on the papers of the afternoon.

The session adjourned.

* * * * *

Wednesday, September 17, 1942

The Wednesday morning session was opened by President Gage, who presented his paper: "The Liberal Arts College and a Statement of Purpose". (See insert)

The preliminary remarks to the presentation of this paper referred to the Articles of Incorporation of Lindenwood College, which state very clearly that it is the purpose of Lindenwood College to be set up on a large and liberal plan as a lasting foundation for the development of intellectual, moral, and physical values. Furthermore, that the important duties of this institution shall relate to the teachings basic to Christian motherhood and the preparation of teachers; both groups need to be educated in order to become useful members of society. President Gage referred to the fact that there is a distinctly national bias in the preparation of youth in Lindenwood.

THE LIBERAL ARTS COLLEGE

What constitutes a liberal education? Certainly not the type of education Plato described centuries ago. "Education prepares for the beautiful enjoyment of leisure time". I believe we may more nearly designate as liberal education the educational concept as expressed by Erasmus,

"The first and also the principal function of education is that the tender spirit may drink in the seeds of piety, the next that he may love and learn thoroughly the liberal studies, the third, that he may be informed concerning the duties of life, and the fourth, that from earliest childhood he may be habituated in courteous manners."

It is unfortunate that the educational philosophy of Erasmus was not translated into practice. Out of the period of Erasmus developed a formalized culture based largely on the classics and of no especial use, either culturally or practically. It may be emphasized at this point, in view of the regret at the passing of the classics from the college and university program, that Latin and Greek entered the curriculum of education for one sole purpose - to serve a distinct need in the lives of the people. They were definitely preparatory and professional, just as Harvard College was a preparatory and professional school in the training of ministers. The classical subjects were liberal then in that they prepared for participation and leadership in the affairs of the life. In a real sense, of course, this training was not cultural as the term is now understood, but professional and utilitarian. The classical languages have lost their importance in the program of liberal education because being taught for language structure rather than cultural content they lost their liberalizing power.

What, then, is our objective and how is it to be expressed in terms of our curriculum? How may we interpret the term "liberal education"? I believe the conception of Erasmus was sound then and it is sound now. May we not declare that the evidence of a liberal education includes freedom from emphasis on narrow, selfish ends, that it comprehends an intelligent understanding of contemporary problems,

refined tastes and manners, and a satisfactory ability in the skills necessary for making a living. To these may be added an understanding of the significance and purpose of our institutions, esthetic appreciation, and the ability and willingness to cooperate for the good of the group. In the achievement of these rather broad aims, I do not agree that any subject or group of subjects has a monopoly on the term "liberal" or that certain subjects are always liberal or that certain other subjects should never be so classified. Rather it would appear that any subject may be liberal for certain persons and at certain times.

The outstanding development of modern education is the emphasis of individual efficiency-- the development of an individual capable of maintaining himself in a complex, democratic, industrial world. We cannot afford to maintain too great a love for a curriculum based, in the main, on tradition. There must be a definite relationship between the objectives and the program of the college and the life into which the graduates will go. Herbert Spencer defined what he considered a proper education in these terms: "How to live? That is the essential question for us; not how to live in the mere material sense only, but in the widest sense.... In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize all the sources of happiness which nature supplies; how to use our faculties to the greatest advantage of ourselves and others."

Is the educational philosophy of Herbert Spencer applicable in an appreciable degree to Lindenwood College? Is it possible to reconcile this philosophy with the objectives and the curriculum of Lindenwood College? I believe it is. I believe further that Lindenwood College should, in the light of the above statement, immediately give serious attention to the following problems:

1. Establish our purposes and objectives so we may
 - a. Determine the character of the curriculum we must organize.
 - b. Determine the class or group of students we may best serve.

2. For student recruiting--offer an educational program that will make available to each student a clearly defined and unique educational opportunity.
3. Have we an obligation to serve a "general constituency" or may we select the types of students we wish to reach?

STATEMENT OF THE PROBLEM

An examination of the history and development of the American college discloses the following principles:

1. The American College of Liberal Arts is a product of western civilization.
2. The primary purposes of the Liberal Arts College have felt the force of change, e.g. the tenets of religion have given way to the demands of secular interests, secular stress has shifted from the classical and cultural disciplines to the civic and utilitarian purposes.
3. The Liberal Arts College has, historically, exhibited a certain pliability and willingness to adjust its program to the needs of a constituency.
4. The so-called liberal studies often become routinized, uncritical, and remote from human affairs.
5. The notion has developed that if "skill in doing" becomes the chief end of instruction, such instruction has ceased to be liberal.
6. Rather rigid adherence to the theory that certain fields of learning, e. g. mathematics, have a monopoly in the development of the disciplined mind.
7. The Liberal Arts College has exhibited a fundamental weakness in that it has been unable to set forth any clear and commanding objectives to govern its policy and program.

SUMMARY

The American Liberal Arts College has permitted itself to be too much influenced by its traditions. It has become an institution "set apart" from the young life whose interests and needs must be served. Rather than transforming life it has insisted on conformity. However, there is nothing inherent in the nature of the Liberal Arts College that makes it immune to the necessity of developing new policies and procedures. The college has changed and, if conditions warrant, it should again face the issue of change with courage and intelligence. The college should be as much concerned with what can be as what is and what has been. The churches have shown a willingness to "Re-Think Missions". The college should be willing to exhibit the same courage and intelligence.

It is very apparent that a refinement and re-statement of the purposes of the Liberal Arts idea is in order. It is no longer possible to support the idea vaguely and without clear definition. We must support the Liberal Arts idea on the basis of definite and clearly stated purposes--purposes we have both the will and the resources to achieve.

OBJECTIVES OF A LIBERAL ARTS COLLEGE

The effectiveness of a college and its program will be determined by the success with which it educates students to be of social worth. Learning secured purely for the sake of learning has limited value unless it may be directed into the channels of active endeavor and accomplishment. We believe this may be best accomplished by the following three-fold program:

(a) An introduction to the chief fields of human learning including reading knowledge of foreign language to give meaning and perspective to everyday living, and more specific direction to vocational purpose and preparation.

(b) More intensive work in a special field in which a student wishes to concentrate.

(c) The study of such subjects as relate to the student's field of concentration.

This three-fold program should be so organized and directed that the following objectives may be secured with respect to each student:

(a) Proficiency in written and oral English. If our students are to become intelligent citizens in this generation they need to be able to gain knowledge and information from newspapers, magazines and other periodicals with ease and facility. Some work in remedial reading needs to be done to teach students how to read rapidly both for enjoyment and efficiency. In oral English it is important that college graduates be able to express themselves easily and effectively. Clinics where proficiency in this direction may be developed and where they may receive instruction in poise and posture are highly desirable.

(b) Understanding of the social sciences in relation to modern social problems. An understanding of the structure of society is essential if students are to become good citizens.

(c) An understanding of the significance of science and the scientific method in the modern world.

(d) A program of health education directed toward the appreciation of the values of physical fitness. In every practical way the students should be conserving and improving their physical health.

(e) The development of the appreciation of spiritual and ethical values and ideals. The student should be given every incentive to understand and appreciate what religion has done and is doing for men. Obviously the best teaching in this field is by example and this means further that college faculties in every department have a large responsibility to motivate for good.

(f) The development of esthetic values both through formal teaching and some opportunity for more informal study and observation. One learns to love good music by listening to it just as one learns to comprehend the graphic arts by looking at and studying art objects. It is necessary to have formal teaching in this field for those who wish to acquire the ability to produce art, but for the general student it is possibly best to surround him with art influences and the opportunity to look and listen.

(g) Vocational information sufficient to aid the student in the discovery and initial development of vocational aptitudes and interests. It may be remembered in this connection that vocational enthusiasm on the part of the student furnishes some incentive for learning.

(h) The college man or woman should have had the opportunity and incentive to develop poise, social ease, and social assurance.

History as an Integrating Subject in Liberal Arts Curriculum

Dr. Homer Clevenger, New Member of Lindenwood's Faculty Tells How History Courses Are Being Used to Meet Needs of Modern Students

By Dr. Homer Clevenger
DEPARTMENT OF HISTORY

DURING the last decade an undesirable development in the liberal arts curriculum has come to the attention of many educators. A few venturesome faculties have sought for a scheme to correct the condition. The situation has evolved out of the rapid growth of information research has added to each of the fields of learning. The teachers in the liberal arts colleges, who have been trained to be specialists in their own area, have come to feel that more and more of the student's time is needed to master any one of broadening fields. At the same time there has been a growing demand for a technical training which can be speedily acquired and will find a ready market among employers.

The result has been early specialization accompanied with the failure of the individual to secure a general education to aid her in her struggle for success. Having been devised to meet the pressure for speed, practicality, and specialization, junior college curricula have been filled with primary courses for novice specialists rather than general courses to broaden the student's information outside her chosen specialty. Along with these trends the academic departments in college have grown more and more self centered. Their concept of aims and purposes has tended to narrow down to those of a single department instead of spreading out to include those of the institution.

A few faculties are searching for remedies. The experimenters have usually agreed the first two years of college should be used to give the student a broad education with little attention paid to specialization. Two general types of procedure have been followed. In one, each major department develops a year-long survey course designed to impart information of a general interest. All students are required to take these courses or combinations of them.

In the second type of procedure, a new subject, usually called "The Humanities," is introduced into the curriculum. It is outlined to last for two years and is required of all students. At appropriate times the plan requires that each academic department present the class with that part of the course which the department members are best equipped to teach. Thus all departments cooperate in planning and teaching the course. Both of these procedures create an awareness

New Faculty Member



Dr. Homer Clevenger

of institutional purpose and result in increased inter-departmental cooperation, but each leaves something to be desired.

A more ambitious experiment might be launched with the aim of securing the advantages inherent in both of these schemes. Unity of purpose and the feeling of departmental responsibility to contribute to the general education of all students could be retained if each department developed a survey course. The attribute of coherence could be acquired for the junior college curriculum by expanding the "Humanities" idea to comprehend the whole or a larger part of the curriculum. The year-long survey courses could be changed to one or more short courses offered at different times during the two year period. For example, the science professor could give some short course at a time designated in the comprehensive curriculum outline instead of meeting the "Humanities" class for two or three weeks.

To implement the operation of the more ambitious experiment a core or an integrating subject should be

adopted. It would be easy to demonstrate that any of the academic fields could be used as a core for a curriculum. History may not be the most logical to use but an examination of the catalog of any liberal arts college reveals that almost every academic department offers some kind of a course in history. This seems to be evidence that a general interest in history already exists and that history offers opportunities as an integrating subject in the curriculum.

Without any attempt to be final or dogmatic but simply as an illustration, let us suppose a faculty has agreed history shall be the core, but that the selection of historical material for presentation and its organization into a course must meet the demands set up in a conference of all the departments. The course is worked out as a general survey course in world history devised to emphasize, explain, or introduce all of the experiences of man in which the other departments are especially interested.

Each other department will contribute its share of lore and knowledge in courses which will be required of all students. These courses will be devised to grow out of, parallel, precede, or follow the study of certain phases of the history course. They may be for one, two, three, four, or five hours and possible of completion in four, eight, twelve, sixteen or twenty weeks. They can be scheduled to begin and end without regard for quarter or semester beginnings and endings. The whole prescribed course of study for the first two years would resemble a comprehensive integrated syllabus. History would furnish the central theme and give coherence. The courses of other departments would fall into place as subdivisions under the outline.

In scouting the possibilities for such a plan it must be remembered no new information need be added to the offering of any department with the exception of history. It is quite possible a department would need only to reorganize a course already given to bring it in line with the general theme and it is within the realm of probability that some course now offered would need only to be made run before, after or parallel with the core course. It is reasonable to believe a college faculty could work out an integrated program along this general line without increasing materially the number of subjects already required. A college with such a plan would have to be prepared to lose some of its flexibility in absorbing new students at four or six different times during the first two years, but enough might be gained to justify the loss.

Since the plan suggested involves a change of practice in only the first two years of college, no department need fear loss of honor or prestige. Its area for specialization would come later and perhaps some latitude for specializing could still be allowed in the first two years.

The history department alone needs to stand on defense, but even it is challenged to do only that which it has always claimed to do—comprehend the whole field of man's experience.

As they always have, skeptics will hoot at the possibility of measureable material gain from such an integrating experiment. Caution forces the admission that they may be right, but the spiritual gain to the faculty which co-operates conscientiously on such an experiment ought to compensate for the trouble of making it. Any material good derived from it would be clear profit.

* * *

Thomas H. Cobb Felicitates Dr. Gage On Behalf of Board of Directors

Representing the college's Board of Directors at the inauguration of Dr. Gage, Thomas H. Cobb, of St. Louis, said:

"We, the members of the Board of Directors of Lindenwood Female College, heartily welcome you to Lindenwood. We cordially congratulate you and this institution on your acceptance of the Presidency of Lindenwood College. We wish you health, happiness and great success in your work here among us.

We commit to you the general direction of the educational work in Lindenwood College and the general supervision of the education of these fine young ladies who are now here and those who may come hereafter.

"We pledge to you our loyalty, cooperation and support in everything which you may undertake or do for the best interest of Lindenwood College."

* * *

Alumnae Offered Opportunity to Subscribe to Linden Bark

At the request of a number of alumnae subscriptions to the Linden Bark are now being received for the college paper, which is published every other Tuesday during the school year. The subscription price is \$1 a year.

Last year the Bark was streamlined and several new features added. Other improvements are planned for this year. Alumnae who wish to keep with campus activities are invited to subscribe.

* * *

Miss Hankins Is Injured in Fall at Her Home

Miss Kathryn Hankins, instructor in classical languages and a member of Lindenwood's faculty since 1920, is recovering from a broken shoulder suffered recently when she slipped on some wet leaves near her home in Webster Groves.

