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FACULTY MINUTES

1945-1948

FACULTY MINUTES FOR THE YEAR 1945-46

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

FACULTY CONFERENCE

September 10 - 13, 1945

MONDAY, September 10

The Administration and faculty members gathered at a dinner meeting for the opening of the school year 1945-46, Monday evening, September the 10th. This was a family dinner, wives, husbands, sisters and children were present. After a delicious dinner, served cafeteria, President Gage spoke of the difficulties the dining room service department was having. The President then introduced the new faculty members with a little talk about each one. Dr. Silas Evans, who is to be the Visiting Professor of Bible and Philosophy, made a brief, but interesting talk. The meeting adjourned although many people remained to chat informally and greet those whom they had not seen since last spring.

Kathryn Hankins
Sec. of the Faculty

MINUTES FOR THE FACULTY CONFERENCE

SEPTEMBER 11th - MORNING SESSION

President Gage opened the meeting by saying that the morning session would be somewhat abbreviated, since the equipment which Mr. Orr intended to use in a demonstration lecture had not arrived. This radio equipment is to be installed in the Fine Arts Building. Therefore, Mr. Orr limited his remarks to what equipment had been at hand for his work and how he expected to be benefited by this new equipment. He said in part: The department of Speech has had a studio acoustically treated, one R. C. A. microphone, one machine record cutter and play back. There was no music equipment, but in the new setup there will be. The new equipment will be installed in the auditorium of the Fine Arts building, the auditorium being acoustically treated. There will be turn-table equipment and an extra cutting machine. In one of the class rooms there will be a loud speaker which will enable the students to hear the broadcast from the auditorium.

This equipment does not enable the college to broadcast outside, although whenever that is desirable this equipment will handle a broadcasting station. The music department will use records for a check back. For the past few years, station KFYO has allowed Lindenwood to broadcast a childrens' program every other Saturday. The class did a series of Bunny stories based upon stories written for Dr. Parker's course in Creative Writing. President Gage asked Mr. Orr if it were possible to go ahead and give other programs. So far only KFYO has granted that right, but KFYO reaches a large audience and their programs are very respectable and they are very particular what kind of programs they allow broadcasted. Mr. Orr stated that a previous difficulty has been that they had no chance to hear their own program over the radio up to the time of giving it and hence very little chance for criticism.

President Gage remarked that institutions grow, they are not just made by resolutions. There should be great interest in Speech in our curriculum since we do our thinking by words and figures. He spoke of Dr. Parker's request over a year ago for a suitable radio equipment. The present equipment is to cost in excess of \$3000 dollars.

President Gage called upon Miss McCrory of the Speech Department to present her ideas upon a Speech Curriculum. Miss McCrory held one of the faculty scholarships and did her work at Columbia, New York. Miss McCrory said in part:

She took two courses for credit - Play Production and Story Telling. She observed in an education course

which gave her the right to observe in Interpretation, Public Speaking, and Voice and Diction. She began her paper with what was really a history of the speech movement taken, as she stated, from a book by Miss Robb, Oral Interpretation of Literature. Speech is not a new movement--it goes back to Aristotle for delivery with material added by Cicero and Quintilliam. There are two schools of thought - one, believing in natural expression, the other, in mechanics. These two methods have been handed down to us. In the second period of speech history, a scientific background was added. In the third period there were new standards based on materialistic values, love of display and ornamentation. This led to elocution and the Del Sarte system. This latter did have something to offer. There was an inter-relation of soul, mind, and body. Regular schools of speech, such as the Emerson School originated in this period. Colleges did not offer speech courses. After 1870 there was a psychological interest, and a new emphasis upon naturalness. The fourth period was a realistic one or a period of disillusionment. There was more recognition of the individual; there was no further need for platform or elocution training or for entertainment. The schools changed to colleges. Radio is the latest development. In our curriculum, play production is well represented in Interpretation. Miss McCrory made the following suggestions for Lindenwood: The department should be less highly specialized -- it serves too few of the students. The remedy - a more comprehensive basic course than voice and diction. Dr. Weaver thinks that the field of a basic course should include more than voice training. More should be incorporated in a fundamental course such as debate, interpretation, etc. The course would require more than two hours. Two-thirds of a college group needs training. Speech tests should be given here. We should recommend or require a speech course. Permit students to take only one or two courses at a time. Lindenwood has enough speech courses for four years if students did not concentrate. A speech certificate ought to require a longer period of time. Urge all students to take class work rather than private lessons, since private work places more emphasis upon imitative coaching rather than upon creative work. Group work is more satisfactory because an audience is good for the student who would be artificial otherwise. In addition to the basic course there should be a course in Voice and Diction for the major. Public speaking should be an advanced course and follow Fundamentals. Add a course in Discussion, Debate, and Argumentation.

The National Education Committee on Policies stated four objectives in education in which speech can play an important part: self-realization, a satisfactory social relationship, good citizenship, economic efficiency.

President Gage remarked at the close of Miss McCrory's speech that some of her suggestions will come up in the Institutional Research Committee and then through the Curriculum Committee to the Faculty and perhaps by next spring would appear in the catalog.

