

May 1969



The Lindenwood Colleges

bulletin

MAY 1969



The symbol of The Lindenwood Colleges combines two abstract shapes, each with its own beginning point, moving toward a common direction. The two parts of the design have many features in common, but each has its own identity, reflecting the cluster concept of The Lindenwood Colleges. The lines encompass two worlds drawn together in a community that becomes greater than the sum of its parts.

The Lindenwood Colleges Bulletin

Editor

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Photography by

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Parti- cipation power

Scores of colleges will include in their publications this year the special report, "Who's in Charge?," which Lindenwood inserts in this issue of the bulletin. Prepared by the Educational Projects for Higher Education, this examination of governance in academe summarizes campus attitudes and dilemmas that concern almost every American. It is, however, a survey and offers no prescription to cure current ills.

Perhaps an account of the formation of Lindenwood College II should supplement "Who's in Charge?".

Here was an enterprise, the establishment of a new college, which excited the imagination and enlisted the power of students, faculty, alumnae and administration to create the workable worthwhile.

Their combined participation in the planning of Lindenwood II might well serve as a national example: the exercise of shared responsibility *can* effect change in an educational institution.

Most articles in this issue of the bulletin underscore the continuing involvement of students, faculty and administration—and alumnae—in Lindenwood programs. President John Anthony Brown writes about patterns of governance at The Lindenwood Colleges, the unsung Board of Directors is shown in action, students insist on running their own tutorial project, a dean tells of Lindenwood's program for students over 25, a professor dedicated to the humanities speaks out, all segments of the academic community plan a new college, and the alumnae president inhales the fresh air of change at Lindenwood.

Who's in charge here? Actions speak louder than surveys at The Lindenwood Colleges.

Thoughts on college governance at The Lindenwood

*We have the fortune to be living
in a time of great social and political ferment.
It is a thorough*

*and massive revolution
that rattles our cage,
and it is world wide.*

*At the center are the young,
particularly students,
and the poor,
particularly blacks.*

*The resolution of the revolution
involves not as much great armies
in the field
as groups of the militantly unhappy
who have chosen to advance
their cause in the heartlands
of our basic institutions,
vigorously in the church
and the college,
less passionately in the political party,
and sometimes with frightening violence
in the city ghetto.*

*If there is a battlefield,
it is the campus
And the asphalt jungle
we have come to call ghetto.*

*Our colleges and universities
are accused
of having succumbed
to the cause of the status quo.*

*The accusation is leveled
at the church, as well.*

It is not a new accusation;

*Marx made it
over a hundred years ago.*

*We are told that our commitment
to scholarly detachment
overwhelms our concern
for humanity.*

Most educators are motivated by a belief in the transcendent role of education and would hope that in an atomic holocaust a college, a library, a laboratory, a Bible, as well as some people who can read, will survive. The difference between Clark Kerr, former President of the University of California, and the students who brought him down is for me one of values. He believed in the perpetuation of a slowly evolving institution called

a university, which floats like an iceberg eight-ninths under the surface and *serves no master*, either young or old, except truth. But, "What good will truth do us if we blow the world to pieces?" cry some of today's students.

The student left, in its militant concern for humanity, too frequently loses its rationality. The demands of students for institutional commitment to selected causes are related to a concept of the uses to which our colleges and universities can be put, and the procedures which must be followed. Many students fail to see the permanent value of detachment and deny the marginal utility of academic due process.

No good student is more aware of the need for better and more relevant teaching than is a good college president. But a president is selected, almost always now, with faculty participation and sometimes with student involvement in the process. Great emphasis is put on his willingness to respect the academic system which has as its objective the free search for truth. If he violates the basic principles of academic freedom he will at once lose his power to lead and sooner or later be dismissed or pastured. He cannot remain in the community and obstruct or subvert its operation.

The problem of ineffective teaching and the student's natural desire for excellence in this area involves us in problems of governance, of standards of professional conduct, of academic freedom, and of tenure. The college is an academic community, and to operate effectively it requires the active cooperation of the members of that community.

Several quiet innovations mark the Lindenwood campus. Our curriculum has been stripped of many of the exasperating (to students) requirements and much of the lockstep regimentation which gives so many students the feeling that they are being programmed for a society rather than prepared for a life of their own. Students, through their own channels, have initiated courses, proposed and successfully advocated a pass-fail system of grades for a limited number of courses, conducted a superb analysis of the Lindenwood College January Term which has been submitted to the faculty and administration for action.

Underway is a joint student-faculty study of faculty evaluation, which has unusual dimensions because with our emphasis on choice, students already evaluate our teaching by their election of particular courses.

Also in effect at Lindenwood is a system of direct student involvement in the selection of new faculty. Dean Gary Quehl has quietly set up a system which brings candidates for faculty appointment together with students majoring in that particular field. The candidate meets alone with the students in a lengthy session which results in a written evaluation of the proposed candidate by each student. There are great virtues in this system, for it has diverted us from some appointments, and raised our enthusiasm about others.

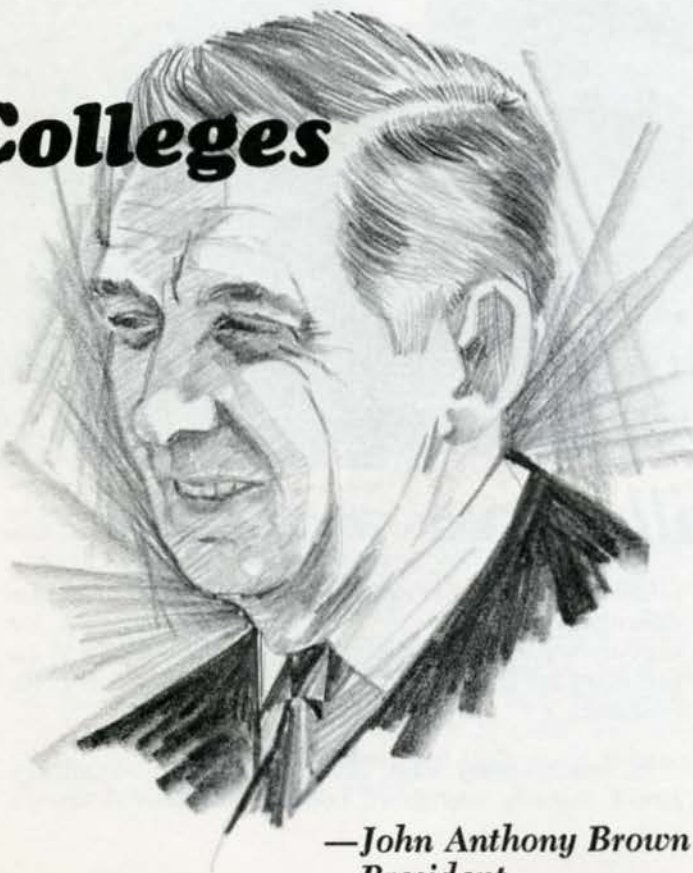
At many colleges an administrative council brings administrators together for decision making in areas which have far-reaching consequences. At Lindenwood this year we have formalized the process, included a number of students, and invited them to submit items for the agenda.

Students now serve on many faculty and administrative committees. While they may not "control" those committees, they do influence them and have brought many new ideas and approaches to them. In the process they have learned that their proposals (pass-fail, January Term policies, for example) get thorough attention.

Lindenwood has avoided becoming a community locked in political struggle, with students, faculty and administration set against each other, dedicated to uses of the college which are unrelated to our basic long-range mission. To achieve our goals we must first agree on the goals and then work together for their realization. Perhaps the ultimate goal is to find and disseminate truth (knowledge), and the means appropriate to that end involve us in a pattern of mutual respect—trustee, faculty member, administrator, and student. There could hardly be anything more, and there must not be anything less.



Colleges



—John Anthony Brown
President

A student in another midwestern college recently remarked, "The best way to communicate something to the president's office just across campus is to have Walter Cronkite or Huntley and Brinkley deliver the message from a TV studio."

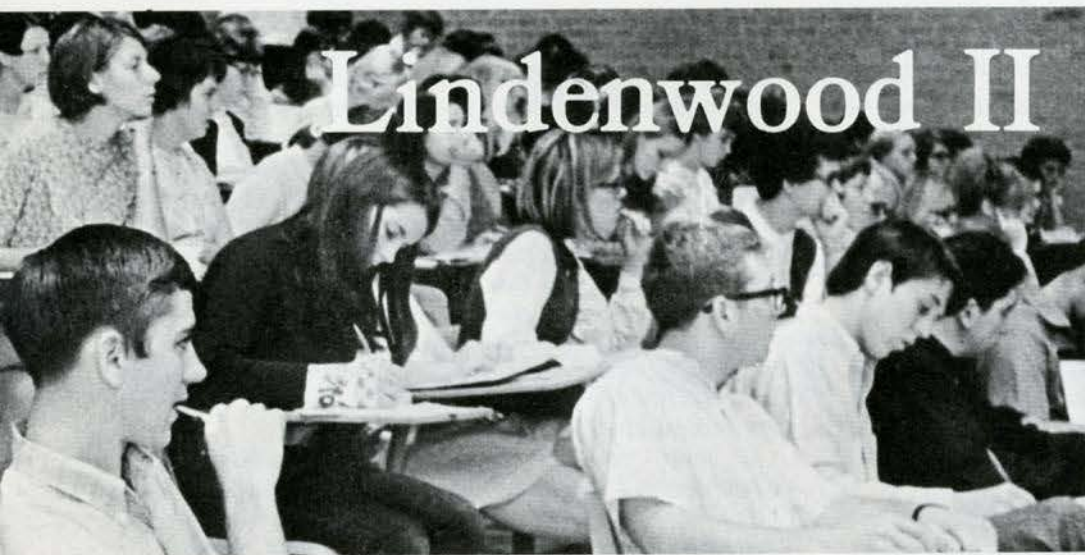
This statement reveals the remoteness many college students feel from the administrative segment of the campus community. Today's students want more horizontal communication with both administration and faculty in order to be involved in the character and policies of their institution.

Lindenwood students have traditionally enjoyed a close, personal relationship with president and professor. A dimension to that relationship was added this year when they shared, with faculty and administration, the serious responsibility of planning a companion college to 142-year-old Lindenwood.

and women's colleges in particular, (2) what Lindenwood College's circumstances were, and (3) what possibilities for the imaginative use of resources existed now or could be brought into existence. The most important issue was the necessity to reach a final decision about Lindenwood's future as a college for women.

Initial investigations revealed that more than sixty colleges, including both men's and women's colleges across the nation, had moved in the direction of complete coeducation during 1968. In some cases the action involved very little planning and represented a decision simply to cease selecting students on the basis of sex.

In their announcements that they were becoming co-educational institutions, Vassar, Bennington, Wesleyan, Williams, Connecticut College, Princeton, and Yale had acknowledged the growing difficulty of getting highly qualified students to maintain economical levels of en-



Lindenwood College II, new coordinate college primarily for men—and the newest liberal arts college in the nation, was founded in February of 1969. Its establishment climaxed years of consideration of patterns for growth, months of resolute planning by groups representing a cross-section of Lindenwood College community.

These groups were five: a committee of women students, a committee of male resident students admitted to Lindenwood in the fall of 1968, a faculty committee on the Future of Lindenwood College, administrators, and members of the Alumnae Council.

The student and faculty committees met separately and together to consider (1) changes taking place among private liberal arts colleges in general and among men's

*planned
by those
it will serve*

rollment for academic excellence. Princeton reported the difficulty of getting the best qualified professors for sexually segregated teaching and saw coeducation to be necessary for it to maintain its prominence in American education.

In nearly every case, the Lindenwood committees found, sexually segregated colleges had moved toward



Howard A. Barnett, Ph.D., Professor of English, Chairman of the Department of English, was coordinator of the long-range planning committees.

coeducation not primarily for economic reasons, but because of a conclusion reached in the light of current attitudes that (to quote the journal, *Higher Education and National Affairs*): "separate higher education for the sexes has outlived its historical justification, while coeducation is a more realistic reflection of society, provides a more stimulating, intellectual and social environment, and enables the institution to be more competitive in attracting the best students of both sexes."

The committees' assessment of the national picture and of Lindenwood's needs pointed toward a change that would provide some sort of coeducation on the Lindenwood campus. The conclusion was reinforced by student and faculty reports which argued that men were needed in many of the current programs and new ones being envisioned. Enrollment projections indicated that Lindenwood had to appeal to the 95% of the college-age population traditionally ignored when only women applicants were sought.

The planning committees then focused on the issues involved in separate, coeducational and coordinate education in relation to resources at Lindenwood. Emphasized was the need to retain the integrity, tradition and historic advantages of Lindenwood, oldest women's college west of the Mississippi. The student-faculty committees concluded that creation of a men's college would



make Lindenwood coeducational while allowing it to retain its identity with women's education. They jointly recommended the establishment of a coordinate college.

The formal proposal received enthusiastic endorsement with no dissenting votes at either the student convocation or the faculty meeting which followed its presentation. Endorsed by the administration, the proposal was presented to the Board of Lindenwood College on January 6, 1969, and unanimously adopted.

A month later, the new institution, Lindenwood College II ("two"), was incorporated by a group of individuals, among whom were a student presently enrolled in Lindenwood, a member of Lindenwood's faculty, Lindenwood's President John Anthony Brown, President Emeritus Franc L. McCluer, and the President of Lindenwood's Board of Directors, John M. Black.

The new college, which will open in September, will have its own Board of Trustees who, in cooperation with the Directors of Lindenwood College, will develop a system of cooperation which will take full advantage of the present resources of Lindenwood. The two colleges will be held together by an entity known as "The Lindenwood Colleges."

The two colleges will share faculties and facilities, and most classes will be coeducational. At the same time, President Brown explained, "We will maintain and encourage the development of the distinctive identities of the individual colleges, each with a character of its own." Each college will have its own student government, and student organizations will develop either separately or jointly as determined by the needs of the students and student organizations.