Lindenwood to Participate in Teacher Education Studies

*Dr. Florence W. Schaper Represents College at Workshop
Conference on New Experimental Program*

THROUGHOUT the years Lindenwood has been devoted to the preparation of teachers. Now the opportunity has come for a more dynamic approach to this important work of the college. The North Central Association of Colleges and Secondary Schools has selected Lindenwood as one of the twenty-eight liberal arts colleges to participate in a program of experimentation, evaluation, and educational studies during the next two years. The cooperating institutions are distributed geographically from Wisconsin to Arkansas, and from Nebraska to West Virginia.

The purpose of this new program is to determine the educational objectives of the liberal arts colleges in the preparation of secondary school teachers, and thereafter to set up the procedures that are best adapted for realizing these objectives. The Committee of the North Central Association in charge of the program believes each college can become more vital and efficient in the preparation of secondary school teachers if scientific research is employed by the faculty and the administration in the study of all problems that relate to teacher education. Consequently there was held during this summer, in the University of Minnesota, a Workshop on Higher Education for the local directors of the twenty-eight cooperating institutions. Dr. Florence W. Schaper represented Lindenwood; she will be the local director for the next two years.

Inasmuch as the United States spends almost two billion dollars annually to provide elementary and high school education for the children and the youth of the nation, it is evident that every institution of higher learning that attempts to prepare teachers must realize its social obligation. Modern education considers the secondary school in terms of the adolescent youth whose individual abilities must be developed so each one is prepared for whatever opportunities and responsibilities the American democracy may bring to its citizens. It is believed, therefore, that to the extent the faculty and the administration re-examine in line with this proposed program the purposes of Lindenwood in relation to the procedures for the preparation of secondary teachers, there will develop definite contributions in the curriculum, in the improvement of instruction, and in personnel services for all of the students.

The small liberal arts college offers a program for general education and for personality development that the high school teacher should experience for successful leadership in the community. Moreover, the type of general education which the prospective high school teacher needs is basic for other students in the college who will assume their respective roles in the same type of civilization as the teacher, when their formal education is completed. It, therefore, seems reasonable to assume that more critical coordination and cooperation from every department and division in the college in regard to teacher preparation will in turn affect the educational experiences of all of the students. The needs of youth against the background of swift moving social changes constitute areas for continued investigation by a college faculty.

In view of its outstanding record of the past in this direction, Lindenwood can hope to assume further leadership in the educational program which the North Central Association has planned, through a grant from the General Education Board, because of the deep interest which President Harry M. Gage holds for research in the area of teacher education. This is evidenced by his membership on the North Central Association Committee mentioned above and, also, by his active interest in behalf of the Commission on Teacher Education, American Council on Education, of which he is a member.

Six Lindenwood Girls on College Advisory Boards

Six Lindenwood girls are serving on the college style advisory boards of department stores and women's shops. In Oklahoma City, Bobbie June Cravens is a member of the Campus Council of Brown's department store. Marjorie Vanderlippe is serving as a member of the college board of the Nebraska Clothing Company in Omaha, Neb.

Four Lindenwood girls are on the college boards of St. Louis stores. Betty Mudd, of St. Charles, is a member of the Stix, Baer and Fuller department store board; Ruth Schrader, of Ballwin, Mo., is on the board of the Scruggs-Vandervoort-Barney department store; Sue Adkins, of St. Louis, is serving at Boyd's clothing store, and Peggy Davidson, of St. Louis, is on the board at Greenfield's clothing store.

Greetings

FROM LINDENWOOD'S PRESIDENT

LINDENWOOD is to open her 114th session on September 22, 1941, and I have the honor of being the new President of the College. I am deeply appreciative of this honor.

A very challenging faculty will meet our students this year, and building on the things that have gone before we ask the interest of our students and alumnae for the success of Lindenwood. Lindenwood is new to me. The one hundred and fourteenth academic year of Lindenwood will not be merely another year. It will also be a new year. In it we ourselves will be new to each other and to the campus. So we are going to have the excitement of adventure and exploration. We shall discover things and other people and ourselves. There will be much work and some drudgery, much play and some routine, successes and failures.

When the year ends next June we shall all realize that on a winding path with many cutbacks and ups and downs we have been climbing a mountain, at the top of which is our goal. Excellence dwells there high in the rocks. We should exert every effort to reach and meet her, and to form a personal acquaintance with her. "The place where men meet to seek the highest is holy ground."

HARRY MOREHOUSE GAGE

Four Students from Outside the United States to Enroll This Fall

Included in Lindenwood's capacity enrollment this fall will be four students from outside the United States. One of them will be Kinta Rita Abadie, whose home is in Arubaa, Netherland West Indies. Arrangements for her enrollment at Lindenwood were made through Thomas Sutton, of Tampico, Mexico, whose daughter attended Lindenwood.

Hyacinth Young and Charlotte Ching will be back from Hawaii, and a friend of Raquel Caninox from Puerto Rico will enroll. She is Luz M. Garcia and her home is in Rio Piedras, Puerto Rico.

Lindenwood will have a new pair of twins this fall with the enrollment of Ruth and Elnor Ritter of St. Charles. It will make three members of the Ritter family in college, as their older sister, Alice, will be back. Grace Ritter, the oldest, was graduated from

Lindenwood in 1934 and is now teaching in St. Charles County.

* * *

Kansas City Lindenwood Club Elects Officers

Alice Neal was elected president of the Lindenwood Evening Club of Kansas City at its July meeting. Other officers are: Jane Montgomery, vice-president; Margaret Hart, treasurer; Sara Ella Davis, secretary; Virginia McGuire, chairman of the Entertainment Committee; Margaret Ketcham, chairman of the Sunshine Committee; Audrey Carey, parliamentarian, and Jean McKee, chairman of the Calling Committee.

The club held its August meeting at the home of Ella Davidson.

After the reading of his paper President Gage urged the faculty to criticize the content of his paper during the year and decide at some future time as to whether they could honestly accept his statements.

After a brief intermission Professor Homer Clevenger, of the Department of History, read his paper entitled: "History As A Core or Integrating Subject". (See insert). The paper provoked some brief discussion.

The Wednesday afternoon session was opened by Dr. George A. Works when he presented many examples to illustrate the following principles which are basic to the Minnesota Workshop Project, sponsored by the North Central Association Committee on the Preparation of High School Teachers:

1. What subjects broaden teacher preparation?
2. What insights can be discovered from institutional surveys by the instructional staff?
3. What are the needs of high school youth today?
4. What is the character of the professional education program in the liberal arts college?
5. What is being done in the area of guidance, particularly extra-curriculum guidance, for the prospective teacher?
6. What is the general institutional outlook on the importance of the preparation of teachers in the liberal arts college?

These issues presented by Dr. Works were followed by a report on the Minnesota Workshop by Florence W. Schaper, local director of the project. Miss Schaper outlined some suggestions and procedures at Lindenwood College, 1941 to 1943, in view of the experience developed at the Minnesota Workshop during the summer of 1941, in relation to the needs of Lindenwood College. The purpose of the Minnesota Workshop is described in the insert entitled, "Lindenwood To Participate in Teacher Education Studies."

The following facts in regard to the education and placement of high school teachers, were presented:

1. According to the National Survey of the Education of Teachers, Volume II, 1935, liberal arts colleges and universities prepared 41% of all teachers in the United States, including $3/4$ of all secondary teachers.
2. The liberal arts college seems to prepare a significant proportion of all teachers as evidenced by the fact that in 1903 the liberal arts colleges had approximately 8% of their students in teacher preparation courses, whereas in 1928-1929 there were approximately 35% of the students in these courses.
3. It is of fundamental concern to American culture that the general education of the high school teacher be carefully planned.
4. Scholastic competence in high schools is the first requirement for teachers.
5. Social competence in the community is the second requirement for teachers in the high school, as evidenced by the standards which high school principals use in the selection of teachers.

It was suggested by Miss Schaper that some of the following problems will be of concern to the faculty as a basis for institutional self-analysis:

1. Appreciation of the changing social life and its influence on adolescence.
2. Attention to the problems of alumnae.
3. Awareness of the demands for general education.
4. Participation by all members of the instructional staff in some part of an institutional self-analysis program pertaining to the professional education of high school teachers.
5. Expansion of the teacher preparation program beyond the Department of Education.
6. Improvement of a guidance program for the selection of teachers.
7. Development of extra-curricular program in relation to teacher education.

8. Study of grades, examinations, and instructional methods.

Following this report Mr. Gail Martin, Professor of Art, further substantiated the work of the Minnesota Workshop which Miss Schaper had reported.

* * * * *

Thursday, September 18, 1942

The last day of the Conference was devoted to "Statements of Institutional Purpose and of Departmental Contributions to it", led by the following professors:

John Thomas; Dean of the School of Music
Raymond L. Garnett, Professor of Education
Fern E. Staggs, Professor of Home Economics
Kate L. Gregg, Professor of English
Richard Pilant, Instructor in Reading

For the paper presented by Professor Thomas, see the Faculty File.

Professor Garnett discussed the following issues in relation to the Department of Education:

1. That the Department of Education is definitely aware of the importance of all the departments of the college in the education of prospective teachers and, therefore, he urged all faculty members to make any suggestions or contributions to teacher preparation that they thought basic.
2. That the extra-curricular activities of a prospective teacher are definitely important in her preparation in order to develop her effectiveness in the school and in the community.
3. That a teacher needs to have a very liberal view of life and hence there is need for a broad general education.
4. That the faculty could well afford to develop a general philosophy basic to the purposes of Lindenwood College in relation to the preparation of teachers.
5. That the social competence of teachers is dependent upon the entire educational experience and not just on the professional courses in education.

Professor Fern E. Staggs discussed the relationship of the Department of Home Economics to the general education of women, and particularly to those women who plan to enter the teaching field.

See the Faculty File for the paper presented by Professor Kate L. Gregg, Department of English.

Mr. Pilant was unable to attend the meetings.

President Gage concluded the session by stating that if formal education does not offer to the public what it needs, then the public will lose confidence in the agencies and resort to commercial means. He further urged whole hearted staff participation in the problems which had been presented during the Faculty Conference.

* * * * *

Friday, September 19, 1942

The Friday sessions were devoted to instructions from the Dean of the faculty, relative to registration and counseling of students the following week.

The Faculty Conference for 1941-1942 adjourned.

Secretary of the Faculty

A meeting of the instructional staff was held in the Library Club Room on October 30, 1941, at 11:00 o'clock. President Gage presided and introduced Dr. Russell M. Cooper, Secretary of the North Central Committee on the Preparation of High School Teachers.

Dr. Cooper presented the following points of view:

1. That if American colleges are going to help in the defense of American civilization, the preparation of teachers must become a more serious task.
2. That the teaching of high school boys and girls is fundamental to the maintenance of American democracy because 90% of these youth do not go on to college. Any ideas of democracy which they are to have from formal education must come during the secondary period.
3. That the greatest interest at the present time for preparing youth for American democracy, lies in the possibilities of colleges preparing the teachers in a program that emphasizes general education, built around the divisional organization of the curriculum.
4. That one of the greatest problems of education is the integration of all the educational experiences which each student faces.
5. That student participation in most of the campus affairs is vital to future participation in society.
6. That the problems outlined in the first Lindenwood Newsletter, October 27, 1941, sums up some of the work which Lindenwood College can engage in if it continues to show interest in the problem of teacher preparation. (See Newsletter File for copy.)

It was announced by President Gage that during the afternoon Dr. Cooper would be available for any individual faculty conferences that were desired.

The meeting adjourned.

Secretary of the Faculty

Lindenwood Fulfills Promise of Its Founders Dr. Gage Declares in Inaugural Address

Purpose of College Includes Culture, Character and Good Citizenship Needed to Assure America's Future and Its Leadership He Points Out in Accepting Presidency

After his induction into the presidency of Lindenwood College, Dr. Harry Morehouse Gage delivered his inaugural address, "In View of the Presidency." The text of the address follows.

THE occasion of my inauguration as eleventh president of Lindenwood very happily coincides with the celebration of the one hundred and fourteenth anniversary of the founding of the institution. It is, therefore, a good time to talk about our ancestors and of children still unborn. This important present has a past and future reference with obligations extending in both directions.

In a book that is not as much read as it should be in these times, there is a portion usually omitted even by those who read other parts of the book. I have in mind a genealogical chapter in Genesis. It is a sort of Mosaic De Senectute. It is not so extensive as Cicero's celebrated essay on Old Age and not as difficult. Its simplicity is surprising. In the major portion of the chapter which sets forth essential facts only two verbs are used. They are "lived" and "begat". The passage runs in this fashion: "And Methuselah lived one hundred and eighty-seven years and begat Lamech; and Methuselah lived after he begat Lamech seven hundred and eighty-two years." Later we learn that "Terah lived seventy years and begat Abram." Then he died in the prime of his manhood, or, should we say, in the prime of his young manhood, at the age of two hundred and five. Terah's early demise may have been prophetic of the shortening span of human life which lives and begets and dies and is usually forgot long before the years of Methuselah's age when he began to beget.

I raise no question concerning the vital statistics to which I have referred. I accept them as authoritative without pause to inquire about the validity of the record or the probable causes of longevity in the days of the long ago. The record as we have it is a statement of a greatly shortened span of human life. I use it as a possible explanation of modern man's resolution somehow to make it possible to live in the midst of civilization as long as his ancestors did in a nomadic state.

Just what did modern man do to lengthen life? He has, of course, improved health and so given to us

greater life expectancy. That method, however, sure as it may be, is very slow in producing results. It fails to satisfy the executive who demands the "quick returns of profit." Modern man, therefore, worked a miracle. He became a creator of life. By executive fiat he did it. Out of practically nothing he made a body and called it a corporation. Into that body he breathed the breath of his own life. On the "lengthened shadow of a man" or group of men he founded an institution. That institution he endowed with a certainty and length of life which no man possesses. To the institution he bequeathed in trust his ideals and purposes. So founded, endowed, and enriched, the institution became a corporation which termites cannot weaken, moth and rust cannot corrupt and no bacteria known to science can destroy.