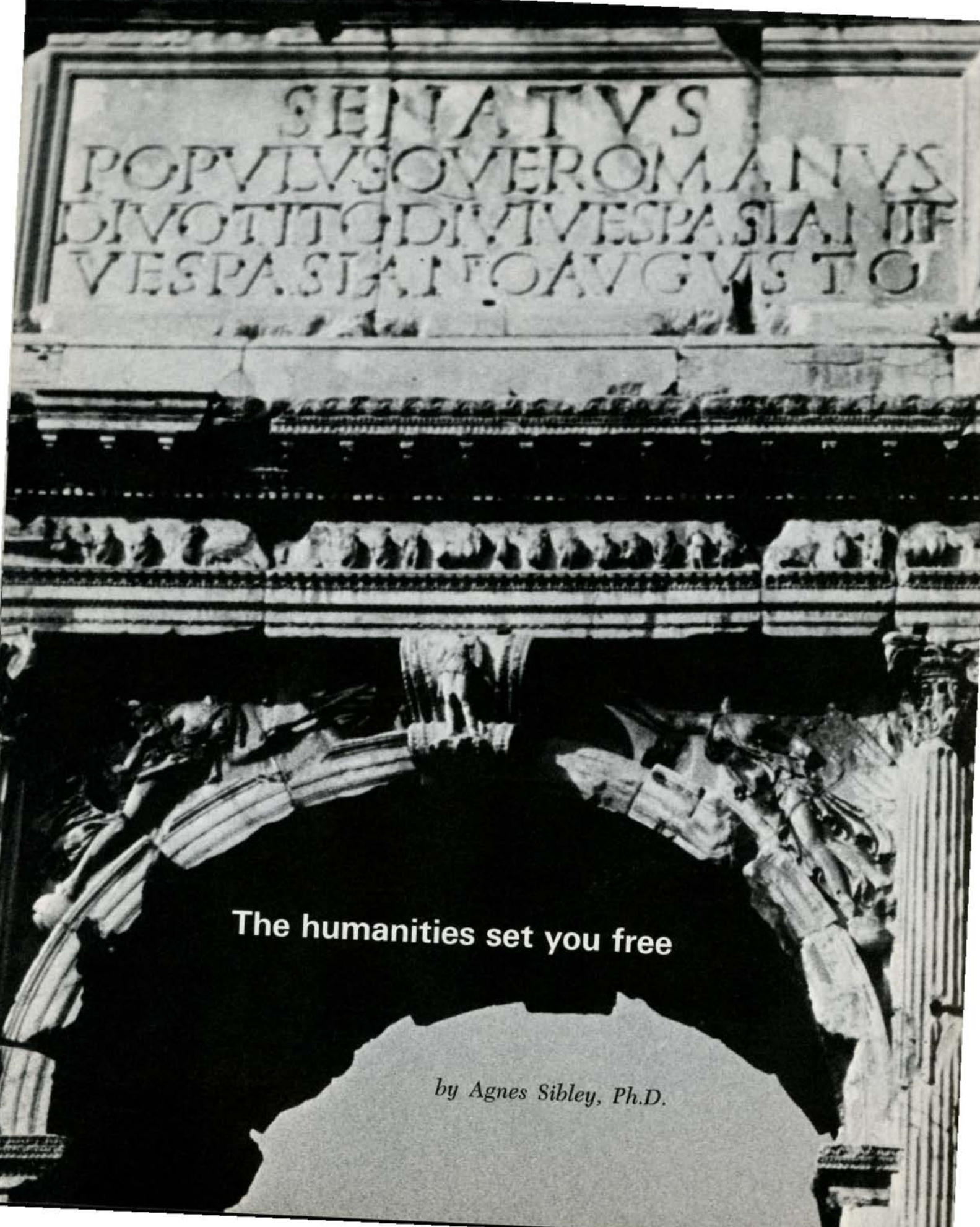
The Lindenwood Colleges will jointly sponsor the Center for the Undergraduate Study of Mathematics and an interdisciplinary program in the communication arts. The men's college will offer the Bachelor of Science degree in addition to the Bachelor of Arts degree now offered by Lindenwood.

Thus, as the symbol of their coordination indicates, the two, independent liberal arts institutions at Lindenwood will share features in common. Still, each will have the opportunity and responsibility to grow on its own.

That's the way it was planned—

by students, faculty, administration and alumnae of Lindenwood College.





The humanities set you free

by Agnes Sibley, Ph.D.

A study of the humanities frees one from bondages that impede the development of the truly human in each person, Professor Sibley believes. She explains how studies of philosophy, literature and the arts can transform the mind and spirit of man.

The humanities are sometimes thought of as "extras" in the curriculum; people might think that subjects like art, literature, and music are to be enjoyed only in moments of relaxation, after the work has been done. But of course this idea is far from true. The humanities, as their name signifies, are subjects that help us to become more truly *human*. They include not only the subjects just mentioned but also philosophy, religion, and the classical and modern languages.

How do these studies help the student to become more human? College students want something more than a means of making a living. They want more than learning to be "well-adjusted" in the sense of being socially acceptable. They want to find out who they are. A study of the humanities encourages them to seek their own identity and to become themselves, regardless of the pressures of a particular time and place. Instead of learning how to avoid "rocking the boat" in their job or their social life, they learn something far more valuable—something about the meaning of life. They find out that other people, too, have sought for ultimate answers. The novelist Tolstoy when he was fifty years old wrote down on a piece of paper these questions: 1. Why am I living? 2. What is the cause of my existence and that of everyone else? 3. What does the division which I feel within me into good and evil signify, and for what purpose is it there? 4. How must I live? 5. What is death—how can I save myself? The young person trained in the humanities will come to grips with such questions long before age fifty. He will find himself a part of an age old quest for significance. He may, like the poet Wordsworth, feel sometimes

A presence that disturbs me with the joy
Of elevated thoughts; a sense sublime
Of something far more deeply interfused
Whose dwelling is the light of setting suns,
And the round ocean and the living air,
And the blue sky, and in the mind of man:
A motion and a spirit, that impels
All thinking things, all objects of all thought,
And rolls through all things.

And if the student does feel like this, he will not dismiss the presence, as Scrooge tried to dismiss a ghost, by saying it is due to a bad digestion. Instead, the student of the humanities has the courage to pursue this feeling of significance, to try to strengthen it. C. S. Lewis tells in the *Screwtape Letters* of a person studying in a library who has a momentary insight into spiritual truth; he feels himself on the verge of a great discovery; but it is all quite intangible, and once he leaves the library and goes out into the street, the newsboy shouting the evening paper and the bus rolling along as usual make him think that *these* things constitute "real life," and in contrast his moment of insight begins to seem a freakish thing, not to be taken seriously. A person



About the author

Dr. Agnes Sibley, professor of English, received the B.A. and M.A. degrees from the University of Oklahoma, and the Ph.D. from Columbia University where, in 1946-47, she held the Lizette Andrews Fisher Fellowship in the Department of English and Comparative Literature. She has been a member of the Lindenwood faculty since 1943.

Her published works include *Alexander Pope's Prestige in America, 1725-1835*, her doctoral dissertation; *Exchange Teacher*, a book growing out of her stay in England as a Fulbright exchange teacher in 1951-52; and "Paradox and Poetic Truth," the Faculty Lecture she was selected to deliver at Lindenwood in 1965.

She has just completed a critical study of the poetry and novels of May Sarton, for the Twayne United States Authors Series.

grounded in the humanities is freed from such dependence on the material, tangible world. He sees the inner life as just as real as the outer.

In other words, the study of the humanities frees a person from a dependence on the material world for satisfaction. Through coming to know great writers, the student is stimulated to live in the world of ideas.

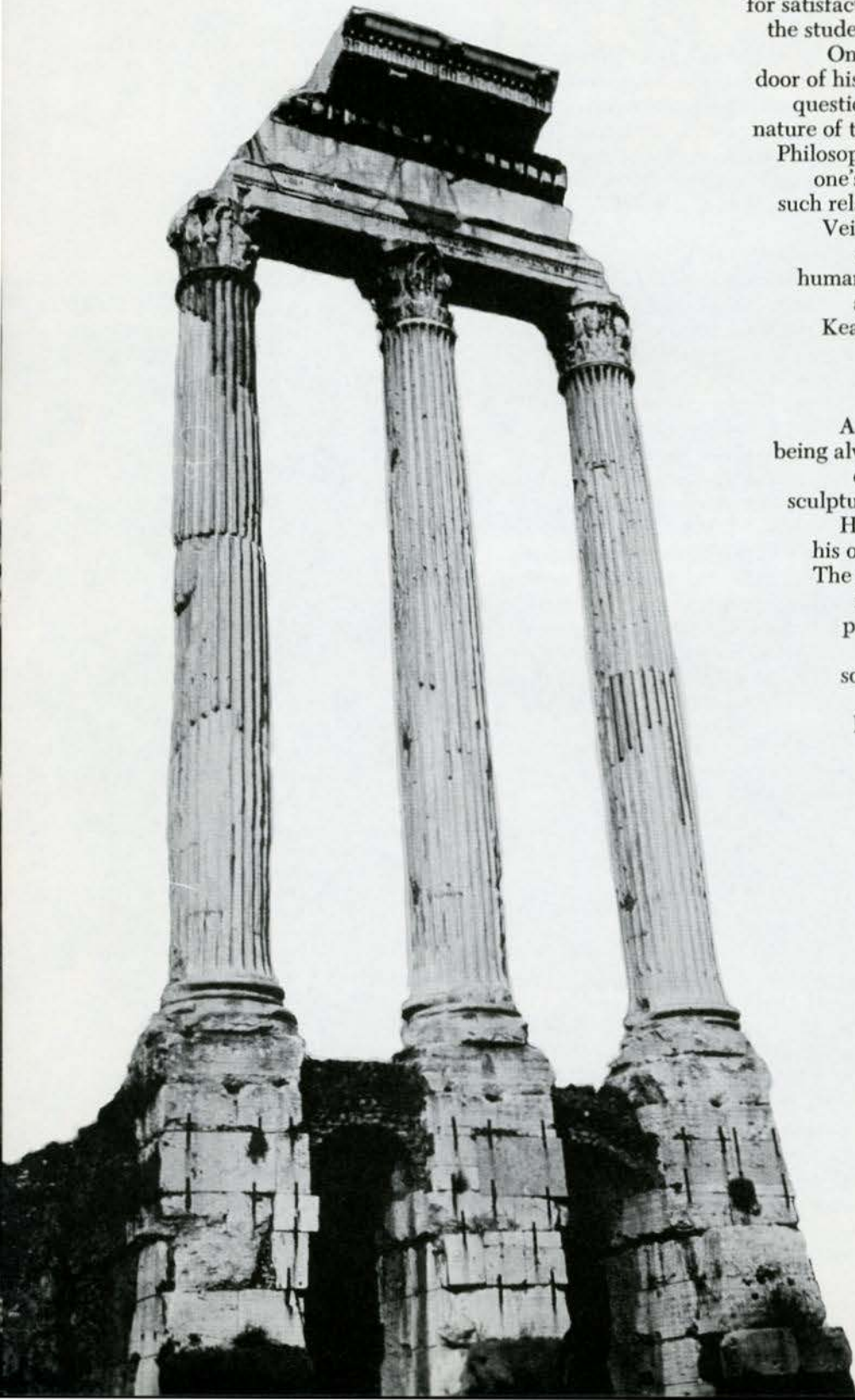
One thinks of the young Thoreau, sitting in the door of his cabin at Walden Pond, asking himself such questions as: Why do nations decline? What is the nature of the luxury that enervates and destroys them?

Philosophical, artistic, or literary questions can keep one's mind from being too much concerned with such relatively trivial matters as what to wear to the Veiled Prophet's Ball or whether the family can afford a second car. A student trained in the humanities can stand in the cold waiting for a bus and be completely absorbed in the poems of Keats, expanding his life beyond the immediate circumstances and not fretting about the weather or having to wait.

A student of the humanities is also freed from being always a spectator. He is stirred by a desire to compose music, or paint pictures, to work at sculpture or architecture; to write poetry or fiction.

He becomes involved in making something of his own, and in so doing finds out about himself. The satisfaction that comes with trying to create is enormous, and one's appreciation of other people's music, literature, and art is of course greatly increased. There also comes, after some training in the arts, a greater enjoyment of the natural world. Someone who tries, however badly, to make a pencil drawing of trees, is ever afterward more aware of the patterns of dark and light in foliage; and someone who tries to describe in words the texture of a spring morning feels the exhilaration of that June day more keenly than one who is content to exclaim, "Oh, what a beautiful morning!"

The humanities also have the power to make one more human by transforming a dominantly self-centered being into a civilized and humane person, concerned about other people. Professor Douglas Bush has pointed out that "From the beginning to the present, it has been chiefly literature and the arts that have embodied the ethical imagination, the conscience, of mankind." Look at the intense concern about human suffering and the indignation aroused by war that are evident in Picasso's great





picture, "Guernica." And much earlier, in the sixth century before Christ, the Greek poet Aeschylus in his three plays the *Oresteia*, deals with a question that has lost none of its relevance today, the question of when or how we can bring an end to violence. When can violence cease? The related question—who is my neighbor?—is dealt with by writers of all times and all countries. The isolation of the individual, his lonely suffering, is seen in—to mention only a few works—the plays of the Russian writer Chekhov, the stories of James Joyce, and the sculpture of the modern artist Henry Moore. In many ways, training in the humanities means a training of the emotions, or the education of the heart; it brings about a greater sensitiveness to the feelings of other people and to their unexpressed needs. It helps to produce the kind of aristocracy that E. M. Forster prefers to a hereditary one—an aristocracy of "the sensitive, the considerate and the plucky."

The student of the humanities finds that not only is he freed from bondage to the material world and to current fads and fancies, but also he is not limited to the society of his contemporaries. Edward Gibbon, the author of *The Decline and Fall of the Roman Empire*, says somewhere in his autobiography, "Each year the circle of my acquaintance, the number of my dead and living companions, was enlarged." In the same way, those who study the humanities come to know not only delightful eccentrics like Mr. Pickwick, but also some of the great

humane, well-balanced personalities of the world, people who met life unafraid, not bewildered by the difficulties and evil they found. One thinks of Chaucer, a career diplomat, who knew all sorts and conditions of men and depicted them in his *Canterbury Tales* as they were, without malice but with a clear vision of their weaknesses and foibles. And there was Cervantes, who understood both the wild idealism of Don Quixote and the earthy realism of Sancho Panza. And Shakespeare and Socrates, both of whom saw into people and into the life of things with a penetration that has never been surpassed.

Study of the humanities also enables one to cross national boundaries, as I have already suggested in mentioning works of Greek, Russian, Spanish, and French artists. A knowledge of languages increases the student's understanding of cultures other than his own; it enables him to "escape from provincialism." Dr. Alice Parker, who formerly was chairman of the English Department at Lindenwood, once wrote that "Provincialism is not so much a matter of local geography as it is a state of mind, accompanied by feelings of complacency and arrogance. It leads to the assumption that one's own language, manners, food, and gadgets are better than any others in the world . . . The ideal way to scotch this error would be of course travel and residence abroad—seeing other lands with our own eyes and finding them beautiful; tasting strange foods and finding them good; hearing

strange voices with different speech melodies and being willing to listen." I once heard Dr. Parker give a remarkable talk about a visit she made to Greece; the title of her talk was "I Like Foreigners; I Have Been One." Certainly international goodwill comes as much, perhaps more, from individual actions as from the writing of official documents and the signing of treaties. It is wonderful when traveling abroad to see people's faces light when you even attempt to speak their language, no matter how badly, instead of expecting them to speak yours.

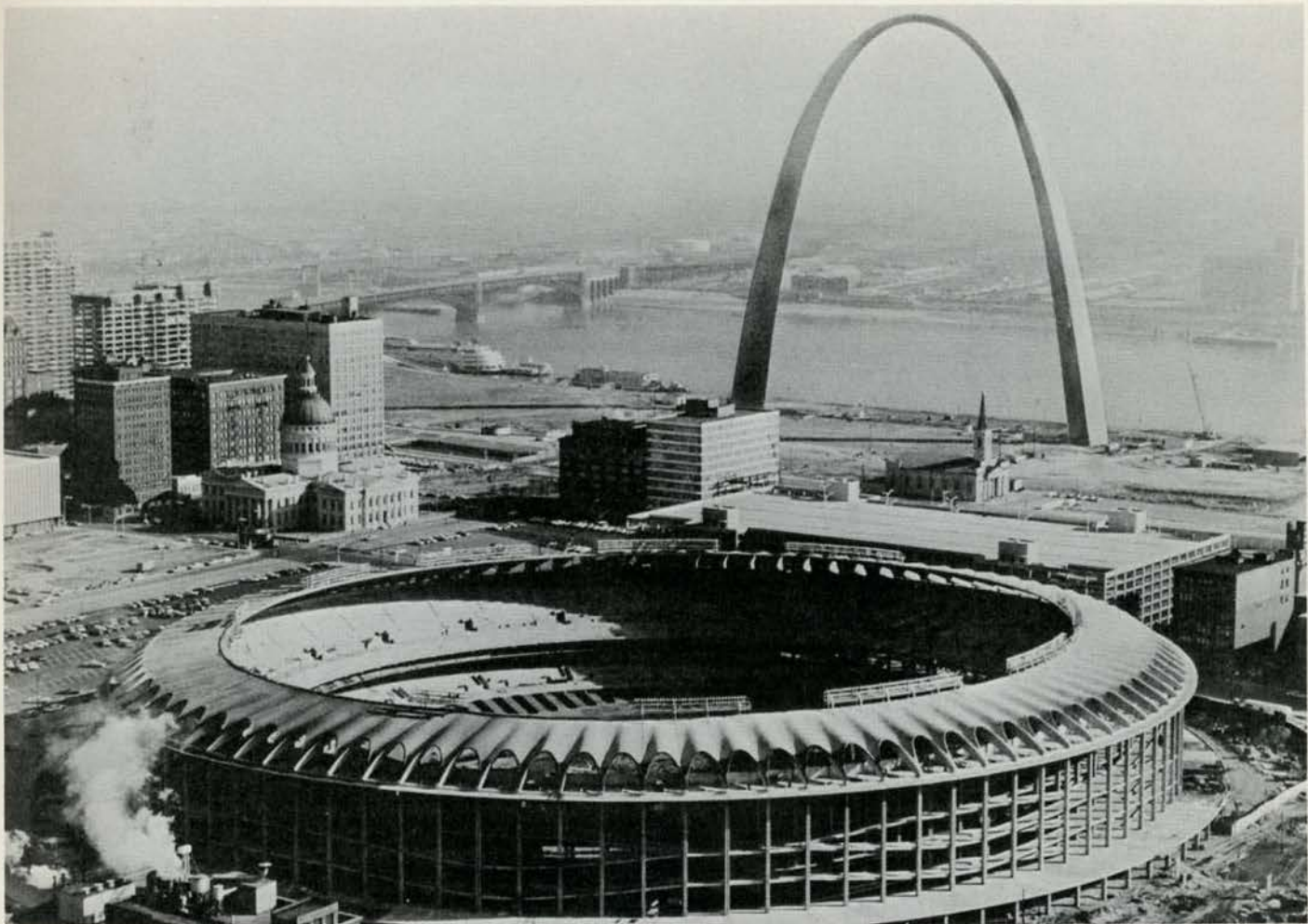
Even for the student who does not travel (if there be any such left today), the study of languages makes possible a greater awareness of other peoples and a respect for the values of other nations. It also opens to them the literature of the non-English speaking peoples. I always feel slightly apologetic about teaching literature in translation, for my students are twice removed from the French or German or Greek of the original; they have to depend on the translator's interpretation of the original work, and then they are influenced by *my* interpretation

of the translation. Inevitably they miss a great deal. Reading a work of literature in the original language is like seeing a favorite picture cleaned after having known it for years covered with a film of dust. A translation always misses some nuances, some overtones that are important, especially in poetry.

But what about the student who never advances far enough in the study of language to read Cervantes or Goethe in the original? Even for him, the study of language is of inestimable value. The imagination is stretched and other lands take on a new kind of reality by such simple means as first learning that the American way is not the only way of speaking—by finding out that a girl can be *une fille* or *das mädchen* as well as a girl; and further, that in ancient Rome she was called *puella*.

At this point some might say, Well, learning modern languages is all right, but why learn the languages that people no longer speak? There is a very good reason for doing so. Some of the world's greatest and most influential literature is written in Latin and Greek, and as





I have said, no translation, however brilliant, can take the place of the original. If we like the *Odyssey* in translation, imagine the strenuous joy of reading it as Homer wrote it! And there is another thing to be considered: the languages in which fine literary works are written are a part of our cultural heritage. Dr. Hazel Toliver, the head of Lindenwood's Department of Classics, says: "The real value of any language is not intrinsic in itself; it lies in the degree of greatness of the people who use or used that language." She concludes that no language now known outweighs in importance Greek and Latin. Of course she is right. Our civilization is grounded in Greek ideas; our culture stems from the ancient Greeks. How many of our ideas of personal freedom came from them? How much our ideas of beauty and of man's dignity look back to them! Thoreau wrote:

Men sometimes speak as if the study of the classics would at length make way for more modern and practical studies; but the adventurous student will always study classics in whatever language they

may be written and however ancient they may be. For what are the classics but the noblest recorded thoughts of man? They are the only oracles which are not decayed. We might as well omit to study Nature because she is old. They only talk of forgetting the classics who never knew them.

I have suggested some of the ways in which the humanities contribute to a liberal education. They encourage habits of reading, not only in one's native language but in other languages as well; they encourage going to concerts and art galleries for pleasure and enlightenment, not out of a sad sense of duty; they encourage creative work that makes the world a more interesting place; they send one traveling with an awareness of the value of other cultures, past and present. You remember that St. Paul said, "Be not conformed to the world, but be ye transformed by the renewing of your minds." Through study of the humanities a liberally educated person knows how to renew his mind and spirit constantly, no matter what his external circumstances.



COMMUNICATION NOT CONFRONTATION

By Connie Rosenbaum Of the Post-Dispatch Staff

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MISS VICTORIA LOWE would rather broadcast than barricade. An activist on the air waves, she manages the new FM radio station at Lindenwood College, KCLC, and sends out messages about student ideas for social change interspersed with progressive rock.

"It's my way of demonstrating concern," said the 20-year-old senior. "Communication is much more conducive to change than destructive attacks. Violence is no way to improve things."

Miss Lowe, a tall, poised, strawberry blonde, who is called Vicki, is in charge of the operations at the educational, noncommercial station, 89.9 on the FM band, that broadcasts to St. Charles and the surrounding community. The college finances KCLC and operates it as part of the instructional program. Gifts, bequests and co-operation with a commercial station also help funding. With a staff of 35 student volunteers and an engineer, Miss Lowe produces three hours of listening every evening.

Because she believes that solutions come with dialogue and understanding, Miss Lowe encourages programs about controversial issues. "Community Profile," an hour-long information show oriented specifically to St. Charles, provides a platform for community officials and representatives from service organizations to speak about current problems.

Topics cover subjects such as birth control, alcohol, VISTA, Vietnam, race relations and law enforcement. Listeners call in and their questions and comments are broadcast.

The school has had a station for 20 years but this is the first time the station has broadcast off the campus. "It's a real challenge to sound professional," she said. "We are the only local station at night. Sometimes it's difficult, though. I want to be a young person directly involved in the campus revolution but there is a great deal of responsibility in radio. The audience consists of young and old and they have to understand each other."

She balances the information program with progressive rock.

"Commentary is important but the music has a message too. It really tells what's going on and how young people think. If more people would listen to Cream, Joanie Miller and Country Joe and the Fish they would understand what young people feel," she said.

In addition to her hour-long rock show, Miss Lowe reads new summaries adapted from the Post-Dispatch two nights a week. With a smooth and self-assured voice she relays the latest world events.

She believes also that the station should provide public service so last November the students reported local election returns. For the first time St. Charles residents did not have to trek to the courthouse to learn how the election turned out. Three direct lines between KCLC and the election headquarters were busy all night and the results were broadcast as soon as they came in.

"It was the most fun we ever had, but exhausting," she said. "It brought the college and the community closer together too."

Her professor, Miss Martha Mae Boyer, praised her organizational ability and dedication. "The construction permit was sitting around and Vicki marshalled concern. She really rallied student support for the station."

The newly remodeled headquarters also boost morale. Last month KCLC was finally officially dedicated and a new transmitter installed.

Her biggest problem at the station is trying to keep the personnel under control, she said. She is the only senior on the staff but she has found that people in broadcasting can be highly opinionated and strongwilled.

"It's hard, being young and being a woman, to keep an image and keep control all the time," she said. "I try to be democratic but it doesn't always work out."

The 12 men on her staff don't seem to mind taking orders from her. "She really knows her stuff," Steve Hirsch said as he set a record spinning on the turntable.

She has learned by working at the station for the last four years and on summer jobs. She was in charge of sales and training new staff members in her sophomore year and then spent the fall semester studying at the Independent Television Network in London. Last summer she worked in a station in Midland, Tex., her hometown, doing secretarial tasks as well as writing commercials and recording them.

"I guess it tempered my idealism a little, to learn about the business end, like accounts payable and advertising," she said.

"Really I'm pretty moderate. I mean everything has to be balanced, like my sign Libra. It's all right to have radical ideas but the implementation takes compromise. A good talk with the president about school problems accomplishes a lot more than breaking into his office."

Miss Lowe has had many occasions to meet at the conference tables as a member of numerous campus committees. She was also instrumental in formulating plans for the new co-ordinate men's school.

Last April she was elected the first woman president of Alpha Epsilon Rho, the national honorary radio-television fraternity. She has written letters to stations across the country urging them to hire young people.

"Broadcasting needs new blood. Young people are always learning but they have a lot to say," she said.

A communication arts major, Miss Lowe is planning a career in radio.

"Some people go into the Peace Corps. I just want to get on the air and tell people things."





Photo, courtesy of St. Louis Post Dispatch

what
do
I think
about
the changes
at
Lindenwood?



Taking a realistic approach, I am not the same individual who attended Lindenwood College in the thirties. I have changed since my undergraduate days, as have all of us. We have lived through a period of tremendous development—in our government, society, and in higher education. Our thinking and our way of life have had to adjust to these developments. Someone said, "To stand still is to fall behind." We certainly would not want that for ourselves, or for Lindenwood College.

Certainly, Lindenwood is not the "girls' school" I once attended. It's more like any college campus across this country in 1969, and I'm proud that it is keeping abreast of the times in which we live.

Under the leadership of our President, John Anthony Brown, our faculty has been increased and strengthened by the addition of outstanding educators. Administration has been strengthened through reorganization. A forward curriculum is offered, and we have adopted the 4-1-4 calendar. We were among the first to try the Freshmen Common Course, and other colleges have been most interested in its development. The new calendar has given our students a rich new experience in independent study—art in Florence; the theater in New York and in London; horsemanship in Mexico; and many, many others as exciting and rewarding.

Then too, because all of us are concerned about the welfare of our fellow man, Lindenwood has offered its services to the disadvantaged and culturally deprived. Great strides have been made with these young people, and it is to the credit of all of us that we shared in this endeavor to help others stand tall.

And now, we are to have men at Lindenwood—not just three or four as in the past, but a new coordinate college for men, Lindenwood II. This endeavor took courage, fortitude and determination on the part of the administration and the Board of Trustees. I wish it every success and feel certain that it, too, will make us proud of our association with this great institution.