Plato in his discussion of old age gives four reasons why old age is thought to be miserable. First, one is removed from active life. Second, one's body becomes feeble. Third, one is deprived of most of the pleasures of life. Fourth, one is not far from death. But if Plato had been called upon to consider the old age of corporations and institutions such as Lindenwood on Founders' Day in celebration of one hundred and fourteen years of life, he could not have used his eloquent references to old age. An institution never retires from active life. Once committed to a purpose it never relinquishes interest in the execution of that purpose. After it has passed through the period of "growing pains" and recovered from institutional measles, a corporation is inclined to grow stronger rather than feeble. The pleasures of institutional life multiply with the passage of time.

Finally and paradoxically the older an institution becomes the greater its life expectancy is and the more remote its dissolution and death. Each added year of institutional life gives promise of greater and longer life to come. We can today on our one hundred and fourteenth birthday agree with Cato that old age, anyway institutional old age, is enjoyable or, as Cicero said, is not only not irksome but much to be desired.

Lindenwood's purposes one hundred and fourteen years ago gave promise of long and joyful life. That promise has been realized. However, even though Lin-

Founders Intended Lindenwood to be Liberal College

denwood as a corporation is exempt from the microbes that attack and the accidents that befall human beings, certain infections and diseases are peculiar to institutions. We must be one our guard against them.

There are institutional bacteria. One of them is bacillus numericus. A symptom of the presence of that bacillus is a belief that increase in numbers of any kind means essential progress; a feeling that quantity is an index of quality. As at Babel, colleges have raised high their towers in the confusion of bigness and greatness. No individual cares to become markedly fat but we have little objection to institutional corpulence. As surely as quinine will kill malarial spores, ideals of excellence will destroy bacillus numericus.

There is such a thing as institutional elephantiasis. This is a swelling. The swelling may be big or it may be little. Whatever its size it is a swelling on and not a growth of the institution. The cause of this disease is the desire of a college to be like all the parts of a university. It is marked by delusions of grandeur. This is a moral disease. Its cure is modesty born of institutional honesty.

Colleges also suffer from institutional sclerosis. Arteries harden. The blood of new and refreshing life is held in check. The incrustations of habit prevent new movements. Colleges need something like the knee action of an automobile, which enables the machine to make an easy adjustment of its movement to the changing conditions of the road. The cure for institutional sclerosis with its rheumatic inflexibility and habitual ways of doing things is not less but more ancestor worship. The fathers drank from the fountain of perpetual youth. They raised ideals which they never realized and which perhaps may never be realized but which, nevertheless, may be approximated as new achievements are followed by new ventures in years without assignable end.

The ideas which the founders wished to continue beyond the limits of their own lives and whose perpetuation is committed to us are embodied in legal documents known as articles of incorporation and deeds conditioning the ownership of property. The founders had a "plan, system, principles, objects and purposes to be observed and pursued in the establishment and government of said college." There was, however, nothing narrow in the purpose bequeathed to us by those Presbyterian founders. It was distinctly liberal. They said in fact that the college "is to be set on a large and liberal plan and on a lasting foundation" and that it should "supply, at as low charges as practicable, ample facilities for female education in the best sense and meaning of the term, namely, the proper development and cultivation of the intellectual, moral and physical

faculties." Requiring that the "whole course of instruction and discipline shall be based on the religion of Jesus Christ," admission to college was not in the beginning and is not now based on religious tests and denominational allegiance.

The Christian spirit of the college becomes evident when we read that its purpose it "in fine to supply schools adapted to qualify the pupils not only to enjoy the rational pleasures of life as accountable beings, but to become enlightened, accomplished and useful members of society, to discharge with ease and grace the peculiar duties of the sex in all their varied relations." One is pleasantly surprised and profoundly thankful in view of problems which press upon us as citizens today that the founders require this institution today "so to convey instruction appropriately as to give a decidedly national bias to the youthful mind."

Inherent in these chartered purposes are culture, character, and citizenship. They are what individuals need for successful living; what fathers and mothers desire for their daughters; what our America needs to assure its future and to fulfill its duty of fellowship with and leadership of the nations of the earth. The idea of culture seems to have included the happy exercise of all human faculties and articulations with life processes, all with the idea of producing "useful members of society." Character in the minds of the founders was definitely Christian; a realization of the abundant life which Jesus came to give; and evidenced by the lives of those who go about doing good. Good citizenship to the fathers meant the acquirement of the "national mind." By this, I take it, they meant the understanding of our Americanism, namely, equality, freedom, justice, and faith in the improvability of human life and our desire to produce here on earth a race of people superior to any that has ever existed before.

Now having said something about our ancestors and the trust which they reposed in their successors, I am reminded that this ceremony is designed for the inauguration of a new president of Lindenwood College. This is a ritual. It is familiar to many in this audience. Attendance at inaugural ceremonies occasionally and acknowledgment of invitations to attend help to keep a college president busy. If he has not attended many he may even think that in these affairs he is engaged in important business. It is important but not on account of speeches, deliverances, and pronouncements. These are endured patiently and not without gladness in our fellowship, "the fellowship of suffering," which is so highly recommended by St. Paul and compared with which no other fellowship is really worthwhile. Very

Intellectual Strenuousness and Moral Earnestness are Goals

naturally I appreciate the presence of my friends. They are sympathetic and I can assure them that I am suffering with them.

To me personally and in the sanctuary of my heart there is just one important and significant fact which is emphasized by this ceremony. I have been elected president of Lindenwood College. Election has been accepted. Into the presidency I have been inducted by the chairman of the Board of Trustees. The oath of office has been taken. Words of welcome have been spoken by representatives of the Board of Directors, church, faculty, alumni and students. To me the leadership of the institution has been formally committed and by me has been solemnly accepted. Its precious past and the prosperity of its purpose is in my keeping. Its destiny is in my charge. Its welfare is in my heart. Its progress is in some important respects dependent on the skill and strength of my hand. This whole inaugural ceremony is designed to impress these facts on my mind. Therefore, do I say now to all of those who love Lindenwood that my life in the future will be coextensive with and inseparable from the life of the college. To me it is given to be inwardly dedicated and outwardly devoted to the welfare of Lindenwood so that in my presidency I may do what is right and be what is good.

The authority committed to me is impressive. I assure you that I have been greatly impressed; but I am not carried away by delusions of grandeur. The beautiful robes of humility are more becoming and more symbolic of reality than the display of academic raiment. A college president must wear those robes; "if not now, eventually." There are dangers in autocracy; also difficulties. Theologians have found no little difficulty in establishing the democratic character of God's sovereignty. Years ago a Calvinist preacher in Tennessee thundered the immutable proclamations of the Almighty. A Jacksonian democrat in the audience arose and said, "What you say may be true. Maybe God has set himself up to be an autocrat in this world to foreordain and control every detail of our lives; but I am here to tell you that, when the people find out about it, they will not stand for it." The angels in heaven rebelled unsuccessfully. I have known college faculties that have done likewise and not without a justifiable measure of success. So I am very humble but not as was Uriah Heap.

I have reminded you that a mountain of responsibility has been placed upon me. In doing so I was serious. However, I hasten to add that while I take my responsibility seriously, I do not take myself very

seriously. Responsibility is not going to rob me of the joy of life. The fathers planted a good seed. It will grow and bring forth beautiful flowers and choice fruits even if I do make some mistakes in cultivation. Verily I do believe that God is on this campus "His wonders to perform." He will have His way with my help part of the time and at other times in spite of me. Knowledge if that will keep me humble and smiling.

One in an executive position must be able to chart a course but it is quite certain that one cannot follow it exactly. So if one has great pride of opinion and tries to sail against the wind, he is quite sure to find the decks awash and maybe he will be swept overboard. Good sailors, however, know how to adjust themselves to the wind by tacking. A competent navigator does not feel that he is sacrificing principles of chart and compass just because he is not at a given moment going straight to his destination. He knows also that even if he has made a mistake in navigation, north star and sun are still in place. New reckonings usually can be made. Lindenwood is a college and it is Christian. These points are north star and sun for me.

With these points of reference in mind or discoverable I think I shall have large liberty in leadership and may even be allowed the privilege of recovering from some mistakes. And somehow I feel that I shall not make many serious mistakes if I do not allow my mind to become befogged by multiplied definitions of what a college is and what is Christian. Intellectual strenuousness and moral earnestness are fixed points of reference for me. Directing my course by them I hope "to serve the present age" by making Lindenwood a real college and by making it really Christian.

My previous references to maritime life may have intimated to you that the office I now hold is a dangerous one. An occupational hazard is attached to the presidency of a college. Tenure of office is uncertain. During a tenure of twenty-one years in my previous position I had fellowship with ninety-four presidents of twenty colleges in Iowa. Statistics prove that the average official life of a college president is four years or less. Some presidents are still-born. Most of us die in presidential infancy. I can insure my life and my legs but I cannot insure my tenure of office. To me that is perfectly glorious. It appeals to one's sporting blood. A college president ranks with aviation, football, hunting big game. It is a hazardous major sport. Next to death itself it is life's great adventure.

The presidency of a college does in fact give one many experiences of exploration and adventure. There is the curriculum. In my more ingenuous moments I have thought the courses offered in the curriculum

Chief Responsibility is for the Students

principally need to be taught excellently by teachers and pursued with diligence by students and that the curriculum as a whole needs wise administration. But having attended an incredible number of faculty meetings and intercollegiate conferences I have learned that what the curriculum really needs is revision. The curriculum is just an arrangement of intellectual and spiritual food. It is not a counter from which pabulum is given to our "selectees." It is only an organized opportunity for hungry souls to secure nourishment. In it also are a few appetizers. However, I am always being told that the service is poor or not fashionable or that the diet should be changed. The curriculum itself is probably nutritious food, bread and butter, to mind and heart with an occasional dose of whatever is the intellectual equivalent of stewed onions. It develops moral muscle and tough intellectual fiber. Nevertheless, word goes around that the American college curriculum needs less though meat that requires long and vigorous chewing, much less spinach, more appetizers, many more garnishings and especially more predigested courses which can be utilized immediately by some process of injection rather than by the vulgar and old-fashioned process of chewing, swallowing, and assimilation.

Courses in the curriculum, I have been told, should not be served family style in which all courses are required including academic carrots, turnips, and the hard-to-pick necks of chickens. A popular demand is for a very modern cafeteria service with orchestral accompaniment. If one responds to the demand, why worry? Students will not starve to death. Garnishings are not nutritious but they are attractive. Furthermore if one be lean and hungry, one can always pick up a bit of bread.

I shall change my imagery. On each college faculty are a number of doctors who understand curricular ailments. I have noticed that if the curriculum is not functioning well, if it is not "going," the doctors have probably stopped teaching in order to examine and tinker with it. Maybe they will decide on a major operation with newspaper advertisement. The curriculum is in the hospital. The country over it is nearly always there or convalescing. One of the principal duties of a college president seems to be to get the patient ready for another operation. Nearly every college president that I know is besieged by those who feel that the curriculum should be doctored just as soon as the patient can be made ready. In this whole business the president, if he be not wise and cautious, may come to believe that his only duty is to issue bulletins and to tell the public that the patient is doing well.

From my somewhat facetious reference to cafeterias and hospitals you may have inferred my attitude toward

the problems involved. I do not feel that I am a pagan, one of the pagani, a villager remote from centers of civilization where new ideas come late and with difficulty and, therefore, stubbornly refusing to abandon an old way once its futility has been demonstrated. I cannot, however, feel that the newest is always truest and that the latest is necessarily the best. Our chief responsibility is for students and not for experimental procedures which cost large sums of money. Unless experiments are adequately financed by special appropriations and conducted by an organization especially designed for research, the results are some advertising and much sacrifice of victims on the altar of experiment. This is unnecessary. We are inheritors of a conservative tradition and are in possession of substantial values. The results of the best experiments are available for our use as new drugs and methods of cure are available for use by every physician in the country. Not having sclerosis of the open mind we are certainly as well able to fit students for "the duties of life" in 1941 as were the founders in 1827.

Speaking of doctors reminds me that I may become an entirely successful college president if I choose the right doctors. (No conceivable presidential excellence can balance habitual want of skill in choosing the right advisors and making the right appointments to instructional and administrative positions. A good faculty makes a good college. Nothing else does.) In my hostility to tinkering and fooling with the curriculum I may have spoken too lightly of operations on the curriculum. As a matter of fact if the curriculum is alive and not dead, it will grow. Therefore, the curriculum like a tree needs pruning; like a garden it needs weeding, new planting and reseeding. Minor operations are always in order and occasionally a major one. Even so what the faculty does to the curriculum is of little importance compared to the professional excellence of the men and women who do the job.

In dealing with teachers and officers I am sure that frankness and sincerity are at once alpha and omega of administrative excellence. Standing between the Board of Trustees and the faculty it is my business to be a good conductor. It is so easy to ground the currents of communication which flow in both directions. The position of a go-between is important and difficult. In addition to a college president's temptation to become money-minded there is the additional temptation to become two-faced. Twenty-five years ago a widely advertised university professor gave his daughter a doll for Christmas. He taught her to call the doll Mr. President. It was a trick doll and would lie in any

Student Activities Have Place in College Life

position in which it was placed. This, of course, is delicious slander. None the less it is true that frankness and sincerity are jewels in the college president's crown.

Colleges exist for training of mind. There are other purposes. Much campus sentiment is crystallized about activities. On stated occasions pomp vies with ceremony for the apotheosis of doing things and with an irony that is the very salt of the occasion the president officiates as high priest and to the noise of tinkling symbol and sounding brass anoints the unscholarly with the holy oil of public approbation and crowns the academically unwashed with bay leaves. These experiences give one much food for thought on laurel foliage for the fleet of mind, prizes for acrobats of the soul, demonstrations for the minions of Minerva and the impossibility of gastronomic shows for intellectual cadavers. These thoughts give one a sense of futility and failure unless one learns, as he should, to assign high value to achievement-quotients and remembers that from time immemorial subtlety and sleight of mind with driving thrust and vital urge have been universally reprehended and just as universally recognized as the mother of conspicuous success in this world. Since we do live for a time in this world such successes should be stimulated, directed and applauded.

There are students on the campus. This is the most important discovery a college president can make. Finding them is like finding one's job. The only thing required here is a little horse sense. Once upon a time a horse strayed away. The owner, his boys, hired men, and neighbors could not find the horse. The principal loafer and ne'er-do-well of the neighborhood took a hitch in his belt, pulled his hat over his eyes and slowly walked away. He returned leading the horse. He explained himself as follows: "I was a-settin' and a-thinkin' and I thought where I would go if I was hoss and I went there and I found him." Wandering students are discovered by sympathetic insight. Sometimes they will return by themselves and will come in if the door is open.

It is the individual student who is to be discovered. Where human beings are concerned we are seeking not for abstract but for concrete excellence. The carriers of values are always concrete human individuals and not laws of science. Abstract science will not help us in emptiness as they increase in generality. The subjects of education with which we on the campus have to deal are individual persons and, like the two well-known blades of grass, no two persons are alike. Individual students, the subjects of education, are unique and occur only once in history. Now education as an abstract science rejects the unique. So I do not care first of all to become a scientific educator.

The abstract science of education creates the imaginary average student who never existed. So the theory insurance gives the life duration of a man who never lived and death dates at which no man ever died; but fails to tell any person what he wants to know, namely, when he will die. Statistical science tells us that the center of population in this country is under a certain tree in Indiana. Imagine a seeker of people at the exact center of population. Nobody at home where the greatest number of people are supposed to be! The stupidity of this paradox does not prove the uselessness of science. It does prove the stupidity of those who try to carry the methods of abstract science into the domain of individual human life where that method can have no validity. Theories of education have no more to do with the education of individuals than the center of population has to do with people.

Students are active. They have initiative. I have already expressed my interest in their activities. What are student activities? What are the things that students do? They talk, argue, play games, put on plays, look at pictures, draw pictures, sing songs, play musical instruments, listen to music, read books, go to parties, make dates, and say their prayers. These things students do on their own initiative. They have always done these things. Only recently have we made formal recognition to their activities. As recently as my own academy and college days most of the activities I have mentioned were forbidden or ignored or not encouraged. For instance, plays and dances were surreptitiously "bootlegged" or smuggled through. Library facilities were provided by literary societies. At a long last we are providing both democratic opportunity and professional leadership for expression. In what other way can we provide for the principal aim of all education and of life itself? This aim is growth and development of personality, social understanding and some skill in a communicative art. So have coaches, leaders, and directors whose names adorn the roster of the faculty. Personnel officers are coaches for social life and group living. The librarian is coach for the recreational life of reading.

Teachers of the fine arts should coach the whole college community in aesthetic expression and appreciation. As for religion, if it exists at all on the campus, it must exist as an original student activity. It is not for the president to be officially religious for the whole college. Religious requirements are not satisfied by catalogue statements. College spirit should be in leadership in this field. Religious living and the fine art of meditation and prayer are not departments of life or of the institution. Religion is a pervasive spirit as elusive and as real as the fragrance of a day in June.

In the foregoing review of ordinary problems of college administration I have recorded some judgments and revealed some attitudes. However, I formulate no rules to guide me in the conduct of my office. The inventor of intellectual formulae doubted their practical value. Aristotle, father of the syllogism, tells us in Nichomachean Ethics that purely intellectual laws and rules can never be infallible guides of conduct in life. Solutions for my problems will be provided by a dear little friend who dwells within me. Her name is Phronesis. She is intuitive judgment. As I grow into the duties of my office she will form and mature in me by experience and practice and by processes of informal logic which are too elusive, recondite and elastic to be imprisoned by words and formulae.

An executive, unless he be an autocrat, which I am not, cannot succeed without friends. Nevertheless there is an essential loneliness in every executive position. Grover Cleveland felt it when he entered the White House and wrote to his former law partner on that first lonely night, "Henceforth I shall have no friends." The boy on the burning deck is the most glorious figure in recorded history. Everyone else had skedaddled. There he stands alone. Everyone watches to see what he will do next, what plan he has, to hear what he may say, and, of course, to shout advice. Certainly he is heroic. One needs a bit of that sort of heroism.

Sometimes one feels alone and watched and has a feeling of being shouted at. But sometimes when all the world seems to shout, "You are wrong," Phronesis whispers, "You are right." Her's is the witness of the Spirit. To the leading of the Spirit I commend myself. I cannot do more or better. I cannot give you tabulated percentages by which I shall guide myself. I cannot wisely say that I shall do what I have done, the things that the majority of college presidents do, the things that a minority do or what the average president does. Phronesis will tell me what to do. In one respect she is Greek for common sense. In another and truer and deeper respect Phronesis is the Spirit who will surely lead me and our beloved college into the way of life.

Lindenwood Alumna Now Teaching at Ferry Hall

Miss Martha Malcolmson, Class of '36, has joined the faculty at Ferry Hall, Lake Forest, Ill. Ferry Hall is a girls' preparatory school and junior college. Miss Malcolmson, prior to going to Ferry Hall, was director of speech and dramatics at Missouri Valley College, Marshall, Mo. She will teach speech, dramatics and English at Ferry Hall. For the last two summers she has done graduate work at the University of Missouri. Her new address is 225 Lawton Road, Riverside, Ill.

Nine Lindenwood Girls Attend Veiled Prophet Ball

Nine Lindenwood students attended the annual Veiled Prophet's ball in St. Louis October 8, which formally opened the St. Louis fall social season. The girls who attended are: Marion Wettstone, Betty Beard, Betty Baggally, Elsie Meletio; Sally Dearmont, Estelle Blumeyer, Mary Jo Shepard, Eleanor Latal, and Annamae Ruhman.

* * *

Big Sister Chairman



Doris Nahigan, who as chairman of the Big Sisters, had charge of welcoming new students to Lindenwood this fall. Doris, whose home is in Evanston, Ill., is a senior and is noted on the campus for her dramatic talent. She is president of Alpha Psi Omega, and of Beta Pi Theta and is a member of Alpha Sigma Tau, the honorary society. Last year she was literary editor of the Linden Leaves.

* * *

Des Moines Lindenwood Club Meets

The Des Moines Lindenwood College Club held its first meeting of the fall recently at the home of Mrs. J. J. Buck (Margaret Kelloway, Class of '28). Miss Ruth Boyette reports the membership of the club is growing, and officers for the year will be elected soon.

"We have no definite purpose," she writes, "other than to renew friendships and reminisce of our days at Lindenwood, but most of us put in a profitable evening on our Red Cross knitting and other work."

A dinner meeting of the Faculty and the Administration was held on Friday, November 28, 1941, at six o'clock in Ayres Dining Hall. After the dinner President Gage presided and addressed the Faculty and the Administration on matters which relate to the functioning of Lindenwood College under his leadership. Because of possible misunderstanding, President Gage suggested that it might be well for the staff to reread his Inaugural Address, October 23, 1941, and his addresses to the Instructional and Administrative Staffs on March 24, 1941, and on September 16, 1941, so that all members will understand that he is President of Lindenwood College and that in this capacity he maintains certain standards, definite points of view, and an educational philosophy that is designed to implement the purposes stated in the Articles of Incorporation.

Following are the main points which he emphasized in a restatement from these papers:

1. That a constant awareness of institutional purpose is basic to the optimum functioning of the college. (See address on September 16, 1941.)
2. That an evaluation of administrative competency will be made by the President from time to time in terms of the degree to which institutional purposes are fulfilled.
3. That an evaluation of instructional competency will be measured in the values that are translated into the lives of students throughout the years.

President Gage then referred more specifically to the above points as follows:

1. That the Faculty and the Administration should use Jeremy Bentham's advice often -- "Censure freely, obey promptly".
2. That faculty matters should be discussed with the faculty, not with students; faculty business is not campus business nor city business.
3. That the stability of Lindenwood will depend very largely upon the adjustment made within the Faculty and the Administration; this is largely dependent upon every-one attending to his own affairs.

4. That the President will delegate to Administrative Officers most duties and responsibilities, but that there are some duties and responsibilities which he cannot delegate to anyone and be true to the obligation he is under to the Board of Trustees.

5. That one of the duties and responsibilities which the President of Lindenwood cannot delegate relates to staff appointments. Application for staff appointment should be instituted by the proper administrative officer, and if the President approves of such application, the appointment will be made by him with the confirmation of the Board of Trustees.

6. That the Board of Trustees is a policy making body, and the President and the Faculty are an administrative body.

7. That there are no part-time teachers on the faculty, but rather a member of the Lindenwood College Faculty should be vitally concerned about the college at any hour of the day, or on any day of the year. To this end President Gage said he would devote considerable thought in order to make staff positions worthwhile to full-time and so-called "part-time members".

8. That there are no independent departments or individuals in the college, but instead every department and every individual must be keyed to institutional awareness all of the time.

9. That it is well for the staff to understand that there are some Administrative Officers that maintain "high tolerance", and other officers that maintain "low tolerance". Those officers who deal with budgetary matters are of the latter type; those who deal with human relations are of the former.

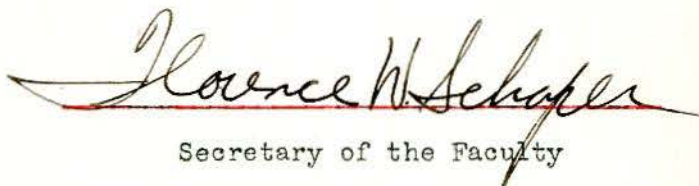
10. That professional status of the Faculty is measured in several areas in addition to classroom competency, and research techniques, e.g., the use of St. Louis as a laboratory for class work, active connections with professional organizations, and good personal appearance at all times.

The President admonished the staff that if administrative authority is understood everything in the institution

will "click" whether the President is on the campus, or away from the campus. This situation necessitates prompt and obedient execution of instructions, although criticisms are welcome.

President Gage urged that the Staff take this motto -- "Praise without flattery, criticism without injury" -- as a goal for the development of wholesome campus life and rich classroom experiences.

The meeting adjourned.

A handwritten signature in cursive script, reading "Florence W. Schaper", written in dark ink. The signature is written over a horizontal red line that spans the width of the text.

Secretary of the Faculty

The instructional staff of Lindenwood College met on January 26, 1942, at 7:30 P.M., in the Library Club Room. President Gage presided.

President Gage opened the meeting with a discussion regarding the calendar of the remaining school year. He said that the watch words are "acceleration" and "compression". This is something that all colleges must give attention to. He said further that institutional habits are hard to break and that educational institutions move slowly. We, as colleges, ought to be alert as to what is going on in the world. We should evaluate the new things that are being done, get rid of the bad things, and hold fast to those things that are good. It might be well to lose reverence for some things.

Continuing he stated that some women's colleges have taken the stand today that they can be isolationists. He quoted President Meta Glass of Sweet Briar, who said, "You just think you are going to be an isolationist, but you aren't."

President Gage said that a letter had come to him from the secretary of the Presbyterian Synod, saying that their meeting which had been scheduled for June 15, 1942, at Westminster College, could not take place there since Westminster had adopted a tri-mester plan and would be unable to entertain the Synod at the time of the scheduled meeting. The secretary asked President Gage if Lindenwood would entertain the Synod. The Synod goes into session on the 15th of June, which is Lindenwood's Commencement Day.

Apropos of entertaining the Synod President Gage remarked that it was a good thing to entertain the Synod for contact with a church organization. He felt that there should be more sympathy between the church and colleges. About the middle of May when commencement speakers are announced we, he said, will hear about it from the parents and students of our college.

Furthermore, a commencement on the 15th of June does not work well with the beginning of summer sessions coming about that time or a little before. The question of our commencement date is an academic question since it relates to summer sessions of other schools, summer sessions which our students wish to attend since we do not give summer work.

Another practical consideration of the date of commencement, laying aside the question of the Synod meeting, is that our college ends its fiscal year the 15th of June. The administration needs some time after the students leave to get ready to entertain around 250 people. Again President Gage reminded the faculty that the watch words are "acceleration" and "compression", and that usually acceleration is not accompanied by compression.

President Gage suggested that after consultation with certain administrative officers that commencement might very well be advanced to June 8, 1942. The following remarks were offered:

Mr. Motley feels that after May 15 it will be rather hard to hold the students due to the fact that many universities and colleges have advanced their commencement date to May 15.

Miss Wurster asked about the possibility of eliminating spring vacation and having classes on Saturday. President Gage thinks that we cannot eliminate the spring vacation.

Dr. Gipson feels that we cannot just give two weeks to the students. If the matter is referred to the students they should be asked what they are going to do about it. She requested that this proposed advancement of the date of commencement not be discussed at the present time. She feels that the demand for this advancement of the date should come from the students.

President Gage said that some colleges were abandoning their extra-curricular activities.

Mr. Motley felt that the Dean was quite right, that the movement should initiate with the students.

President Gage then proposed that we turn to the original program for the evening and if there was time, refer to this question again toward the close of the meeting. Before calling on Dr. Schaper to present the program of the evening, Dr. Gage again listed for us the colleges engaged in the study of the preparation of secondary teachers, under the North Central Association. He reminded us that each institution is urged to study the needs of its own institution and throw the findings into a melting pot; that methods will be different in different colleges.

Mr. Motley asked for permission to speak before Dr. Schaper's report was given. He spoke about girls leaving at the end of the semester and said that the number had been reduced and thanked the teachers for their counseling since through counseling some girls who had intended to leave had decided to remain.

The meeting was then turned over to Dr. Schaper. After a few preliminary remarks upon the Newsletter that was in the hands of the faculty, Dr. Schaper called upon Mr. Thomas for his report. (See Newsletter insert)

Mr. Thomas' report dealt with the action taken by the National Association of Schools of Music at its annual meeting in Minneapolis, December 28-31, 1941. The report was, in brief, as follows:

A joint committee from the National Association of Schools of Music and the National Association of Teachers' Colleges had worked for a year upon a plan for teachers education in music. The following suggestions were adopted at this joint meeting:

1. Future teachers must possess basic qualifications.
2. Future teachers must be good musicians as well as teachers.
3. Music teachers must be encouraged to do academic work so that they may be able to teach some academic work along with the music instruction.