Lindenwood has a proud heritage. Her traditions are deep within the great middle heartland and into the south of this country. With this heritage and with progressive programs, she will always stand in the forefront of great American educational institutions.

I am happy with the change and, more than ever, I consider it an honor and privilege to be an alumna of Lindenwood College.

Most sincerely,

Barbara Ringer Hamill

Barbara Ringer Hamill, '32
President, Alumnae Association

Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

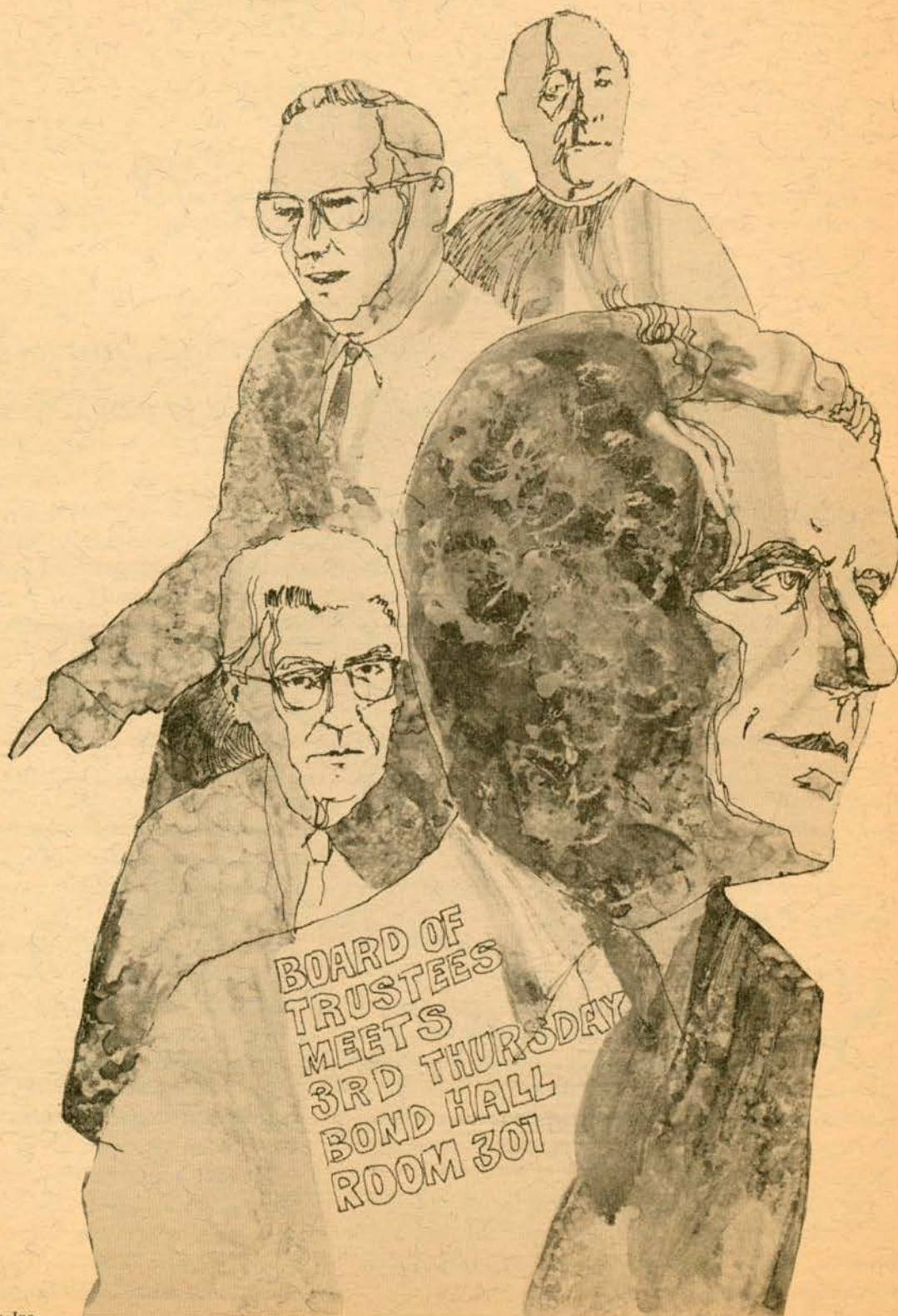
Who's in charge there?

Who's in Charge—I

The Trustees

BY THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,



"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

► At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

► On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

► At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

HOW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education's trustees often is misinterpreted and misunderstood

As others seek a greater voice, presidents are natural targets for their attack

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

AS A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

WHO'S IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

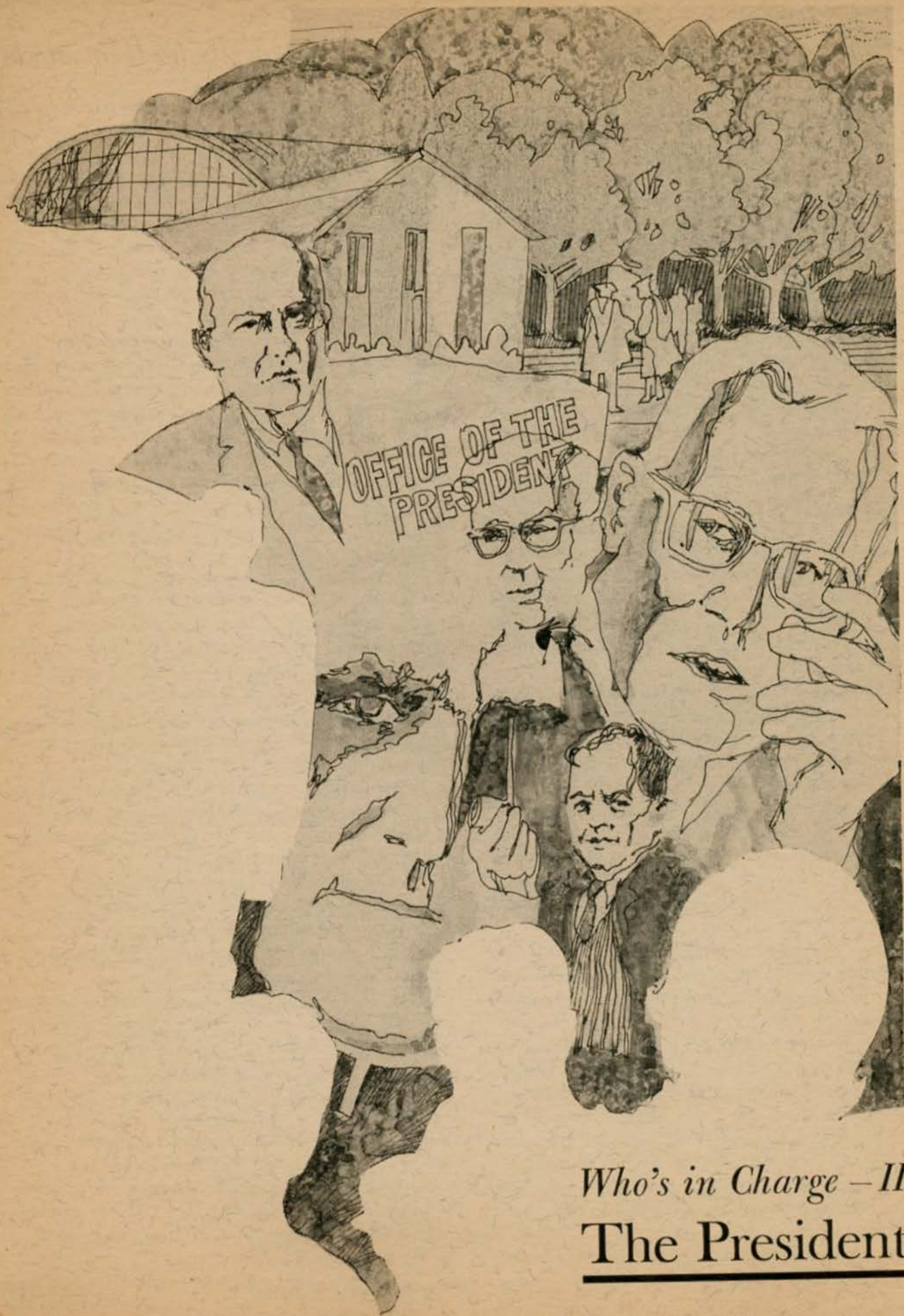
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



Who's in Charge – II
The President

A college's heart is its faculty. What part should it have in running the place?

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations"

WHO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on

questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

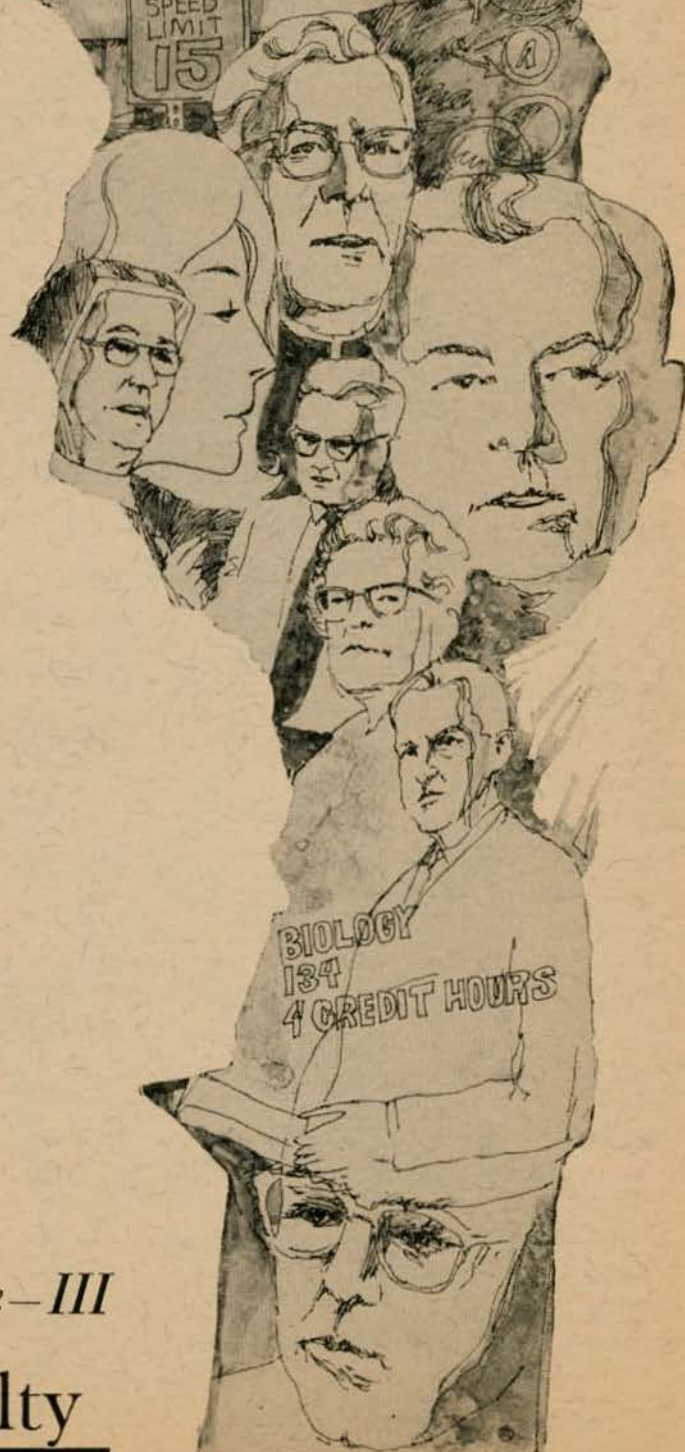
"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to

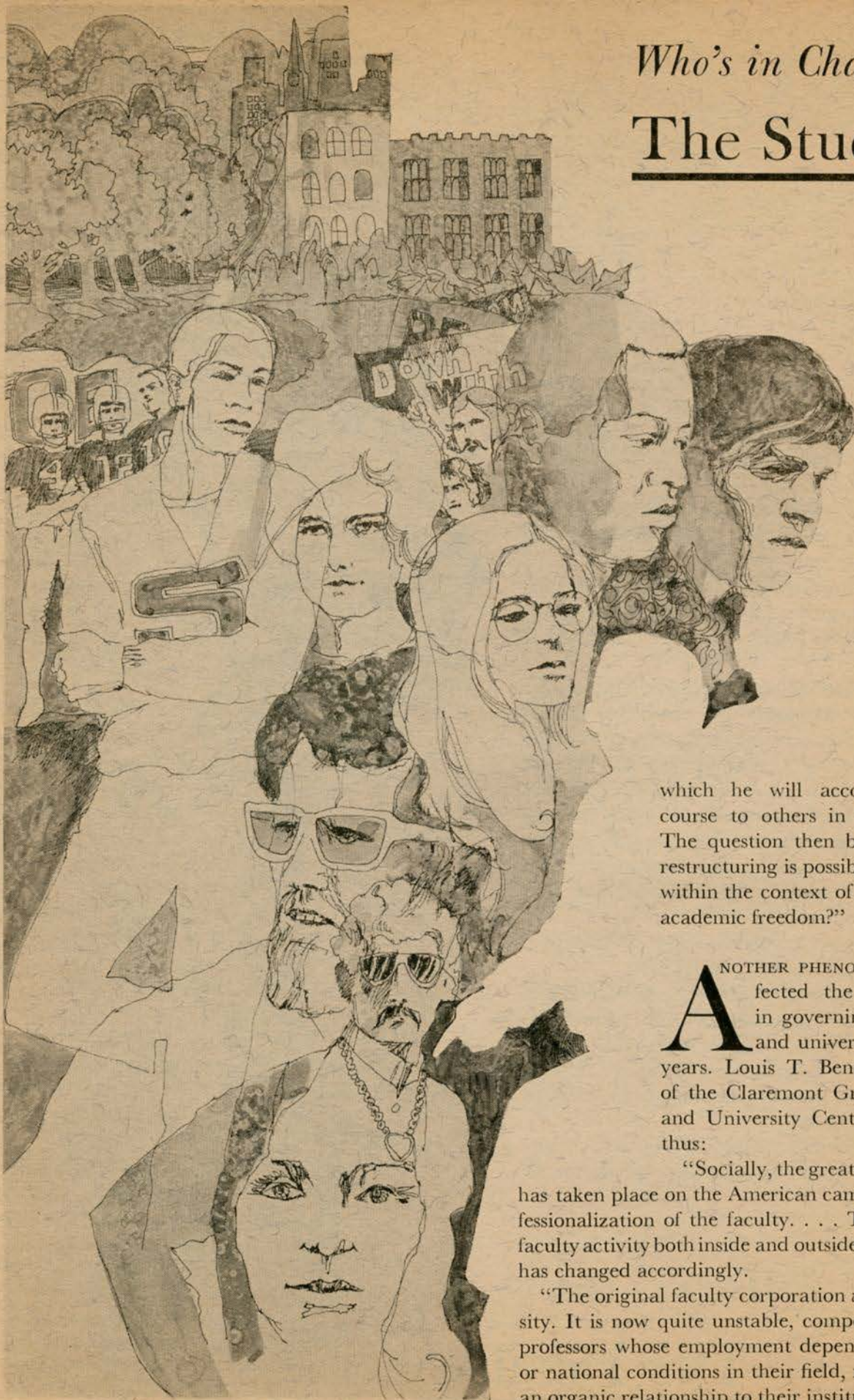


Who's in Charge—III

The Faculty

Who's in Charge—IV

The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

ANOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

YET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohlfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of

resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

WHO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

AT THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of sds is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of sds at Columbia, Mark Rudd, in what was a fairly representative statement of the sds attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an sds member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The sds was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the sds phenomenon agrees its members are highly idealistic and very bright. Their idealism has