Mr. Thomas then stated that there was a great variance of academic hours required by various colleges. The report adopted at this meeting recommended that a graduate should have 128 hours. The 128 hours must cover certain subjects as follows:

<u>EDUCATION:</u>	Educational Psychology	
	Principles of Teaching	9 Hours
<u>MUSIC:</u>	Methods	
	Practice Teaching	14 Hours
<u>GENERAL:</u>	English	6 Hours
	Academic Electives	15 Hours
<u>MUSIC THEORY:</u>		32 Hours
<u>APPLIED MUSIC:</u>		30 Hours
<u>ELECTIVES:</u>		22 Hours

37 General Elective Hours would allow a student to teach academic subjects without summer school.

THE LINDENWOOD NEWSLETTER

Volume I

January 26, 1942

Number 2

You will recall that during November the faculty used a simple questionnaire to indicate their preferences in some of the more pertinent areas which would probably be of interest for faculty investigation during 1942 and 1943. The material from this questionnaire was available in December, but it was deemed wise to defer any consideration of it until after the holidays.

The following material is tabulated from the questionnaire which the faculty filled out during November, 1941: (This information is numbered to correspond to the questions on the questionnaire.)

	First Choice	Second Choice	Third Choice	Fourth Choice
1. <u>CURRICULUM DIVISION</u> : Division of subject matter with respect to <u>broad fields of knowledge</u> as the goal of the instructional program, instead of departmental division	13	4	12	5
<u>GENERAL EDUCATION</u> : Entire curriculum considered with respect to breadth, thoroughness, assimilation, organization, and relationships of knowledge	11	16	3	3
<u>COMPREHENSIVE EXAMINATIONS</u> : One technique for implementing the instruction in a curriculum that considers education in terms of fields of concentration	4	5	6	17
<u>SOCIAL COMPETENCE</u> : An evaluation of the extent to which General Education achieves its goal; this process needs to be re-defined with each generation	9	9	11	6

SUMMARY ON ABOVE: 13 persons were interested in curriculum division as their first choice; 27 persons were interested in a study of general education as their first or second choice. It seems logical that before we can do much as a group in regard to comprehensive examinations, or before we can measure how well we are contributing toward social competence, we shall need to study general education and curriculum organization. The discrepancy in some of the totals above is due to the fact that all of the faculty did not answer every question.

2. Every member of the faculty indicated an interest in working on one or more committees which will deal with the problems on the questionnaire.
3. There were several problems that individual faculty members were interested in that were not included in the four listed on the questionnaire, but which will probably be developed in one of these four investigations.

4. More than three-fourths of the faculty indicated that they would be interested in a Newsletter.
5. Several of the faculty indicated they were doing research which would probably be of interest to the problem of teacher education.
6. More than two-thirds of the faculty were interested in building a professional library, although they did not indicate any method that could be employed. (See attached list.)

It can be observed very readily that all of the divisions for suggested study outlined above relate to the same general problem, namely, what type of education is best suited for the students in Lindenwood College in 1942, and what methods should be employed for obtaining this objective. Indeed, this is an age old question, one which has been considered in every civilization from the beginning of culture, but it must be restated frequently in order to make education dynamic and socially useful. Particularly is the issue pertinent at this time when we consider that after the war the middle-class families will probably have less money to spend on education, and educational institutions will probably be uncertain in regard to the earnings from their endowments. Furthermore, gifts to educational institutions may not come as easily in the years ahead. Therefore, the whole problem of college education will need to be considered from the point of view of economic organization which will develop after the war.

On January 19, 1942, the Workshop Committee met and transacted the following business:

1. That a summary of the questionnaire filled in by the faculty in November, 1941, should be submitted to the faculty.
2. That a meeting of the instructional staff should be called for January 26, 1942, at 7:30 P.M. in the Library Club Room.
3. That the nature of the above meeting would follow this general plan:
 - a. A report from Professor John Thomas on the action taken by the National Association of Schools of Music in its annual meeting in Minneapolis during the holidays; it seems that this important professional organization is taking an increased interest in the general education of music teachers.
 - b. A report from Professor S.A.E. Betz in regard to the questionnaire which he submitted to the faculty during the first semester relative to the nature of the English Composition Course in Lindenwood College.

- c. A suggestion that the faculty begin to study scientifically the problem of General Education in Lindenwood College in the following manner.
 - 1₁. That each member of the instructional staff write a simple description of his or her conception of a generally educated young woman today; this should be realistic, simple, and brief.
 - 2₁. That the descriptions be left in the college postoffice by February 9, 1942, in a box marked "faculty".
 - 3₁. That the Workshop Committee classify these descriptions immediately and submit the findings to the faculty within a few days after February 9.
 - 4₁. That faculty committees be appointed immediately to begin an investigation in regard to the problems of General Education in Lindenwood College.
- d. That Dr. Garnett continue the method now employed for securing the information from the students in regard to their concepts of General Education.
- e. That the Workshop Committee contact a sample of the alumnae for their concepts of a generally educated young woman today.
- f. That the faculty would then have available findings from these three sources -- instructional staff, students, and alumnae -- for a check list to be used in establishing some criteria for the concept of General Education in Lindenwood College.
- g. That at the next meeting in connection with a consideration of our own concepts relative to General Education, we request that several of our members present some of the current theories on General Education.
- h. That ways of building a professional library in the faculty room might be discussed.
- 4. That succeeding steps for our study in regard to the preparation of secondary teachers will be outlined in the next Newsletter to the faculty.

There is every reason to believe that the work of the North Central studies in regard to the preparation of secondary teachers can now become more vitally important in view of the major changes in our economic, political, and social life precipitated by the international struggle. Particularly is the work of this Committee significant in view of the fact that there is estimated by some authorities that there will be nearly fifty thousand teaching vacancies next year.

We must, therefore, become more critical of the preparation of prospective teachers, as well as other students, in an era that is characterized by tremendous instability. It seems reasonable to suggest that the work which we shall undertake in regard to the study of General Education, and other problems that we are interested in

for Lindenwood College, shall have primary consideration. With many cross currents in higher education today and with the social life in the state of flux, our critical judgment may prove to be one of the basic factors in the development of Lindenwood College in the years that follow the war.

In the first Newsletter, issued in October, 1941, our attention was called to the fact that the Articles of Incorporation stated that one of the purposes of the college was the preparation of teachers. This first Newsletter also includes pertinent facts relative to the position of the Liberal Arts College in teacher education.

WORKSHOP COMMITTEE

Florence W. Schaper
Alice E. Gipson
R. L. Garnett
Irene Eastman
John Thomas

SOME PROFESSIONAL BOOKS

THAT MIGHT INTEREST YOU

Bingham	*APTITUDES AND APTITUDE TESTING
Buros	*1940 MENTAL MEASUREMENTS YEARBOOK
Educational Policies Commission	Purposes of Education in American Democracy
" " "	The Education of Free Men in American Democracy
Folsom	YOUTH, FAMILY, AND EDUCATION
Hale	FROM SCHOOL TO COLLEGE
Hutchins	HIGHER LEARNING IN AMERICA
Kelley	AMERICAN COLLEGES AND THE SOCIAL ORDER
Lunden	DYNAMICS OF HIGHER EDUCATION
Monroe	*ENCYCLOPEDIA OF EDUCATIONAL RESEARCH
Patterson, Schnedler, and Williamson	*STUDENT GUIDANCE TECHNIQUES
Russell, Editor	*NEW FRONTIERS IN COLLEGIATE INSTRUCTION
" " "	*STUDENT PERSONNEL SERVICES IN COLLEGES AND UNIVERSITIES
Swarthmore College Faculty	AN ADVENTURE IN EDUCATION IN SWARTHMORE COLLEGE UNDER FRANK AYDELOTTE

*These titles belong to the Personnel Office and, therefore, it is requested that they be used in the Faculty Club Room.

AMERICAN YOUTH COMMISSION

Matching Youth and Jobs
Time on Their Hands
Youth -- Millions to Many?
Youth and the Future

President Gage then made some remarks about the History of Music Schools.

Professor Thomas felt that the acceptance of this report by the music schools and teachers' colleges was a very excellent thing.

Dr. Schaper felt that there was too little time for the second paper of the evening, a paper in which Dr. Betz had made some study regarding the English Composition Course in Lindenwood College.

Dr. Schaper put the question to the faculty as to whether arrangements might be made for meeting regularly in order that the study under the North Central Association could be accelerated. Dr. Clevenger moved that the faculty meet every two weeks for a program meeting on Monday evening. The motion was seconded.

Mr. Motley moved, as a substitute motion, that the faculty meet two weeks from January 26, (February 9) and again two weeks from that time (February 23), and that after that the faculty be subject to call when the Workshop Committee had material at hand for discussion. The substitute motion of Mr. Motley was carried. There was some discussion as to the hour most convenient for meeting, seven or seven-thirty. Since the voting was fairly equal, President Gage suggested the hour of 7:15 P.M.

Dr. Schaper thought the faculty might be interested in the following facts:

1. Last year 59% of the freshmen came from families that were engaged in trade and business.
2. The year before 55% of the freshmen came from families that were engaged in trade and business.
3. Last year 39% + of the students of Lindenwood College were enrolled in one of the Fine Arts courses.

The question of the commencement date again came up and discussion followed. Three dates were under consideration; the 15th of May, the 1st of June, or the 8th of June. Dean Gipson remarked that she thought no action was necessary at the present time on the part of the faculty since she felt sure from previous experience that the faculty would

cooperate whatever date was chosen. President Gage again expressed his belief that we should keep the spring vacation, and that a plea should be made to the students to be "on the job".

Dr. Harmon then made the following motion: "The faculty pledges cooperation with the administration, whatever date is decided upon". The motion was seconded. Dr. Harmon added that he thought it would be well if the faculty could know the decision by February 1, 1942, in order to plan compression of work. The motion was carried.

This part of the meeting was then adjourned and members of the administrative staff joined the instructional staff in a social hour.

Florence W. Schaper
Secretary of the Faculty

per Kathryn Hankins

The instructional staff of Lindenwood College met on February 9, 1942, at 7:30 P.M. in the Library Club Room. Dean Gipson presided.

The Dean opened the meeting with an announcement that the staff would meet again two weeks from February 9. She made the following recommendations to the faculty:

1. That the next meeting will begin at 7:15 P.M., according to the vote taken at the January 26, 1942, meeting of the faculty.
2. That semester grades are not to be given out by faculty members.
3. That it is advisable to return test papers to the students. They have a right to know what they did on their final examination papers.
4. That she thought the freshmen absences were appalling in number, in one case as many as 38 absences for one freshman. She said it was hard to see how a satisfactory grade could be given to any student who had from ten to fifteen absences from class. She suggested that the faculty give our present system some thought so that at a future time we might discuss how the present system of marking absences was working.
5. That the faculty should think over the question of points for graduation since a few seniors will be short on points. If a student has 128 hours what would be the attitude of the faculty toward the shortage of a few points. Dean Gipson also raised the question that if a girl has 120 hours of "M", would the faculty be willing to let her graduate.

Dean Gipson then turned the meeting over to Dr. Betz who was the principle speaker of the evening. Dr. Betz' paper was based upon questionnaires sent out from the English Department to discover what the faculty thought about the Freshman English course. Dr. Betz, in his preliminary remarks, reminded the faculty that the Freshman English course is a required course and that it hopes to accomplish three things: (1) to prepare for future work in English; (2) to be studied for the language itself; and (3) to be fundamental to all work in the college.

Dr. Betz reminded the faculty that there are two kind of English classes, the "good" and the "poor"; the division is made from the results of tests given all freshmen upon their entrance to Lindenwood. The "good" sections put their emphasis upon creative work and mature reading; the "poor" sections put the emphasis upon grammar and mechanics. The questionnaire did not take into consideration whether the sections were "good" or "poor".

The results of Dr. Betz' study of the questionnaire is as follows:

1. The faculty felt that 34% of teaching time should be spent to acquire skill in reading.
2. The faculty felt that 36% of teaching time should be spent to acquire writing efficiency.
3. The faculty felt that 30% of teaching time should be spent for the stimulation of interest in literature.

These percentages indicate the average recommendation of the faculty. Concerning the first point, the highest percent recommended by a faculty member was 60%, the lowest 10%; on the second point, the highest percent was 75%, the lowest 25%; on the third point, the highest was 50%, and the lowest 10%.

Dr. Betz' conclusion was that the faculty felt that writing should receive the greatest emphasis. He remarked that that was in accord with the policy already pursued by the English Department.

The second portion of the questionnaire dealt with the difficulties found by the faculty. The three most complained of things were: FRESHMEN, bad spelling, inaccurate reading, and muddled thinking; UPPERCLASSMEN, bad spelling, inaccurate reading, and trite formulae instead of original thought. The conclusions drawn were that spelling is something very hard to teach in elementary high schools, as well as in college; that inaccurate reading and muddled thinking go together.

Dr. Betz talked much of a new book out on the teaching of English Composition which does not teach English Composition as it is called, but which is really a training in logic and, hence, a training in accurate thinking.

A third portion of the questionnaire dealt with what the English Department might do to assist in other departments. Thirty faculty members made an answer to this question; sixteen faculty members thought that there might be a correlation between the English Department and their departments. That the whole teaching staff is responsible for English, seemed to be the concensus of opinion of those who answered.

Suggestions made include these points:

1. That all departments should try to teach effective reading and try to better the oral compositions
2. That there could be specific coordination with the Bible, History, and Psychology Departments.

21 faculty members required papers according to the questionnaire. Dr. Betz' conclusion was that this number justified the term themes required in the English Composition course. Some faculty members required six long papers in a course; others required three short papers. As to the scope of the papers, some required detailed work which is the type of work done in the English Department. Some of the papers required general summaries.