'Student power' has many meanings, as the young seek a role in college governance



Attached to a college (intellectually,

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most sds members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of sds—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the sds view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We’ll just have to wait and see how it develops.”

In recent months the sds outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from sds headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that sds, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

FAR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members “moderates,” not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on strike, rather than burn the buildings down.’”

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of “student power” and works at it: more student participation in the decision-making at the country’s colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the

emotionally) and detached (physically), alumni can be a great and healthy force

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

- ▶ Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

- ▶ Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

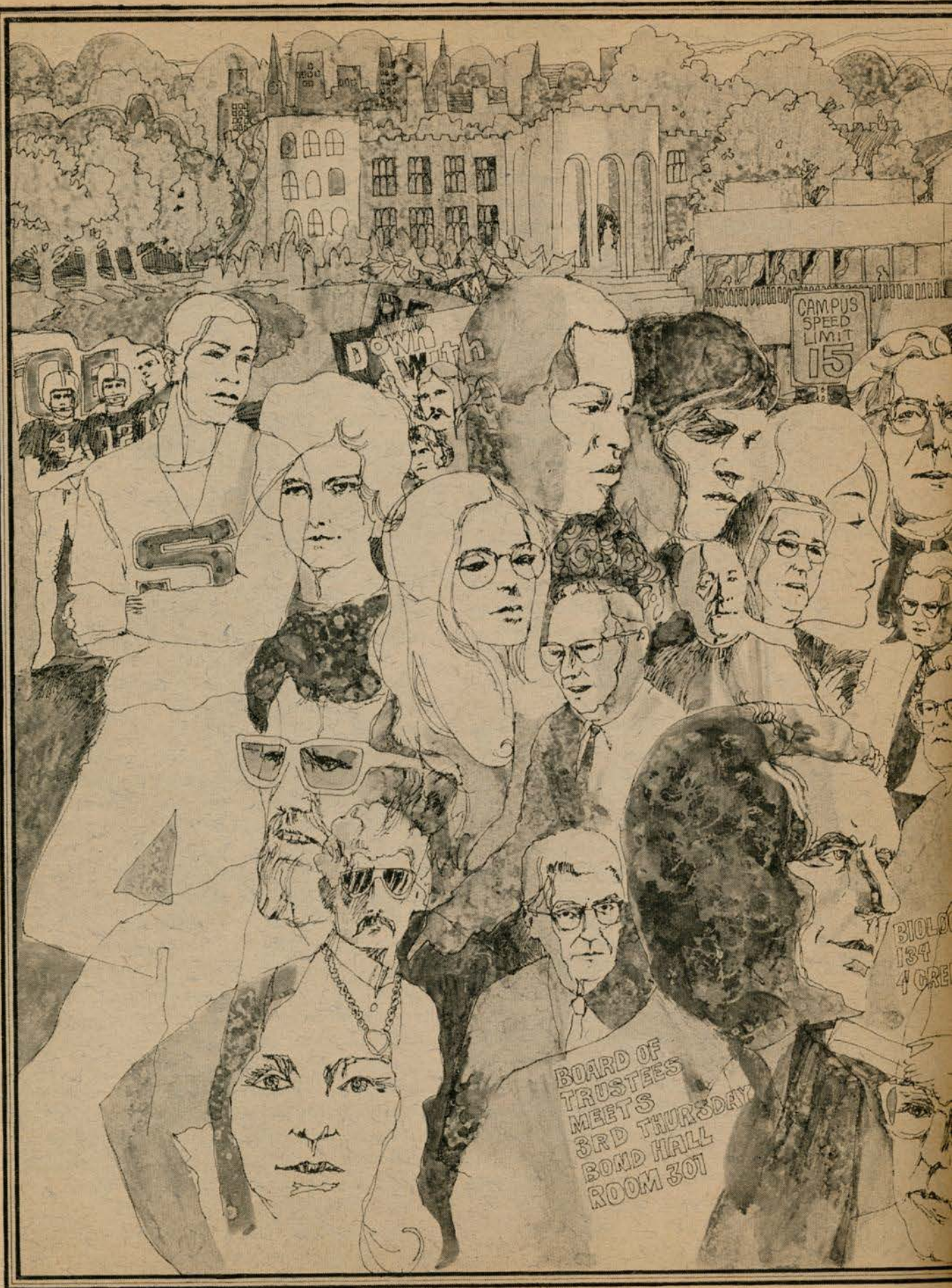
- ▶ Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

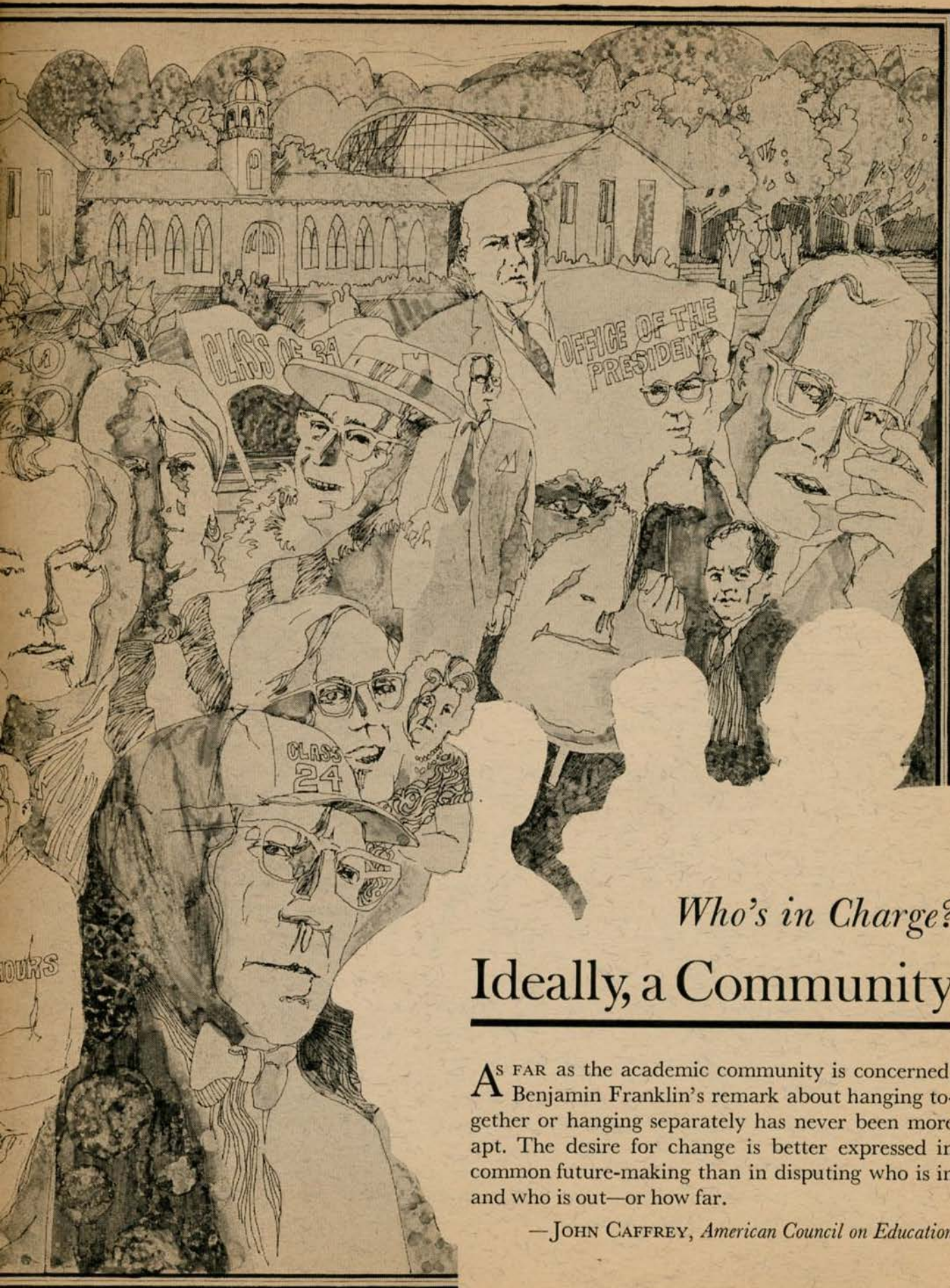
- ▶ The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."





Who's in Charge?

Ideally, a Community

AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*

A college or university can be governed well only by a sense of its community

WHO'S IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James A. Perkins, at a convocation of alumni, “the time required to regain a sense of campus community . . . demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake and destiny,” John Caffrey has written, “there are powers outside that community who will be only too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

WHO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

"Decisions are being made in more places, and

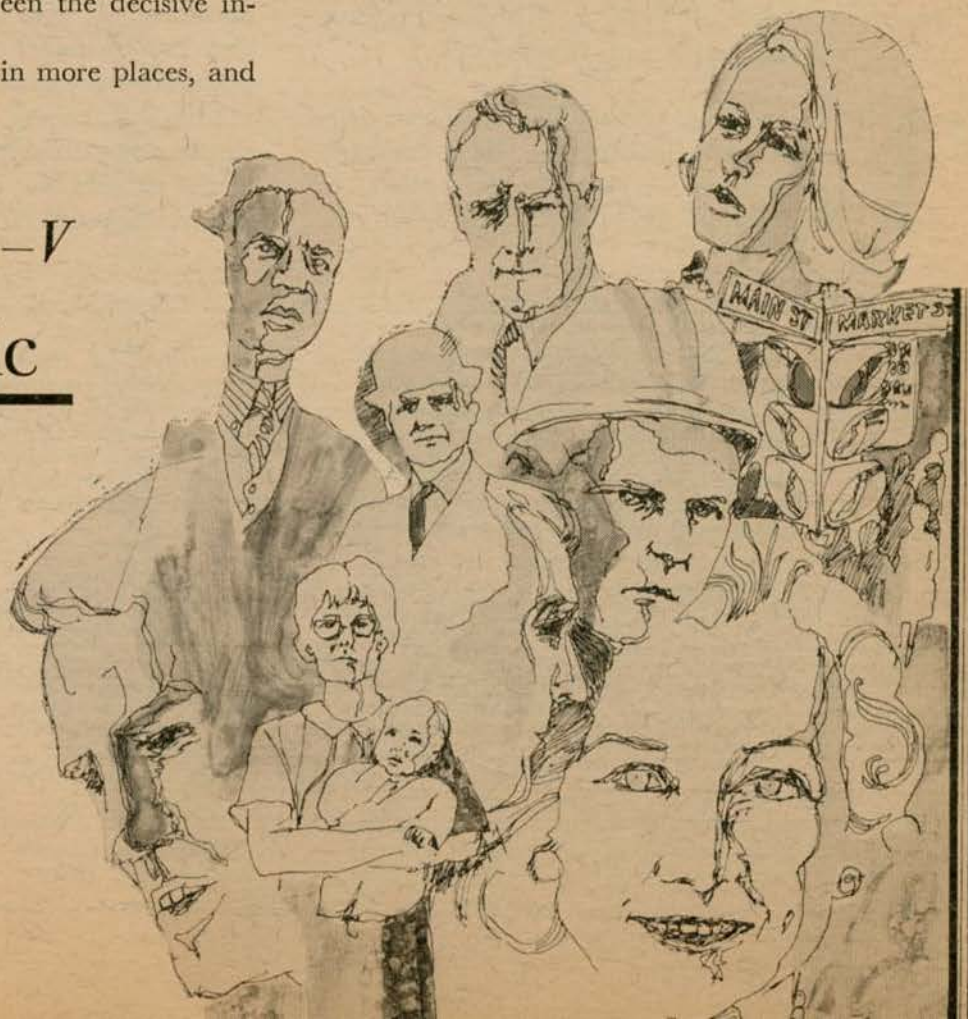
more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

MILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

Who's in Charge—V

The Public



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

THE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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The Trustees:

RESPONSIBILITY WITHOUT REMUNERATION

The members of the Board of Directors or Board of Trustees of a private college or university are the unpaid stewards of a "public trust." They are responsible for seeing that the institution fulfills the purposes for which it was established, that funds contributed to the institution are wisely invested, to not only enhance the growth and progress of the college but also to respect the restrictions on the use of specific gifts made by the donors. Board members are responsible for selecting the chief executive officer or president of the college—usually with the participation and concurrence of the faculty and representative students. But, the responsibility rests on the shoulders of these concerned volunteers who delegate the day-to-day operation of the institutions to professional educators. These volunteers represent the "public interest" in the future of private higher education. Trustees are frequently the most faithful and loyal contributors to a college, providing scholarship assistance and loans for needy students, helping in the development of academic facilities, and encouraging others in the community to lend their financial support.

Who are these citizens who give, and have given so much of themselves to the progress of Lindenwood College? The Board of Directors and the Board of Overseers of Lindenwood College are comprised of corporate and civic leaders, parents, alumnae, educators, and other professional men and women. Some have served the college for many years, and others have just recently taken up the burden of responsibility that every director must assume. By its charter, granted by the Missouri legislature in 1853, The Board of Directors of Lindenwood College is limited to fifteen persons serving staggered six-year terms. To provide for greater participation in the governance of the college, a separate Board of Overseers was established whose members regularly meet and work with the fifteen charter directors.

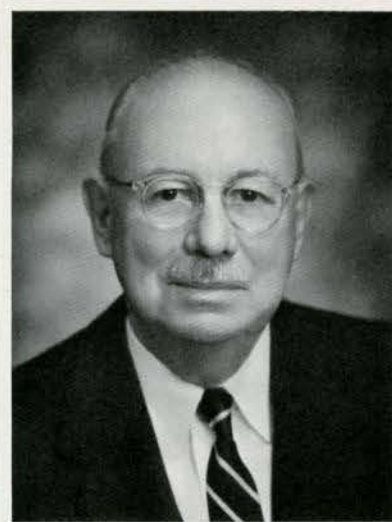
A number of directors have completed their service on the Board of Directors this year and were elected Directors Emeritus.

Mr. *Arthur S. Goodall*, a St. Louis investment counselor, has served as a Director of the college for 32 years. He was chairman of the Building and Grounds Committee and a vice-president of the Board. He has also endowed the Nannie S. Goodall Memorial Scholarship Fund at Lindenwood in memory of his mother.

Mrs. *James A. Reed*, who graduated from Lindenwood in 1909, founded a successful dress manufacturing corporation—Nelly Don, Inc., married a United States Senator, and endowed a chair in mathematics at her alma mater. Mrs. Reed received the honorary Doctor of Laws degree from Lindenwood in 1949. She became a Director in 1953 and was succeeded on the Board this year by her son, David, a prominent Kansas City attorney.

Mrs. *Horton Watkins* is an honorary alumna of Lindenwood and became a member of the Board in 1957. She is a graduate of Vassar College, a member of Phi Beta Kappa, and served as a vice-president of the Board for many years.

Mr. *R. Wesley Mellow*, President of the Liberty Foundry Co. in St. Louis, has retired this year after 26 years on the Board. Mr. Goodall, Mr. Mellow, Mrs. Reed, and Mrs. Watkins will all continue to serve the college as life members of the Board of Overseers. Other members of the Board of Directors who have retired after long service to the college are Mr. *Raymond E. Rowland*, retired Chairman of the Board of the Ralston Purina Corporation, and Mr. *Sidney Studt*, a Clayton financier. Mr. *George Brown*, President of the Emerson Electric Company, resigned from the Board of Overseers of Lindenwood College to become vice-chairman of the Board of Trustees of Lindenwood College II. Mrs. *Earl M. Johnston* has also retired from the Board of Overseers on which she has served for the past six years. The Reverend W. *Sherman Skinner*, pastor of the Second Presbyterian Church in St. Louis, has completed two successive terms on the Board of Directors of the college and is ineligible for re-election for a period of one year.



Arthur S. Goodall, the oldest member from the point of service on the Board of Directors of Lindenwood College, was first elected in 1937. He served on the Board during the administrations of Presidents Roemer, Gage, McCluer and Brown, and as chairman of the buildings and grounds committee during the construction of Cobbs, McCluer, and Parker Halls, the college chapel, and the Howard I. Young Hall of Science. A graduate of Washington University, he is an elder of the First Presbyterian Church in St. Louis and active in the work of the St. Louis Presbytery. He was named a Director Emeritus on January 5, 1969.

NEW DIRECTORS

Among the persons elected to the Board of Directors during the current academic year are:

Mr. *David S. Jacobsen*, general secretary of Stanford University, who earned his bachelor of arts and bachelor of laws degrees from Stanford and has had more than 25 years of experience in higher education administration. Mrs. *Thomas S. Hall*, St. Louis civic leader whose husband is a professor of biology at Washington University. Mrs. Hall is a graduate of Bryn Mawr and received her Master of Social Work degree from Washington University. Mr. *William Beasley Harris* is an attorney for the Federal Power Commission in Washington, D. C. He is a graduate of Temple University and the Temple University School of Law where he served as associate editor of the Temple Law Quarterly. Mr. *J. W. Quillian, Jr.*,

John M. Black, president of the Board, greets a faculty member at a luncheon preceding a regular Board meeting on the campus.



TRUSTEES AT WORK

(Left) David Jacobsen, Secretary to the University at Stanford, speaks out at a Board meeting while (Below) James Quillian and Dr. Russell Crider listen attentively.



is president of the Cravens-Quillian Mortgage Company and manager of the Cravens Investment Company in Oklahoma City, Oklahoma. His wife, Flora Mae, attended Lindenwood and their daughter, Sally, is currently a student at the college. *Mr. David Quinlan Reed* is an attorney in Kansas City and president of Fairview Enterprises, Inc. He is a graduate of Stanford University and received his law degree from the University of Michigan. Mr. Reed is continuing his mother's lifetime interest in Lindenwood's growth. *Mr. Richard A. Young* is chairman of the board of the American Zinc Company. His father, Howard I. Young, served as chairman of the Lindenwood Board for many years and his name has been memorialized in the new science building on the Lindenwood campus. Mr. Young was educated at Washington and Harvard Universities, and was the recipient of the Alumni Chemical Engineering Award from Washington University in 1960.

CONTINUING DIRECTORS

The Board of Directors is currently under the leadership of *Mr. John M. Black*, vice-president of Fruco and Associates Inc. of St. Louis. He has been a member of the Lindenwood Board since 1963, and also serves as a director of Boatmens National Bank, the St. Louis YMCA, the St. Louis Chamber of Commerce, the Salvation Army, and George Williams College in Chicago.

Also serving on the Board are *Mr. William H. Armstrong*, senior partner of Armstrong, Teasdale, Kramer and Vaughan, St. Louis attorneys. Mr. Armstrong has served as secretary to the Board for the past two decades and as secretary-treasurer since 1959. *Dr. Russell J. Crider*, St. Charles surgeon, is a graduate of the Washington University Medical School and also studied in Germany at Friburg University. He is an elder in the Presbyterian Church and has received numerous honors for his work with the Boys Club and the Association for



Attorney William B. Harris is one of the newest members of the Lindenwood Board of Directors.



Making sure that the woman's viewpoint is well represented are Mrs. Robert R. Wright (center) and Mrs. Arthur Stockstrom (right).



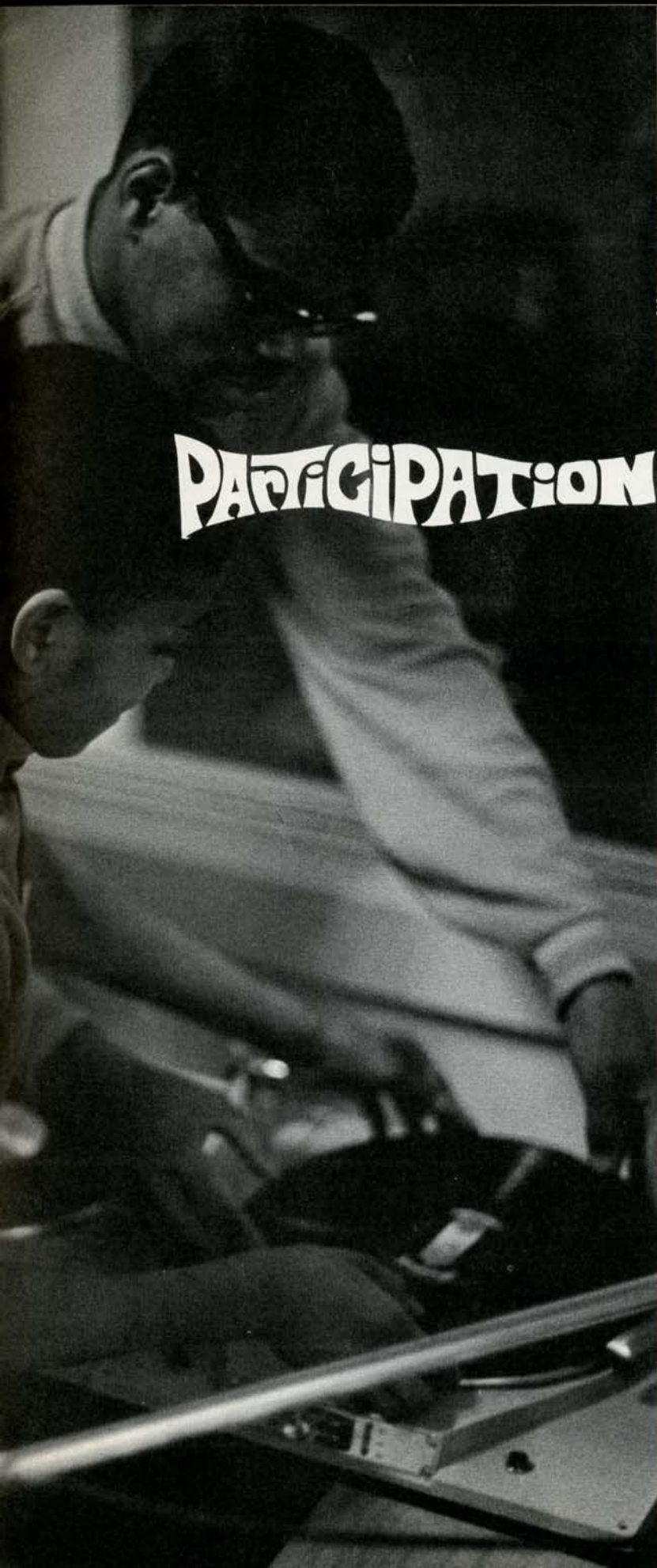
Board member David Q. Reed makes notes on the proceedings as does Mrs. Thomas S. Hall on his right.

Retarded Children. *The Reverend W. Davidson MacDowell*, is pastor of Ladue Chapel. He has been a member of the Board since 1960 and has received honorary degrees from Missouri Valley College and Park College. *Mrs. Arthur Stockstrom* has been a director of the college since 1949. An honorary alumna, she is a past president and member of the Advisory Commission of the Planned Parenthood Association. A graduate of Beaver College, she is currently chairman of the Board's committee on faculty and curriculum. *John M. Wolff* is an officer of the Western Printing and Lithograph Co., and an active civic leader. He is president of Bethesda General Hospital, and president of the Episcopal-Presbyterian Foundation. He also serves as a member of the Board of Trustees of St. Louis University.

BOARD OF OVERSEERS

Serving on the Board of Overseers are two alumnae of the college, *Mrs. K. K. Barton* of Kansas City, and *Mrs. Robert R. Wright* of Ladue. Mrs. Wright has been a member of the Board since 1957 and Mrs. Barton was elected in 1966. *Admiral Sidney W. Souers*, Honorary Chairman of the Board of the General American Life Insurance Company, is a director emeritus and life member of the Board of Overseers. He was first elected to the Board in 1958 and served as chairman of the finance committee for many years. He has also served on the Board of Directors of the George Washington University, and of Westminster College. *The Reverend George E. Sweazey*, pastor of the Webster Groves Presbyterian Church has been a member of the Board for the past decade. He has earned degrees from Westminster College, Princeton Theological Seminary, Princeton University, and the University of Berlin. He also serves on the Boards of Westminster College and Princeton Theological Seminary.





Special help from someone who has achieved college.

PARTICIPATION IS THE THING

The sight of Lindenwood students toting shopping bags to and from downtown St. Charles on a recent Wednesday morning did not disturb the passerby. They looked like college students hunting for bargains or just out shopping for personal items.

But shopping was not their "bag," as one wryly put it. The students were members of the Lindenwood College Tutorial Program, and their downtown trips had a selfless goal: the solicitation of art and writing supplies for the local school children they tutor each week.

"We went into the community because we need help in order to continue and expand our program," explained Sue Josephson, senior from Rochester, N. Y., who is co-chairman of the project with Patty Uren, a junior from Omaha. "Our program is independently operated, and has been, until now, financed solely by the tutors themselves," Miss Josephson continued. "We could appeal to the administration for funds, but we don't want to. We want the participation of the community in their donation of materials, games, toys, supplies and services. The Tutorial has to be a *participating thing*," she stressed.

Participation, to the 37 tutors in the program, means volunteering an hour or more of their time each week—and, often, additional hours on weekends—to work with 45 children from Blackhurst and McKinley elementary schools in St. Charles.

The youngsters, from grades one through six, are transported to the campus after school each

Research information for this article was provided by Lindenwood student Sue Josephson.

Wednesday, a few on Thursday, where the tutors welcome them and provide a flexible program of personalized help.

"The children have had an academic, large-group situation in school all day," Miss Josephson said. "Our aim is to give them attention on a one-to-one basis, complement what they've learned at school, and motivate them to recover lost ground."