Dr. Betz' suggestions to the faculty were that they put increased emphasis on clear thinking; that they direct the students toward interesting material; and that they encourage original thinking.

In his general concluding remarks Dr. Betz said that while the English Department felt that they had been working along all these lines recommended by the faculty in the questionnaire, that they were not yet satisfied with themselves. It was a source of regret to the English Department that a knowledge of mechanics was not evidenced in the work of students in their papers for other departments. It was also a source of regret that it was exceedingly hard to get clear thinking, or high thinking, as he called it. He feels that the problem, or the dilemma is that for some students the mechanics are so hard to get there is too little time left to develop clear thinking, or high thinking. He feels that the trouble goes back to high school work.

English teachers assume that the student is able to begin his English work on the college traditional level,

whereas, he states, he finds it necessary to teach something of grammar which belongs in the elementary school. His suggestion for the remedy of this is that we prepare our students who go out to teach high school English so that they will be better teachers of English and, hence, bring up the level of English. He feels that this study is directly related to our general study in the preparation of high school teachers. He feels that it may take a great many years to line up elementary high school and college work but that if we train students to teach good English, the elementary and high school level of English will be improved and in time college people may be able to teach English at the traditional college level.

A brief discussion followed the reading of Dr. Betz' paper. Dean Gipson remarked that all teachers should teach English; in fact, she had a theory that perhaps there should be no formal English Composition classes at all and that this training should come from every department.

Dr. Bernard remarked that students seemed to resent corrections of their English, feeling that a Sociology teacher had no reason for correcting English, and that English belonged in the English classes. It was the consensus of opinion that this attitude ought to be corrected.

Dean Gipson then turned the meeting over to Dr. Schaper. Dr. Schaper reminded the faculty that the Workshop Committee would appreciate having the faculty return as promptly as possible their definitions for a well-educated young woman. The time was extended for one week. These definitions are to be classified and a summary given to the faculty at the next meeting. She suggested that the faculty refer to Dr. Gage's speech in which he expressed his opinion of education. The opinions from the students, which Dr. Garnett is gathering, will also be presented at the next meeting.

Dr. Schaper suggested that the faculty read the following articles: one from the Current Atlantic Monthly on education, one from the January Harpers Magazine, the article by Hutchins in the Woman's Home Companion for February, and the article by Bigelow from the Educational Record.

Dr. Schaper explained that the plan for our general study would be to form a basic philosophy of education from the statements returned by the faculty of a generally educated

young woman, and then implement these ideas with the objectives of the various courses of the college and from that study proceed to the general courses of study.

Dr. Gregg moved that Dr. Schaper "farm" out articles for the faculty to read. The motion was seconded and passed.

Dean Gipson spoke of a current questionnaire, dealing with problems young women must meet after leaving college. She made the statement that courses in our curriculum meet a great many of the suggested problems.

Dr. Schaper then brought up the question of the professional library. The question was raised as to how the faculty could increase the professional library. Dean Gipson remarked that as a faculty we must do some professional reading and build up a library. Miss Dawson moved that whatever money could be spared from the faculty fund be spent for a professional library and that a committee be appointed to select the books. The motion was seconded and carried.

Dr. Schaper then returned to the subject formerly under discussion, what technique should the faculty follow in the study of general education. She mentioned that there were several fields into which we might branch out after the faculty definitions of a generally well-educated young woman had been classified; for instance the faculty might branch out into extra-curricular activities, or examinations, etc.

Dr. Clevenger moved that the faculty delay voting on the plan of study until the Committee presented a study plan of procedure for consideration by the faculty. The motion was seconded and carried.

The meeting adjourned.

Florence H. Schaper
Secretary of the Faculty

per Kathryn Hankins

A meeting of the faculty was held on the evening of February 23, 1942, in the Library Club Room. Dean Gipson presided.

The minutes of the previous meeting were read and approved. Roll was called.

The names of the following students were submitted to the faculty as candidates for election into Alpha Mu Mu:

Catherine Compton
Lady Lavenia Morgan
Thelma Nabors
Jerry Oppenheimer
Dalyce Stewart
Harriet Taylor
Winifred Wallace

The faculty unanimously approved of the above students for election into Alpha Mu Mu.

The names of the following students were submitted to the faculty as candidates for election into Alpha Sigma Tau:

	Points
Doris Gruer	539
Dorothy June Felger	497
Martha Lynn Beck	491
Gloria Fay Douthitt	456
Lois Carol Banta	434 $\frac{1}{2}$
Dorothy Elizabeth Clardy	389
Jennie Mildred McRae	388
Jean Elizabeth Swarr	387 $\frac{1}{2}$
Ruth Lucille Schrader	385
Grace Earline Gray	376
Roselise Hartmann	366 $\frac{1}{2}$
Marjorie Louise Allen	363
Beverly Anne Wescott	362 $\frac{1}{2}$
Barbara Jane Goldenberg	362
Patricia Potter	353
Barbara Bickle	335
Barbara Bickle	335

Dean Gipson presented the matter relative to the number of points needed for graduation; she recommended that the faculty consider recommending a candidate for graduation who had 128 hours, but as low as 120 points, should cases such as this arise. There was a majority vote carried by

the faculty approving of this suggestion made by Dean Gipson, with the understanding that a recommendation of it be presented to President Gage.

The following announcements were made by Dean Gipson:

1. That condition grades given at the end of the first semester should be removed by March 9, 1942, and that any grades not completed June 1941 should be completed by the same date.
2. That any recommendations which members of the faculty could make relative to the attendance plan for use in 1942-1943, should be submitted to the Office of the Dean by Commencement in order that the plan could be revised during the summer and included in the Handbook.
3. That students should be encouraged to reduce their absences from class during the second semester.
4. That any upperclassman who has an excessive number of unexcused absences during any one grading period (such as three or four absences) should be reported to the Office of the Dean.
5. That faculty members are requested to send in student work schedules immediately.
6. That probably the assembly hour on Wednesday, March 4, will be used to honor the students who have been elected to honorary organizations during the year.
7. That when members of the faculty take trips for the college they should secure from the Office of the Dean the proper blanks to report expenses to the Office of the Bursar.
8. That any counseling members of the faculty can give to their counselees at this time of the year will be appreciated. Records that are in the Personnel Office might be of some use to faculty members.

At the close of the business session of the faculty Dr. Gregg made a report on a survey which she conducted among students and faculty, relative to reading interests in periodicals that in their judgment were of value in American life at this time. It was an interesting report, but, of course, it contained information of an ephemeral nature.

Following this report the faculty meeting concerned itself with the problems relative to matters contained in

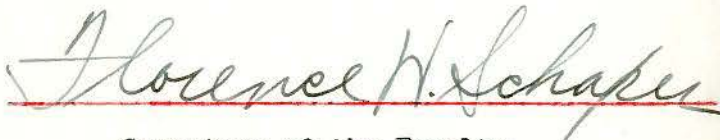
the Newsletter of February 23, 1942. (See insert) The discussion was opened by Miss Hankins who presented the point of view which Wellesley College maintains today in regard to its program. (Report based on the following article "Educating Our Daughters" by Mildred MacAfee - Atlantic Monthly, February, 1942.)

Dr. Dawson followed by making a statement that the current issue of the Report of the Senate Meeting of Phi Beta Kappa stated that that body had devoted itself at the meeting to a reexamination of its original purpose in the light of present day trends. This seemed to Dr. Dawson to be an extremely significant action from an organization that is originally devoted to strictly academic matters.

Following the instruction of the faculty to the Workshop Committee for Teacher Education in Lindenwood, a trait analysis of the descriptions of an educated woman, as submitted by the faculty and students, was presented by Dr. Garnett. The faculty agreed that it was an interesting distribution of traits, but that the information needed to be organized and compressed for any real value. Therefore, the work necessitated by the Committee appointed for this purpose became justified. (See Newsletter insert)

Miss Schaper outlined further the developments which the program for teacher education in Lindenwood probably would follow during the remainder of the academic year. Announcement was made of the committee in charge of the further development of a faculty library for professional reading. (See Newsletter insert) The library which was started by the Workshop Committee for Teacher Education contains the volumes listed on the attached sheet.

The meeting adjourned for a social hour, during which time the faculty listened to the message of President Roosevelt in regard to the problems of the war. Light refreshments were served.



Secretary of the Faculty

THE LINDENWOOD NEWSLETTER

Volume I

February 23, 1942

Number 3

Social conditions during the past two decades are responsible for certain changing demands upon teacher education in the United States. We are all aware of some of these social conditions, e.g., the effect of the economic depression in causing critical examination of the school system from kindergarten to graduate level, the marked reduction in the labor turn-over of teaching personnel in all levels of education, the increase in contributions to professional teacher education, etc. These conditions and other factors explain the significance now assigned to professional education for teachers in service, or an in-service program for all teachers.

There are, however, specific reasons for the teacher education program in Lindenwood which was initiated in September, 1941. The statements in The Articles of Incorporation to the effect that one of the purposes of the college is to prepare teachers, and also that at all times shall the college keep clearly in mind that it must educate for American citizenship, are sufficient reasons for continued activity by the college in this area. Moreover, after Lindenwood was included by the North Central Committee on the Preparation of High School Teachers in Colleges of Liberal Arts in a cooperative study for twenty-seven other similar institutions, the college assumed the obligation to re-examine scientifically institutional purpose and the consequent effectiveness of the entire educational program -- curriculum organization, guidance program, out of class experiences, etc.

Therefore, the instructional staff is committed to serious institutional study. The outlined procedures contained in the Lindenwood Newsletters of October 27, 1941, and January 26, 1942, set the stage. Following a recommendation made by the instructional staff at the meeting of February 9, 1942, there is submitted herewith an analysis of the descriptions prepared by the staff relative to their conceptions of a generally educated young woman today.

Trait Analysis of Descriptions of an Educated Young Woman

(This classification was used by Professor Garrett in listing student responses to the same question and, therefore, in order to compare faculty and student responses the same classification was employed.)

	<u>Students</u>	<u>Faculty</u>
<u>INTELLECTUAL</u>		
Sound general knowledge	27	14
Broad interests	26	2
Permanent intellectual curiosity and hunger	21	10
Can discuss world affairs intelligently and realistically	13	7
Good thinking and honest judgment	12	5
Common sense	9	
Correct Speech	6	9
Alert	5	3
Enjoys reading and knows how to do it	5	3
Insight	4	
Discretion	3	
Foresight	3	
Wise in speech	3	9
Sense of well being	3	
Amenable to reason (better idea)	3	
Extensive vocabulary	2	9
Foreign language	1	
See relationships theory and practice		3
Social consciousness		3
Write well		9
Scientific		3
<u>SOCIAL</u>		
Poise equal to any emergency, resourceful	25	14
Ability to get along with all types of people	14	5
Good listener	13	
Gracious	10	
Socially wise (social arts, bridge, etc.)	10	
Enjoys associating with people, friendliness	7	2
A good hostess	6	
Sense of humor	4	1
Conventionality (Social approval)	4	
Free from self-consciousness	3	
Keen judge of human nature	2	
Feminine	1	
Borrowing - no	1	
Leisure time wisely spent		5
Dignity		1
<u>ECONOMIC</u>		
Can earn a living	5	5
Good business manager	4	1
Thrift	3	1
Too astute to be "taken in"	1	
<u>MORAL AND SPIRITUAL</u>		
Generous with aid to others, unselfish	14	2
Self control	14	
Tolerant (open mindedness)	13	3
Initiative, dynamic	8	

	<u>Students</u>	<u>Faculty</u>
Understanding	7	
Honesty	7	2
Modesty	7	
Courage	6	
Naturalness	6	
Simplicity and humility	6	4
Sympathy	6	1
Tact	6	
Confidence (self assurance)	5	
Good sense of values	5	3
Gentle manners	5	2
Kindliness	5	1
Considerate	4	
Cooperation	4	
Sincerity	4	
Ambitious	3	
A good sport, fair	3	
Patience	3	
Perseverance	3	
Dependability	3	
Does not gripe	3	
Good company for herself	2	
Optimism	2	
Promptness	2	
Not jealous	2	
Faces her problems squarely, knows limits	1	3
Religious faith	1	6
Morale for future		3
Philosophy of life's functions		6
<u>CIVIC</u>		
Community asset and responsibility	13	5
Sustain morale	4	
Help government	4	
Leadership ability in what she has training	4	3
<u>ARTISTIC</u>		
Good general knowledge of fine arts & literature	11	12
Literature	6	
Good taste in dress, etc.	5	2
Distinguished looking	4	
<u>PHYSICAL</u>		
Enjoys working outdoors (sports)	7	1
Well groomed	7	
Abundant energy	5	14
Neat appearance	4	
Good posture	3	
Good speaking voice	3	1
Stamina	3	
Dainty, feminine	3	
Attractive face	2	
<u>DOMESTIC</u>		
A successful family life and child care	9	5
Home management	7	
Interesting and stimulating companion	5	
Practical homemaking tasks	4	2
Tact in leaving business experiences to husband	2	
Give aid to her husband	1	

The Workshop Committee for Teacher Education recommends that after the faculty discussion on February 23, 1942, these original data from the faculty be given to another committee (Professors Bernard, Betz, Lear, Harmon, Hankins, and Coulson) for condensed classification and for the preparation of a simple statement relative to what constitutes a generally educated young woman today. Furthermore, that copies of this prepared statement be given to each member of the instructional staff before the time of the next meeting so that a critical discussion will be possible, and also that some decision may be reached in regard to what the entire faculty considers as a statement of purpose to which they can sincerely subscribe.