The tutors offer learning activities that have fresh meaning for the child and foster communication between the tutor and tutee. One exercise in arithmetic is the counting of the horses in the Lindenwood stables, after which the tutee may describe his reactions to horses in general, or to a certain chestnut mare. All this to a *single* listener.

Or a child will learn how to record his voice on a tape in the studios of KCLC-FM, listen to the playback, then discuss with the tutor ways of improving pronunciation of words. Some want to explore the Lindenwood library or the computer center, and afterwards write out their

response. One may decide to sketch a campus tree. Another may choose to read a story aloud. Some just want to walk and talk.

The pinnacle of the afternoon is often the tutor-provided treat in the student "Tea Hole" in Cobbs Hall. Ice cream, soda, soup or sandwiches and milk—plus the company of an interested college student. The tutor then walks the tutee back to his home in St. Charles. The farewell is always cheerful if there's the prospect of a field trip Saturday or Sunday to sites in St. Charles or St. Louis.

"The tutor provides a friendly and familiar link with the unfamiliar world of the campus," said the program's co-chairman, Patty Uren. "The friendship and example of the tutor will, we hope, inspire the tutee to want to go on for further education. When a lower-income white or black child has steady and enriching contact with a person who has achieved college, he may realize all *is* possible."



Tutees arriving from St. Charles schools on Wednesday afternoon.

While the tutors appeal for community help to keep and expand the program, they acknowledge the assistance already given by both campus and community. Three Lindenwood faculty members advise them at workshops and whenever called upon. They are Dr. Virginia Lewis Carpenter, assistant professor of psychology; Mrs. Jane R. Wilhour, assistant professor of psychology and education; and Mrs. Carole Watson, director of the Inter-Cultural Programs Department, which sponsors the Tutorial.

In the community, the Human Relations Council of St. Charles, with which the tutorial is affiliated, gives ready assistance with referrals. Principals from contributing schools confer with the tutors at the start of the school year, and teachers provide pertinent information during regular consultations. The Ladies of the Church United, representing all Christian denominations in St. Charles, transport the tutees from Blackhurst and Mc-

Kinley schools to Lindenwood each week.

"Building on this excellent base of participation," Sue Josephson said, "we wish to involve more persons and agencies in the program. Not only local merchants, but even alumnae in St. Charles and St. Louis."

Specifically, she said, the children need brushes, paints, charcoal, glue, pencils, paper, crayons, pens, erasers, paper clips, masking tapes—simple materials.

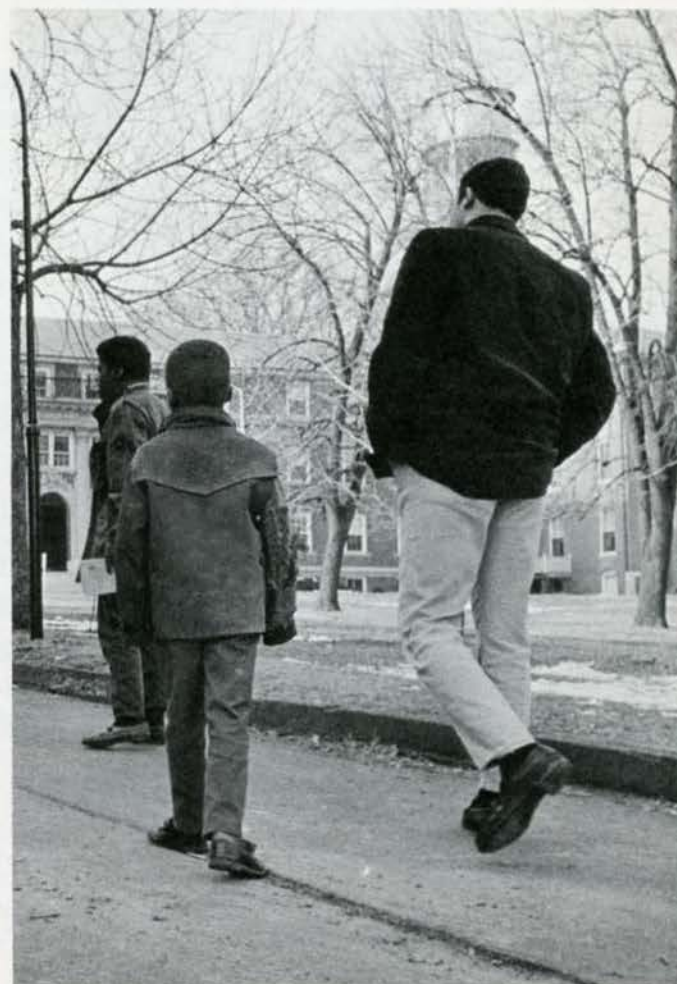
"Another welcome donation would be Saturday transportation in a minibus, with insurance, to facilitate trips to museums, zoos and historical sites. We wish a dairy, or someone connected with one, would offer to give the youngsters a tour on Saturday. Or that some group would give a Little Golden Book to each child to call his own."

The tutors will write or phone anyone offering help, declare Sue Josephson, Box 327, and Patty Uren, Box 612, Lindenwood College.

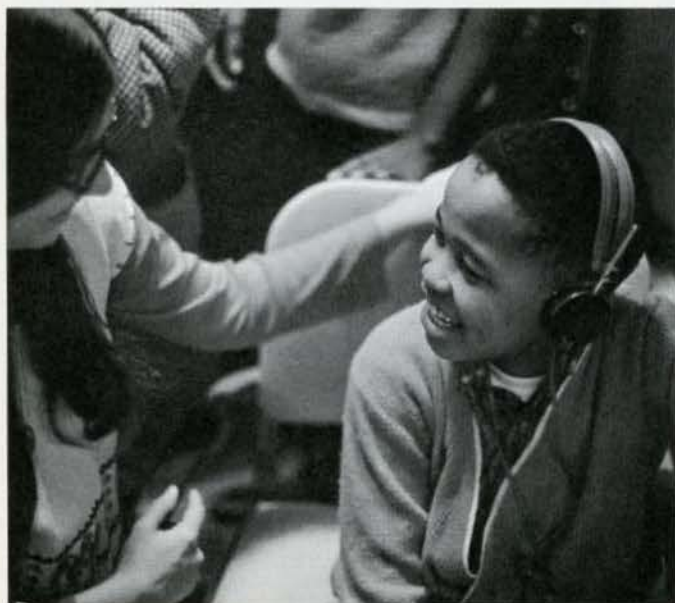
They'll even volunteer to tote the shopping bags across the wide Missouri.



The walk back home, at the close of the day,
with a college friend.



Learning, on a one-to-one basis, is fun.



Lindenwood is one of a limited number of small colleges which have organized a continuing education program affiliated with the college, leading toward a degree, and with a top administrator responsible for the program. In charge of Continuing Education at Lindenwood is Dean Mary F. Lichliter, who reports on the growth of the program since 1962.

by Mary F. Lichliter, M.A.

The Continuing Education program at Lindenwood, for students age 25 and older, has been growing since 1962. In the last few years the "adult" students have constituted nearly a third of the graduating classes. Last September I was appointed Dean of Continuing Education in addition to my work in placement. I serve as a counselor for both full-time and part-time adult students. The greater percentage have transferred college credit to Lindenwood and are now seeking to complete a degree or teacher certification.

However, some of the most enthusiastic of this group are actually beginning their college program as freshmen. While in the past this program attracted women, primarily, we have been getting increasing inquiries from men.



Dean Mary L. Lichliter advises continuing education student, Mrs. Barbara Landreth.

Lawrence S. Dilks, the first male student in the continuing education program, will complete degree requirements in January, 1970.

CONTINUING EDUCATION

Early in the fall we sent a circular to every household in the St. Charles area offering residents the opportunity to take College Level Comprehensive Examinations which would allow the adult student whose score was better than average on area tests to gain advanced credit in college. A memo also went out from my office to all alumnae in the area who have not completed their undergraduate degrees, urging them to "put college back into their life planning." National statistics reveal the best opportunities go to those with college degrees. Women are needed in the para-professional and professional fields and once family responsibilities have decreased, competency to move into remunerative work in a vocation or volunteer work in the community is a source of deepening personal satisfaction.

Education is a continuous process and Lindenwood makes available, in addition to the degree program, courses which are designed for personal enrichment and development. Lindenwood is offering a number of evening courses during the fall and spring terms which are open to adult students on a credit or non-credit basis.

Information on the Continuing Education program may be obtained by writing me, Mary Lichliter, Dean of Continuing Education, Lindenwood College, St. Charles, Mo. 63301.



Although the prime concern of faculty members at Lindenwood is teaching, they also conduct research, participate in professional and civic organizations, publish articles and books, and—receive many honors.

Dr. Stanley P. Caine, assistant professor of history, was named winner of the \$1000 David Clark Everest Prize in Wisconsin economic history for 1968. The award was given for Dr. Caine's doctoral dissertation entitled "Railroad Regulation in Wisconsin, 1903-10: An Assessment of a Progressive Reform." Dr. Caine recently presented a paper on progressive reform at the annual history conference of the Missouri Association of Historians held at Columbia, Mo.

The work of John Wehmer, assistant professor of art, was exhibited in a one-man show March 2 through April 3, 1969, at The Painters Gallery in St. Louis.

Dr. John A. Bornmann, chairman of the Division of Natural Sciences and Mathematics, recently presented a paper at the national meeting of the American Chemical Society in Minneapolis. A Fellow in the American Institute of Chemists, Dr. Bornmann worked during the past two summers at the Reactor Chemistry Division of the Oak Ridge National Laboratory at Oak Ridge, Tenn.

This summer he will participate in a six-week workshop at Tufts University, Mass., on "Modern Aspects of Physical Chemistry."

Lindenwood College's Dean Gary H. Quehl has been elected as Treasurer of the North Central Association of Academic Deans. He is also a member of the Executive Committee of the American Conference of Academic Deans.

Dean of Continuing Education Mary L. Lichliter was the College Section Chairman at the convention of the National Association of Women Deans and Counselors held in Atlanta in April. Miss Lichliter has just completed a two-year term on the Board of the Association. At the convention banquet she presented the speaker, Patricia Roberts Harris, former ambassador to Luxembourg and wife of William B. Harris, new member of Lindenwood's Board of Directors. Mrs. Harris, it will be remembered, delivered the commencement address at Lindenwood in 1967.

Associate Professor of Education Marjorie Ann Banks is a member of the Statewide Kindergarten Committee of Missouri. Her most recent publication is an article, "Team Student Teaching," printed in the February 1969 issue of *School and Community*, magazine of the Missouri State Teachers Association.

The College has received a grant of \$18,250 from the National Collegiate Athletic Association for a recreational program to be directed this summer in St. Louis by Mrs. Joy Ebest, instructor in physical education and advisor of the Lindenwood Athletic Association.

Dr. Bernard G. DeWulf, professor and chairman of the Department of Education, was

FACULTY FOCUS

elected chairman of the Higher Education Coordinating Council Committee of Directors of Student Teaching. The purpose of the committee is to study and recommend both short term and long term procedures for the handling of student teachers in the St. Louis area.

Dr. John B. Moore, professor and chairman of the Department of Economics, is president of the Missouri Economics Association. Author of numerous articles and economic reports, Dr. Moore is a former member of the Governor's Advisory Council on Employment Security.



Dr. Hazel M. Toliver, professor and chairman of the Department of Classics, has just completed a book, *Social Impact of the Roman Theatre as Revealed by Contemporary Writers*. Dr. Toliver recently returned from a sabbatical in Greece where she did some of her research for another book, on women in the entertainments in ancient Rome.

New Appointments

A new procedure in recruiting faculty members was initiated this year by Dean Gary H. Quehl. In addition to the usual interviews, each candidate for appointment to the faculty was invited to meet alone with students who are majoring in the department concerned. Following the candidate's visit, students were asked to write a formal evaluation of the prospect and submit it to the Dean and the President for consideration. This new procedure has been enthusiastically received by the students, and has helped in recruiting faculty members who can significantly strengthen the academic program.

Dr. Patrick Delaney, Jr., who has been named Outstanding Teacher of the Year by the students at Holy Cross College in Massachusetts for the past two years, will join the Lindenwood faculty in September as chairman of the Biology Department. Dr. Delaney received his Ph.D. from Brown University, has a brilliant teaching record and a reputation for involving undergraduate students in his research projects.

Dr. Dominic Soda, who has taught at both

Yale and Washington Universities, will come to Lindenwood as Director of the Center for the Undergraduate Study of Mathematics. He will be joined by Dr. Aaron Konstam, who is currently a research specialist with Monsanto in Dayton, Ohio. Dr. Konstam has served on the faculties of Wright State University, Brooklyn Polytechnic College, and the Technion-Israel Institute of Technology. He will become director of Lindenwood's new Computer Science Center.

Mr. John Nichols, who is considered one of the best teachers of undergraduate mathematics students at Washington University, will also join the faculty of the Mathematics Center. Mrs. Jeanne Huesemann has been a member of the Lindenwood faculty since 1957 and will continue her outstanding teaching as the fourth member of the mathematics faculty.

Professor S. Louise Beasley, who has been a member of the faculty of Lindenwood for the past twenty years, has elected early retirement. Miss Beasley served as chairman of the mathematics department for many years and her contributions to the growth of the department have been significant. Associate Professor of Mathematics Robert W. Murdock will be on leave of absence during the coming year to pursue individual research and study.

Dr. Craig Carlson, currently at Sugsburg College, will join the faculty of the English and Communication Arts Departments, where he will teach creative writing. He is completing his doctorate degree at the University of Exeter.

Mr. Klaus Gradinger has been appointed assistant professor in the Modern Languages Department and will teach French and German. A graduate of the University of Colorado and Valparaiso University, he is currently working on his doctorate at the University of Rochester. He has also studied at the Universities of Göttingen, Berlin, and Bern in Germany. Mrs. Jane Mudd, who has been serving as an instructor of German for the past two years, will be on leave of absence during the coming year.

Mr. Philip Enoch, a staff member of KSD-TV, will serve as an adjunct assistant professor of Communication Arts working in the areas of theater and film.

Mr. John Bartholomew, now teaching at Princeton Theological Seminary, will become Acting Chairman of the Department of Sociology in September, succeeding Dr. George Warheit, who has resigned to head an imposing research project at the University of Florida. Assistant Professor Bartholomew is currently completing his doctorate in sociology at Princeton. Also joining the staff of the Sociology Department will be Carl Batt, a cultural anthropologist. Assistant Professor Batt has earned degrees from the University of the Americas in Mexico City and from Northwestern University. He is currently working on his doctorate in anthropology at Washington University. In addition to the full-time staff, Mr. Roosevelt Johnson has been named as a part-time instructor in urban sociology and education. He holds a master's degree in guidance and counseling from Southern Illinois University and is a doctoral candidate at St. Louis University where he also serves as a special assistant to the president.



ALUMNAE ASSOCIATION NEWS & EVENTS

Dyke Steinbeck Barton Recipient of the Alumnae Association's Annual Certificate of Merit Award

"Sincerity Without Question" is how Alumnae Association President Barbara Ringer Hamill describes the interest Dyke Steinbeck Barton has shown in Lindenwood College and the Alumnae Association. On May 3, 1969, Mrs. Barton received the Association's annual Certificate of Merit Award.

Mrs. Hamill presented Dyke Steinbeck Barton to President Brown with this introduction.

As President of the Lindenwood College Alumnae Association, it is a distinct pleasure to present for the Certificate of Merit Award a distinguished member of the Association:

**Dyke Steinbeck Barton—
Class '29.**

Dyke has served lovingly and continuously on the Alumnae Council since its inception in 1957. At present

she serves a 5-year term on the Advisory Board of Lindenwood College as liaison between the Board of Trustees and the Alumnae Association.

She served as a member of the First Council in 1958, beginning a three-year term, followed as President of the Association in 1962.

Dyke is known for her leadership, loyalty, warmth and wit. All of these attributes have served her well as she has performed in the many offices she has held in her home town of Kansas City; President of Kansas City Lindenwood College Club in 1955-56; President of Kansas City Women's City Club, an organization of over 3000



Dyke Steinbeck Barton '29 Receives 1969 Alumnae Award from Dr. Brown.

women; President of Children's Cardiac Center, an auxiliary of Mercy Hospital of Kansas City; President, Sigma Chi Mothers' Club; Kappa Mothers' Club; member of Kansas City Presidents' and Past Presidents' General Assembly; The Baptist Memorial Hospital Auxiliary; and the Minute Circle Friendly House. She is a member of the Wornall Road Baptist Church.

She performs all duties with love and dedication.

Dyke is the wife of Kenneth K. Barton, and proudly boasts five beautiful daughters and one son.

It is with gratitude and humility that the Alumnae Association accepts the many hours' service Dyke has given to Lindenwood College and the Alumnae Association. Her interest is sincerity without question.

President Brown, it is my privilege to present to you—Dyke Steinbeck Barton—for the Certificate of Merit Award.



Lillian Nitcher, Who 'Made Others' Welfare a Career,' Dies

The morning after Lillian A. Nitcher addressed sociology students at Lindenwood in October of 1963, a reaction to her speech was posted on the student opinion board:

"For those of you who were not at the Fine Arts Parlor last night, you missed something. You missed a chance to see idealism in action. You missed the experience of hearing a person who is dedicated and courageous, a person willing to face the problems of the world head-on. You missed a great woman. . . .

"It is very seldom that one is lucky enough to cross paths with a wholly dynamic personality that affects one like an electric current. It happened last night.

"I am proud that I attend Lindenwood College, if our college can produce a Lillian Nitcher. I am proud because I am a woman, and perhaps most proud that I met a truly great lady."

Miss Nitcher, fondly remembered by alumnae as "Nitch," member of the Alumnae Council from 1963 to 1965 and recipient of the first Lindenwood Alumnae Certificate of Merit Award, died of cancer on March 15, 1969.

A native of Janesville, Wisconsin, "Nitch" graduated from Lindenwood in 1933. She entered social work in Madison, Wisconsin, and served as an American Red Cross assistant field director in England, France, and Germany during World War II before returning to Madison to head its welfare department.

Because of her immense contributions to youth, the physically handicapped, and the aged in Madison, she was named the outstanding citizen of the year in 1959 by the city's Newspaper Guild and honored at a dinner attended by 400 citizens.

In 1960 she joined the Red Feather organization in Alexandria, Virginia, and some years later became an executive with the Miami-Dade County Welfare Council in Florida.

She returned to the Red Cross in 1966 for overseas service, and had been in Guam four months when she became ill. She was flown to Oak Knoll Naval Hospital in Oakland, thence to Martin Army Hospital in Fort Benning, Georgia. For a month before her death she was a patient at Columbus Medical Center, Georgia.

The Alumnae Certificate of Merit Award, which was presented to her in 1959, cited Miss Nitcher for "having lived creatively, acquiring in youth and maintaining the

habit of broad thinking, and having shown leadership in the field of civic and social welfare in her city, her state and abroad." Dr. Franc L. McCluer presented the award.

After her death he wrote, "Lillian Nitcher was an exceedingly effective social worker and a great human being. She devoted herself to her task without any

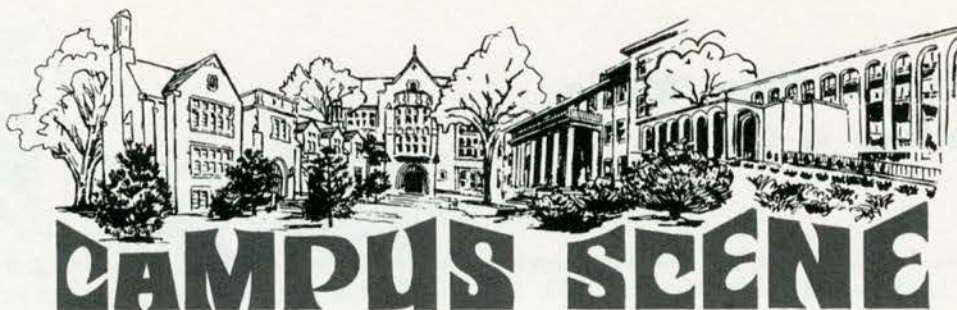


Miss Nitcher in 1962 with Dr. Franc L. McCluer.

thought of conserving her strength and found time to be of meaningful service to Lindenwood College as a member of the Alumnae Council. Those whose life she touched will always cherish the memory of her wisdom, her friendship, and her great and generous spirit."

As a tribute to the memory of this outstanding graduate, The Alumnae Council has established The Lillian Nitcher Memorial Fund for Disadvantaged Students. Contributions may be sent to the Alumnae Office.





SUMMER SESSION, 1969

The Lindenwood summer session, from June 9 through July 18, will offer undergraduate courses ranging in interest from kindergarten problems to drug addiction. The largest number of courses (10) is in education; history is next with five. The other course offerings are in art, biology, English, political science, psychology, sociology, geography, and library science.

One of the six workshops of the summer session will be offered at Lindenwood in conjunction with the University of Missouri. A continuing education project entitled "An Imperative of the 70's: Releasing Creative Woman Power," the workshop will run from June 15 through June 27.

Detailed information on the summer curriculum may be obtained from Dr. James F. Hood, Director of Summer Session, Room 109, Roemer Hall.

Stanley Elkin, Novelist

Stanley Elkin, novelist and Guggenheim Fellow, author of *The Bad Man*, *Boswell*, *Cryers* and *Kibitzers*, visited Lindenwood in March. He read excerpts from his novels, one of which, *The Bad Man*, is being made into a movie with Robert Shaw as the lead.



Tally Ho!

The Lindenwood College Horse Show, sponsored by the Beta Chi Riding Club, was named "Best Show of the Year" for 1968 by the Missouri Horse Show Association. The Lindenwood stables received second place in the High Point Stable awards given by the 250-member Association. The riding program at the College is conducted by Mrs. Fern Palmer Bittner, director of horsemanship, and has a current enrollment of 75 students.

French Journalist at Lindenwood

Prominent people in the arts continue to visit the Lindenwood campus. Miss Jacqueline Cartier, considered the foremost woman journalist in the cultural field in France, spoke to French and drama classes at the College this spring and also gave a public lecture in Young Hall. As a writer for *France Soir*, a large Paris daily, Miss Cartier reports on the cultural scene in such cities as Rome, London, Beirut, Brussels and New York.

Musical Events at Lindenwood

Lyric tenor John Walker, who has performed in leading operatic roles in this country and abroad, gave a concert at Lindenwood during the spring semester. The Butler University Chorus from Indianapolis also performed on campus. Pianist Groff S. Bittner, assistant professor and chairman of the Department of Music at Lindenwood, gave a recital in Roemer Hall auditorium in April.

The major musical events of May were the Spring Concert by the Lindenwood College Choir and the Lindenwood Singers, and the Lindenwood Opera Theater's presentation, "Two Nights at the Opera." The

Spring Concert, conducted by Dr. Kenneth Greenlaw, assistant professor of music, was held Monday, May 12, in Roemer Hall auditorium. One of the highlights of the outstanding program was a flute solo by Miss Marlene Howell, freshman at Lindenwood who recently won a scholarship to the Aspen Summer Music School in competitions conducted by the St. Louis Symphony Society.

The Lindenwood Opera Theater program, "Two Nights at the Opera," was presented on May 17 and 19 in Roemer Hall auditorium. Joseph Robbins, director of the Lindenwood Opera Theater and assistant professor of music, directed and performed in the program consisting of scenes from famous operas. Robbins is a leading bass-baritone with the St. Louis Opera Theater and will perform with the company this summer in St. Louis. He will also organize, on this side of the Missouri River, the first season of the Summer Lindenwood College Opera Theater. The group will present "The Old Maid and the Thief" by Gian-Carlo Menotti.



SPRING CARNIVAL

The annual student carnival was held Saturday, April 19. The dormitories, the Day Students and other campus organizations provided concessions—one of the most popular of which was the pie throwing booth devised by the Day Students. The sign read: "Get a Bad Grade on That

Last Test? RETALIATE!" For a donation one got the chance to throw a cream pie at a faculty member partially covered by canvas. By the time the students got through, Jim Temmen, instructor in sociology, was more than partially covered with sweet retaliation.



Afro-American Arts Festival

The development of black culture from its primitive forms in art, music, dance and poetry was the theme of an Afro-American Arts Festival held April 26 and 27 at the College. The event, sponsored by the Lindenwood chapter of the Association of Black Collegians, featured local and national black artists and performers, writers, and theologians.

World-Famous Dancer, Charles Weidman, Performs

Also to Lindenwood came Charles Weidman, one of the founders of American modern dance and director of the Expression of Two Arts Theatre in New York City. Famous for his pantomime dances, Weidman performed some of them at the College and worked on stage with members of Orchesis, a modern dance group at Lindenwood.



On George Washington's birthday, as the nation paid tribute to the Father of His Country, the streamers were out at Lindenwood for the most important father in the world: each student's own.

Saturday, Feb. 22, was the central day of Father's Weekend, the annual campus salute to the fathers of Lindenwood daughters. Welcomed earlier with smiles and midwestern hospitality, dads were introduced to friends, faculty and administration before the opening session of the Saturday symposium, "Lindenwood Looks to the Future."

Fathers had the opportunity that morning to learn more about three of Lindenwood's special programs for the future. Those who attended "The Computer in Higher Education" witnessed a student demonstration of the College's IBM 1620 computer—and tested their own skill, as students do, on the 1620 itself.

In "The Uncommon Common" parents heard a presentation by students and faculty on the nationally-acclaimed Lindenwood Common Course.

The third program, "The World for a Classroom," was an audio-visual account of off-campus study experiences and opportunities by student participants.

President Brown praised Mr. Goodman as a man of national and international influence. "But most significantly," Dr. Brown added, "Mr. Goodman has come to Lindenwood today as a father." Goodman's daughter, Julie, is a junior at the College.

Parents and guests next attended a reception and open house in the studios of KCLC-FM marking the official opening of Lindenwood's new community FM radio station. In the receiving line were President Brown, Mr. Goodman and Professor Martha Mae Boyer, chairman of the Department of Communication Arts.

Resting unpretentiously on Miss Boyer's desk in the new studios in the Fine Arts Building was an engraved, silver Revere bowl presented earlier by Communication Arts students in recognition of her more than twenty years of achievement at Lindenwood College. On request, which was constant, she showed the gift to parents, students and friends from the radio and television industries.

Saturday the 22nd concluded with a Father-Daughter Banquet in the ballroom of the Three Flags Restaurant overlooking the Missouri River. Daughters danced with fathers, and student groups entertained.

A Weekend with Father



Julian Goodman, left, president of the National Broadcasting Company, and Lindenwood President John Anthony Brown chat with a visitor at the KCLC-FM reception during Fathers Weekend. Goodman's daughter, Julie, attends Lindenwood.

After the Lindenwood-only morning, came the deluge. Representatives of the communications media in Metropolitan St. Louis and other invited friends joined fathers to throng two afternoon events. At 2 p.m. in Young Hall, Julian Goodman, president of the National Broadcasting Company, delivered "A Special Presentation on the Future for the Communication Arts." In his introduction

One father understandably slept too late Sunday morning and had to arrange an evening flight home. He wasn't upset; he had more time to be with his daughter and get to know Lindenwood better.

"In fact," he chuckled, "my only regret is that I'm not young enough to enroll in Lindenwood II!"





Professor Martha Mae Boyer, chairman of the Department of Communication Arts, studies silver Revere bowl presented Feb. 22 by students in recognition of her more than twenty years of achievement at Lindenwood College. Vice-President for Public Affairs Richard Berg and communication arts major Victoria Lowe share Miss Boyer's delight.

The Lindenwood Colleges Bulletin

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