The next step in our institutional study that is suggested by the Workshop Committee for Teacher Education will include a critical examination of the faculty statement of purpose with the statement made by President Gage to the faculty in September, 1941. The background for this discussion will undoubtedly need to be fortified by considerable reading in the field of higher education relative to types of core centered curriculum, activity centered curriculum, and community centered curriculum. When the instructional staff believe that they are ready to apply their statement of institutional purpose to their own courses we shall then be prepared to take the following steps: (1) determination of objectives for each course that should be written in a realistic form for the 1943-1944 catalog; this work should be completed by Commencement, 1942, or at least the first draft of this work; (2) determination of objectives for each department; this will be a project in which every member of a given department will participate; and (3) determination of objectives for each division, e.g., languages and literature, fine arts, physical sciences, etc. Members of the faculty will notice in the Newsletter of January 26, 1942, that more than half of the group indicated their interest in the study of general education which considers the curriculum with respect to breadth, thoroughness, assimilation, organization, and relationships of knowledge. The faculty will have a basis for some definite concepts of general education by June, 1942.

The Workshop Committee for Teacher Education, upon the recommendation of the faculty, has requested that Miss Elizabeth Dawson serve as chairman of the committee for professional reading and that she appoint several other persons to serve with her on this committee. Furthermore, that this Committee be authorized to spend for pamphlets and books during the remainder of the year 1941-1942, an amount not to exceed \$20.

New editions have been added to the professional library in the faculty club room. The complete list of books now available for the faculty in that room is posted near the typewriter desk. There is posted also in the faculty club room a list of books in the main library that have a professional interest for a college faculty.

In the January, 1942, issue of The North Central Association Quarterly, Dr. Russell M. Cooper, the secretary of The North Central Committee on the Preparation of High School Teachers in Colleges of Liberal Arts, has prepared an article entitled LIBERAL ARTS COLLEGES STUDY TEACHER PREPARATION. This article deals with an analysis of what the twenty-eight colleges in the cooperative study have undertaken to do during the current year. A copy of this report is in the faculty club room and, if possible, we shall get individual copies for the staff.

WORKSHOP COMMITTEE FOR TEACHER EDUCATION

Florence W. Schaper, Chairman

A meeting of the instructional staff was held in the Library Club Room, March 16, 1942, at 7:00 P.M. President Gage presided.

The following points of view were presented by President Gage to the instructional staff:

1. That in the March 3, 1942, issue of SCHOOL AND SOCIETY there is a statement of the attitude of various educational associations toward college acceleration during the war period.
2. That in the UNITED STATES NEWS for March 13, 1942, David Lawrence's page of "Newsgrams" gives the background of the world situation in a total war that will be felt in every part of the United States, including Lindenwood College.
3. That as faculty it will be necessary to develop good cheer and strength of spirit in dealing with the young people who are emotionally disturbed every day because of war news which intimately effects their lives.
4. That it should be a privilege to live with youth during these days of "blood, sweat, and tears" because they still have hope and faith.
5. That the purposes and aims of Lindenwood College will need to be implemented to the needs of youth in the war. Probably changes will need to be made from month to month in the organization of the college in order to develop any survival values.
6. That the effects of the war and the post-war period on Lindenwood College will be numerous, but the appearances of these effects will probably be gradual and not felt until the end of 1942.
7. That Lindenwood College is a part of the financial set-up of the world, and it will, therefore, be affected sooner or later by the lowering of the standard of living which is certain to come to all of us.
8. That it will be basic to our survival at Lindenwood that intelligence and good will on the part of all members of the staff be used to solve the problems that may arise.

9. That there is more social security in Lindenwood College than in most colleges at this time because of the fact that it is a resident college.
10. That it would be wise for the faculty not to produce any alarmist attitude among the students in regard to these matters.

The following problems came up for faculty discussion:

1. The time of day when laboratories and classrooms should be closed to students.
2. The reaction to the acceleration program in Lindenwood College.

Dean Gipson suggested that the faculty consider the matter of careful examination of assignments to students in view of the fact that many of them believe they have been pushed too hard during the first six weeks of the second semester because they are doing war work and are under the emotional strain of the war.

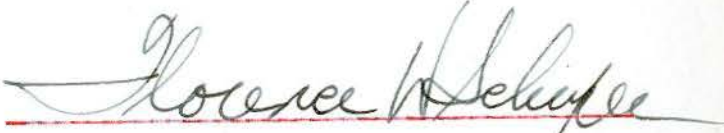
After considerable discussion from the floor President Gage suggested that the faculty must consider that students have only 24 hours a day to live in, no matter how difficult the driving is for their lessons, that faculty members must be careful of trying to maintain the "status quo", and that the health of students, physical, mental, and emotional, is basic to any survival values of college education. President Gage also stated that the content value of suggestions is probably not as pertinent now as many social values relative to the war.

The faculty voted unanimously that all class rooms and laboratories should be locked to students on week-days at 6:00 P.M., and on Saturdays at 12:00 noon, and that they are to be opened only by faculty persons.

The faculty also voted unanimously that President Gage appoint by the end of the week a committee to work out some plan to be presented to the students that would make it possible for the entire Lindenwood College community to engage in some activity together at stated intervals during the week. It was suggested that this activity might relate to regular buying of defense stamps, exercise in the open

air, or even an "as if" situation necessary for protection against air raids, etc.

The meeting adjourned.



Louise W. Schuyler

Secretary of the Faculty

A meeting of the instructional staff was held in the Library Club Room, March 31, 1942, at 7:15 P.M. President Gage presided and opened the meeting with prayer.

Dean Gipson made the following announcements:

1. That the second marking period will close the week-end of April 18, and all grades for all students will be due in the office of the registrar on April 20, at 8:00 A.M.
2. That faculty members who desire the 1942-1943 catalog can secure copies from the office of the dean, and that perhaps a copy of the new catalog will be needed in advising counselees in regard to their courses for next year.
3. That after counselees are interviewed by the faculty, there should be submitted to the office of the dean three lists in regard to counselees: (a) names of those who are certain to return to Lindenwood next year; (b) those of students who certainly will not return to Lindenwood next year and reasons why they plan to transfer; and (c) names of those who are uncertain about returning to Lindenwood next year.
4. That the matter of tardies of students at anytime before or after a vacation, as well as other times, is fully explained in the student handbook for 1941-1942, on page 30.
5. That all absences of students from all classes twenty-four hours before and twenty-four hours after the Easter Recess should be filed in the office of the dean immediately.
6. That the faculty might consider the matter of contributing books to the Victory Book Campaign as a group activity sometime in the spring, perhaps at a tea or a faculty meeting with the administration.
7. That all departments should seriously consider curriculum changes either in regard to new courses that could be adopted and old courses that could be refreshed, to meet the needs of a war stricken world. Dean Gipson suggested that she believed every department could make some valuable change that would be in line with contemporary needs.

8. That possibly several departments might find it advisable to build a combined course or two that would cut across departmental interests and consider some aspect of the international situation.
9. That the Committee on Campus Morale appointed by President Gage at the close of the faculty meeting on March 16, 1942, had the following suggestions to offer that had been submitted by the members of the faculty:
 - (a) More community singing, particularly the National Anthem, on the campus.
 - (b) More participation in Red Cross work on the campus, perhaps a unit.
 - (c) More regular buying of war stamps and bonds.
 - (d) More safety drills.
 - (e) Mechanized motor corps on the campus for students.
 - (f) Individual gifts to soldiers in the camps.
 - (g) The chance for students to work down town in St. Charles if they are needed on account of the labor scarcity.

No activity plan can be worked out from any faculty suggestions because the student committee appointed by the student president has not submitted any of their suggestions.

President Gage referred to his visits to colleges which he inspected during the previous week, and suggested that the Liberal Arts College is much the same no matter in what part of the United States it is located.

Professors Bernard, Betz, and Elizabeth Dawson presented a Newsletter to the faculty. (See insert.) The faculty voted to fill in the mimeographed sheet attached to this Newsletter with various traits, with the understanding that each person would fill in ten fields of information and ten specific kinds of information in each column.

It was suggested that the aim of the entire study sponsored by the North Central Association was to encourage

the instructional staff to analyze their own procedures in individual courses and in departments, in order to discover the extent to which the curriculum implements the purpose of the institution. Professor Bernard stated that her report from the Committee on Condensed Classification suggests a realistic approach to the problem and functions of college education at Linderwood, whereas Professor Betz suggested that his report is more interested in the traditional view of liberal education in terms of the manner in which it has evolved from the past. These two views were discussed for some time by the faculty.

The faculty voted to accept the report from Miss Elizabeth Dawson, Chairman of the Professional Library Committee, and authorized her to have the books purchased immediately. Dean Gipson suggested that possibly the books might be out of date by the time the faculty had an opportunity to read them next fall because of the rapid course of events in the world, and the consequent changes in education. However, it was agreed that it would be well worthwhile to have the books in the Faculty Club Room.

The meeting adjourned for a social hour, during which time the faculty was joined by the administrative staff. Light refreshments were served.

Flourice W. Schaefer

Secretary of the Faculty

THE LINDENWOOD NEWSLETTER

Volume I

March 31, 1942

Number 4

This fourth Newsletter is submitted by the Committee on Condensed Classification, (Professors Betz, Lear, Harmon, Hankins, Coulson, and Bernard, Chairman):

One of the first questions the Committee on Condensed Classification had to deal with was one which had been raised by several members of the faculty, namely, shall we make any distinction between a generally educated young woman and a well educated young woman? Strictly speaking, it was decided, there is a distinction between these two concepts. A generally educated young woman has been exposed to a wide field of intellectual stimulation, but she may not be well educated in any single field. On the other hand, a young woman might be very well educated in a certain field, but not generally educated. It was decided, however, that for our purposes we should deal with neither of these limited ideals, but should take as our concept a generally well educated young woman.

The first task to which the committee addressed itself was that of classifying all the traits presented by Dr. Garnett's summary into several categories as follows:

1. Information, data, knowledge
2. Skills, techniques, knacks
3. Attitudes
4. Physical traits
5. Other traits

Information, data, ^{and} knowledge represent "cold" education; they are basic but passive. Skills, techniques, ^{and} knacks are based on information, but they represent knowledge in action, the ability to use information constructively. Attitudes similarly have a substratum of intellectual content, but they are more dynamic and emotional. They represent tendencies to act in certain ways. Physical traits refer to characteristics of the person as an organism. The object of this exercise in classification was two-fold. First, by going over each trait carefully to arrive at some sort of consensus, the committee was forced to define each term more precisely. It was, then, an exercise in rendering more precise and definite the meaning of the traits. Secondly, this classification represented

a preliminary step in working toward a test or measure of the generally well educated young woman. The significance of this procedure will become more evident as the experiment proceeds.

In addition to arriving at a concensus with regard to the nature of each trait, the members of the committee attempted to rate each one with respect to its teachability. Traits which were considered most teachable were rated "1", the least teachable were rated "5", with gradations in between. The purpose of this rating was to eliminate the less teachable traits from our list. Inasmuch as we wish to evaluate our own institution it is hardly fair to include in our test/^{any}traits, however desirable, for which we cannot legitimately be held responsible.

A third step in the experiment consisted of an attempt to base our test on realistic facts. Each girl at Linderwood College was rated by the members of the committee with respect to her approach to the ideal of a generally well educated young woman. If in the opinion of the committee member she was generally well educated, she was rated "1", if she was not, she was rated "5". Gradations in between these two extremes were permitted according as the young woman approached the ideal or model of a generally well educated young woman.

This is as far as the committee proceeded. The next steps logically are as follows:

1. Each girl should be evaluated in terms of the presence of or the absence of the traits listed in the test. No girl can be expected to have all the traits specified as belonging to a generally well educated young woman. The object of this procedure is to determine how many traits of each kind -- informational, technical, attitudinal, and physical -- a generally well educated young woman actually does have.
2. On the basis of the above evaluation, we should be able to construct a test or measuring instrument which will tell us how near to the actual model of a generally well educated young woman any specific girl approaches. That is, we test our test by actual facts.
3. With such an instrument we can then proceed to analyze our successes and failures as an institution. Are we turning out enough generally well educated young women? If not, why not? Is it due to a defect in the materials we have to work with? Or is it due to our inability to handle our materials in the most effective manner? How can we improve our score with respect to the number of generally well educated young women we turn out? Etc., etc.

A few remarks seem apropos at this point. It will be noted that our approach here is relativistic and not absolutistic. We do not assume that there is a fixed and unalterable ideal of a generally well educated young woman. This ideal changes as times change. Our method deals with the ideal of a generally well educated young woman as conceived at the present time in our culture. What we are doing is to formulate precisely this ideal and thus to render it useful as a norm from which to measure deviations. We make no claims of infallibility or omniscience. We are interested primarily in working out methods and techniques for measuring our own institutional functions.

* * * * *

In addition to the above general report from the Committee on Condensed Classification, Professor Betz offers a minority report:

Inasmuch as many of the faculty members did not reply to the original request for a statement about a generally educated young woman, and inasmuch as many who did reply did so without much thought, it is suggested that all members be given another opportunity to state their mature thoughts on this subject. In order to facilitate this process a mimeographed sheet is attached to this Newsletter. Each faculty member is requested to jot down ten informational traits, ten attitudes, ten skills, and ten physical traits which he considers essential to a generally well educated young woman. This sheet should be left in the faculty box in the Post Office by April 10, 1942.

The Chairman of the Committee on Condensed Classification asked Professor Betz to submit the following comments, which she hopes will touch off some rather spirited discussions:

"1. The list of traits printed in the last Newsletter (Volume I, Number 3) is an interesting collection of desiderata, but is lacking in completeness in several ways. To make it more useful I suggest, first of all, that further descriptions of the "generally educated young woman of today" should be solicited from faculty members who have not yet contributed. Second, those who have already handed in a description may wish to add to, or emend what they have said, especially after there has been some discussion of the procedure up to this point.

"2. The problem confronting the committee, and through it vicariously the whole faculty, is one of definition. We have collected a list of desirable traits. But these, submitted in various forms, frequently overlap, and range from minor social graces to the salvation of the soul, practically. Some of the traits on the list are so inclusive that they could absorb half a dozen of the others. Many of the traits are exceedingly difficult to classify. This tedious fact is a consequence, of course, of the mysterious and complex nature of human beings. Perhaps a less confusing approach could be worked out by deciding, first, through general discussion or otherwise, on the great general components of an educated person -- the areas in which education could possibly be operative (would mediaeval "body, mind, and soul" perhaps do the job?), and then proceeding to subdivide each of these. The committee has had stimulating yet exasperating discussions about the definition of some of the terms used. We have often arbitrarily attached a meaning to some of the traits on the list -- necessarily thereby severing continuity of intention with the person who originally submitted the trait. Perhaps allowing faculty members to check a list of pre-defined traits would make the committee's work semantically happier. Provision would of course have to be made for the addition of traits the committee failed to list. Filled-in blanks would give us more usable results than unfettered composition, I believe.

"3. In attempting to classify the traits, the members of the committee came upon an interesting aspect of the problem that deserves special notice. Many of the most important traits suggested ("ability to get along with all types of people", "understanding") defy classification. They belong in none of the suggested categories; they are perhaps not teachable at all. At any rate, they suggest the need for serious discussion. Perhaps these least teachable of traits are the ones that should interest teachers most, even though they lie in the uncharted realm of "intuitions" and "gifts."

* * * * *

The following list of books is recommended by Miss Elizabeth Dawson, Chairman of the Committee for Professional Reading:

Eaton, Theodore H., College Teaching, Its Rationale, N.Y., John Wiley & Sons, 1932 - \$2.50

Edwards, Newton, ed., Education in Democracy, U. of Chicago Press, 1940-'41 - \$1.25
Hand, Harold C., Campus Activities, McGraw Hill, 1938 - \$3.00
Institute for Administrative Officers of Higher Institutions, The Preparation and In-
Service Training of College Teachers, Wm. S. Gray, ed., U. of Chicago Press,
1938 - \$2.00
National Society of College Teachers of Education, The Study of College Instruction,
Yearbook 27, U. of Chicago Press, 1939 - \$1.50
Reed, Anna Y., The Effective and Ineffective College Teacher, American Book Company
1935 - \$3.50
Reeves, Russell, Gregg, Brumbaugh, and Blanch, The Liberal Arts College, U. of Chicago
Press, 1932 - \$4.50
Simon, Henry W., Preface to Teaching, N. Y., Oxford U. Press, 1938 - \$1.50

Total \$19.75

(Please leave in the Faculty Box in the Post Office by April 10, 1942)

LIST TEN TRAITS OF A GENERALLY WELL EDUCATED YOUNG WOMAN IN EACH OF THE FOLLOWING COLUMNS:

Informational Traits	Skills	Attitudes	Physical Traits

Other Traits:

A business meeting of the faculty was held on April 30, 1942, at eleven o'clock, room 225 of Roemer Hall. President Gage opened the meeting with a greeting to the faculty and then Dean Gipson presented the following matters:

1. That the following lists of students are candidates for certificates, diplomas, and degrees in the June, 1942, Commencement:

Certificate of Associate in Arts:

Allen, Marjorie Louise	Hodge, Jean Del Mary Gaerdner
Banta, Carol	Mallory, Louise Bickett(not
Beard, Elizabeth Lida	Hilder, Donna Gene ---awarded)
Beck, Martha Lynn	Raines, Pauline Adeline
Ferreira, Anna Ilene	Runyan, Suzanne S.
Goldenberg, Barbara Jane	Schaefer, Janet
Hartmann, Roselise	Sherard, Dorothy Lee
Heyden, Ruth E.	Swarr, Jean Elizabeth
	Weiss, Doris M.

The faculty voted to recommend this list to the Board of Directors with the understanding that each candidate pass her courses and meet other requirements of the college.

Certificate in Business:

Couch, Dorothy Jean	Laney, Carrie Lee
England, Martha Ann	McClain, Mary Louvenia (?)
Gray, Barbara	Myers, Bonnie Jean
Kelley, Juliann	Riggs, Mary Elizabeth
	Tickner, Marilyn Ann (?)

The faculty voted to recommend this list to the Board of Directors with the understanding that each candidate pass her courses and meet other requirements of the college.

Certificate in Home Economics

Bauer, Betty Catherine	Payne, Pearl Marie
Fugate, Nancy Ann	Pope, Luella Audrey
Hanshaw, Druzella Marie	Post, Cwanna Irma
Holley, Jo Anne	Shadford, Mary Elaine

The faculty voted to recommend this list to the Board of Directors with the understanding that each candidate pass her courses and meet other requirements of the college.

Certificate in Costume Design:

Bluhm, Marjory Evans
Campbell, Orlene
Davidson, Peggy Lucene

Galm, Charlotte Ann
Kramer, Margaret Lois
Taylor, Margaret Ann

Certificate in Interior Decoration:

Burnham, Betty N.

Certificate in Public School Art:

Janet Llewellyn Thomas

The faculty voted to recommend these lists to the Board of Directors with the understanding that each candidate pass her courses and meet other requirements of the college.

Certificate in Physical Education:

Ruth Dayton

Certificate in Public School Music:

Kanady, Mary Emma

Stewart, Dalcyce Wilma

Certificate in Speech and Dramatics:

Beck, Mary Lucille
Edminster, Rosemary

Giese, Patricia Louise
Nahigian, Doris May

The faculty voted to recommend these lists to the Board of Directors with the understanding that each candidate pass her courses and meet other requirements of the college.

Diploma in Music -- Organ:

Wahlgren, Evelyn Marie

Diploma in Music -- Piano:

Moberg, Marjorie Beth
Quernheim, Lucile

Pitts, Geraldine Harwood

Diploma in Music -- Voice:

Bailey, Dorothy Mae

Donovan, Virginia

Diploma in Music -- Violin:

Isbell, Dorothy Helen

The faculty voted to recommend these lists to the Board of Directors with the understanding that each candidate pass her courses and meet other requirements of the college.

Bachelor of Arts

Branit, Claire	Mathias, Dorothy Jean *
Burnham, Betty N.	Mauk, Jane Elizabeth
Cannon, Margaret Sutton	Moore, Emily Jean
Chapman, Margaret	Nahigian, Doris May
Clarke, Margaret E.	Pemberton, Mary Etna
Cohen, Evelyn Hughes	Pitts, Geraldine Harwood
Dillman, Harriet Jane	Pollock, Polly Jean
Felger, Dorothy June	Quebbeman, Grace
Gardner, Ann	Ruhman, Annamae Henriette
Gibson, Betty Maude Jacoby	Schrader, Ruth Lucille
Hanna, Mimi	Shartel, Ruthe Alice
Henss, Catherine Jane	Shepard, Mary Josephine
Wettstone, Marion Marie	Traylor, Mamie Catheryn (Kitty)

Bachelor of Science

Davenport, Carol	Meyer, Dorothy Belle (?)
Dayton, Ruth	Shuffield, Jo Renee
Herter, Genevieve Amelia (?)	Skinner, Frances Mae Branam
Laney, Dorothy Frieda	Stallings, Alannette Wells
Laney, Martha Elza	Steward, Phyllis Joan
Linsin, Eileen Margaret	Vanderlippe, Marjorie Ellen
Merrill, Mary Elizabeth	Young, P. Hyacinth Yuk Lin

Bachelor of Music -- Piano

Taylor, Gertrude Anne	Wahlgren, Evelyn Marie
-----------------------	------------------------

Bachelor of Music -- Voice

Dillon, Mary Maurine

The faculty voted to recommend these lists to the Board of Directors with the understanding that each candidate pass her courses and meet other requirements of the college.

* See Faculty Minutes for May 31, 1942.

2. That the following students, a list of whom are on file in the Office of the Dean, have been advised by the Attendance Committee that it will be unwise for any of them to cut classes during the remainder of this year:

Jean Bailey
Helen Bartlett
Bette Buel
Peggy Davidson
Doris Gwin
Anne Hamilton
Betty Ann Hardy
Mary Ellen Hays

Margie Ibsen
Marjorie Irwin
Margaret Kramer
Shirley Mann
Mary Lou Parr
Marjorie Stevenson
Margaret Taylor
Alyce Ward

The faculty is, therefore, urged to report any absences of these students to the Dean's Office immediately.

3. That all students with low grades should be advised immediately of their status in class, and urged to do any make-up work that is necessary.

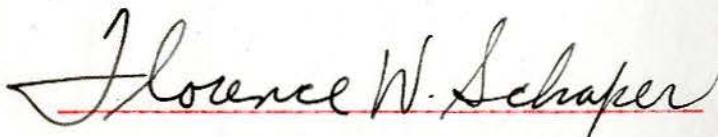
4. That faculty members should not assign to student assistants the task of advising other students of their low grades.

5. That the Seniors had, as usual, requested that they be excused from final examinations and that they were advised of the faculty action in previous years which is opposed to the excusing of Seniors from final examinations. The faculty was asked to re-open this question if they were interested, but there was no response.

Dean Gipson then requested President Gage to discuss with the faculty the question of regular purchase of war stamps and war bonds, and although there was no action taken, the President urged the group to buy as regularly as possible.

The faculty was invited to the home of President and Mrs. Gage on Thursday afternoon, May 7, from three to five.

The meeting adjourned.


Secretary of the Faculty

A business meeting of the faculty was held on May 31, 1942, in Room 225, Roemer Hall. Dean Gipson presided.

After roll call the following matters were presented by Dean Gipson:

1. That Dorothy Jean Mathias' record, which was completely changed on account of her superior grades received during the second semester of 1941-1942, entitled her now to be recommended for the Degree of Bachelor of Arts for the June, 1942, Commencement. Dean Gipson explained that Miss Mathias had not been recommended earlier in the year because at that time she did not have the slightest chance of earning the necessary number of honor points for graduation (minimum: 480). After some discussion the faculty voted to accept Dean Gipson's recommendation that Dorothy Jean Mathias be granted the Bachelor of Arts Degree.

2. That the name of Dorothy Belle Meyer was presented by Dean Gipson to the faculty for further consideration because she lacked several honor points for graduation, but upon the recommendation of Professor Garnett, who stated that Miss Meyer during her four years showed steady progress and earnest effort, the faculty voted that there be conferred on Miss Meyer the Bachelor of Science Degree at the June, 1942, Commencement.

Dean Gipson discussed the standards basic to Alpha Sigma Tau membership and suggested the faculty give careful consideration to the purpose of the organization:

"The purpose of Alpha Sigma Tau shall be to further scholastic standards and to draw into closer relationship those girls devoted to high scholarship and to the ideals of Lindenwood; to be truly a society of honor, not only in academic pursuits, but in all the moral and social obligations of the college." (taken from the Constitution of Alpha Sigma Tau)

The names of the following students, as candidates for Alpha Sigma Tau, were submitted:

	<u>Points</u>
Patricia Lee	132
Harriet Sage	107
Lell Lewis	100
Ruthe Shartel	105
Rosemary Edminster	98
Estelle Blumeyer.....	96

Each of the above names was presented individually and voted on individually.

The faculty unanimously approved the following students from the above list for election into Alpha Sigma Tau:

Patricia Lee
Harriet Sage
Lell Lewis
Rosemary Edminster

The faculty voted that the name of Ruthe Shartel be stricken from the list of candidates for election into Alpha Sigma Tau, because she failed to meet the standards of the society. The faculty voted that the name of Estelle Blumeyer be stricken from the list of candidates for election into Alpha Sigma Tau, because of administrative disciplinary action.

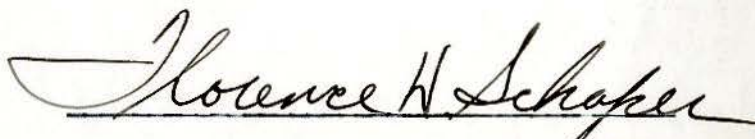
The faculty voted that in the future Dean Gipson should be empowered to drop from the list of candidates for election into Alpha Sigma Tau, the name of any student that in the judgment of the administration of the college is out of harmony with the purposes of Lindenwood College.

The name of Nadine Ziern was presented as a candidate for election into Alpha Mu Mu. The faculty unanimously approved this student for election into Alpha Mu Mu.

Dean Gipson presented the name of Miss Mary E. Lear to the faculty as a co-worker whom the students and the faculty had decided to honor at the 1942 Commencement for her twenty-five years of service to the college. Miss Kathryn Hankins, Chairman of the Faculty Committee named to honor Mary E. Lear, read the resolutions which were adopted by the faculty at this meeting. (See insert) Dean Gipson further stated that at the Commencement Exercises the following day Mary E. Lear would be honored by President Gage and that a gift would be presented to her from the students and the faculty.

Dean Gipson expressed the good wishes of the faculty to members of the staff who would not be returning to the college in the fall.

The meeting adjourned.


Secretary of the Faculty

TO MARY E. LEAR
A STATEMENT OF APPRECIATION FROM
THE FACULTY AND THE ADMINISTRATION
OF
LINDENWOOD COLLEGE

The Faculty and the Administration of Lindenwood College wish to record their appreciation of the services of Mary E. Lear to the college since the year 1916, and to voice the hope that she will continue to serve the college for many years to come, reflecting honor upon it by her distinguished teaching.

As Professor of Chemistry, Mary E. Lear has so humanized the field of chemistry that women students have been greatly attracted to it and have come to know the broad usefulness of it in their lives. As a counsellor, she is sympathetic and wise in her judgment. Her understanding of youth and its problems is based upon tolerance and a supreme faith in human nature.

To her students she is a source of inspiration because she brings to her work the mind of a scholar, and communicates to them what is best in herself. Her tact, patience, and impartiality have called forth not only respect and admiration from the students, but whole-hearted affection.

To her co-workers, Mary E. Lear is an outstanding example of intellectual integrity, tireless energy, and sincere devotion to science and to Lindenwood College. We make no attempt to measure her attainments as a scientist; her work speaks for that. We make no attempt to measure the nobility of her character; in her life she represents the spirit of the Great Teacher. Therefore, at this time the Faculty and the Administration wish to express to her not only their appreciation of herself and her work, but also the sense of honor and pleasure that they feel in being associated with her.

COMMITTEE OF THE FACULTY:

Kathryn Hankins

Florence H. Schaper

Adopted at a meeting of the Faculty on May 31, 1942