He raised the question, "Where does Dramatics belong? In the department of English? In Fine Arts? Should we have a department of Speech? The President also raised the question, "Is there a vacancy here in Argumentation and Debate?" Dr. J. Bernard remarked that the girls are afraid of debate. Miss Gordon said that at one time the college, through the Speech Dept., offered a course in Debate, but that it died for lack of enrollment.

The meeting adjourned.

Kathryn Hankins
Sec. of the Faculty

Kathryn Hankins

SEPTEMBER 11th - AFTERNOON SESSION

President Gage opened the meeting with some remarks about the North Central Study for the training of better teachers. The President said that Dr. Works had a part in starting the movement. The first subsidy was \$27,000. When the subsidy was exhausted, the colleges that had been selected, wished to continue the study and paid \$100 fee and the expenses of the representative of the college. Dr. Schaper was Lindenwood's first delegate, followed by Miss Hankins, then by Dr. Finger. For the workshop of 1945 there were 75 applications, therefore two workshops were planned, one at Minneapolis and one at Chicago. President Gage chose Mr. Thomas to go to Minneapolis and Miss Morris to go to Chicago. The President announced that Mr. Thomas would be chairman of the Teacher Education Committee for the year 1945-46.

Mr. Thomas made the following report of the workshop study:

All meetings were held in the Continuation Center on the University campus. Forty colleges with fifty-three representatives made up the group. The co-ordinators of the organization were, C. L. Furrow of Knox, G. E. Hill of Macalester, F. W. Clippinger of Drury; Ruth Eckert and Russell Cooper carried a large part of the overall direction. The ten original topics selected by a pre-conference questionnaire underwent a settling process and four main problems developed. They were: 1. Teacher Training. 2. Improvement and Evaluation of Instruction. 3. Divisional Organization and Comprehensives. 4. Experimental courses. A poll taken before the close of the session rated topics 2 and 3 as contributing the greatest study value. A summary of the thought of the group on the four problems follows:

I. Teacher Training

Dean Peik directed the seminar in Teacher Training. Parents of students in college will call increasingly for functional education. The straws in the wind indicate we shall have to plan general education and more vocational education for a greater proportion of our youth and for a longer period of time. Vocational education will be so very much more in the picture that even the Liberal Arts college will have to recognize this interest of youth and realize that the education of all youths at their respective levels of ability is an important consideration. More attention and study must be given to the peoples of Asia, the Pacific and Africa. Insight into the basic principles of science is more necessary. Agriculture, industry, home life, labor - all are identified with technology. The wide area of science cannot be an elective for indifferent sampling. General educational trends which the post-war era will accelerate

are - a. A clearer concept of the function of education as a social institution; b. and c. Greater use of college divisions instead of college departments and of required and much longer sequences instead of elective unit courses; d. More recognition of personal, home and family, social and civic relationships of the individual; e. Periodic comprehensive exams for diagnosis and general evaluation and more reliance upon achievement than upon credits completed. More experimental set-ups; f. Increased relief in acceleration for the superior student; g. Greater use of socialized methods in instruction panels. (More counseling and guiding.)

Under the title of current criticisms, Dean Peik said that high school and college programs do not articulate; there is need for a philosophy of education. There is too much emphasis upon acquisition and retention of knowledge. In regard to the training of teachers, Dean Peik would like to see the Life Certificate done away with. The five year plan is coming to the fore.

II. Improvement and Evaluation of Instruction.

Improvement of instruction must be self-improvement. The following specific recommendations were made. 1. Improvement of instruction through preparation of course syllabi which should include objectives, course content in outline, methods of evaluation. 2. A restudy of the book, Better Colleges, Better Teachers. 3. Better use of Audio-Visual Service. 4. Teaching extended beyond the class room. Class room teaching re-vitalized by panels etc. 5. Better use of the library. Dean McConnell advised that colleges lift themselves out of the rut and that as regards Classical Education they avoid the error of retaining the form and losing the spirit. We limit the student too much to listening to the professor and reading books. Help the students to see intrinsic motives. In a college where grades are very important, the curriculum probably is not.

Evaluation of college teaching has a three fold purpose: 1. Evaluation by the college, by the teacher and by the student. The student should be allowed to evaluate the courses and the teachers. The group came to the conclusion the college should devise a fair, competent, and frank instrument which would register student evaluation of Instructor.

III. Divisional Organization and Comprehensives.

Nineteen of the forty colleges at the workshop reported use of the Divisional Organization Plan. Of the nineteen, ten require comprehensives.

The colleges using the plan list the following advantages:

1. It is the machinery for the comprehensives.
2. It weeds out courses of unplanned duplication.
3. Requires a new appraisal of courses and objectives.
4. Gives more direction to the teaching of subject matter.
5. Is a means of knowing more about the other teachers work.

Factors which militate against the plan.

1. A strong departmentalism on the part of some faculty members. Lack of assurance that the divisional major will be accepted in graduate schools.
2. Great amount of time required -- weekly conferences a must.
3. Difficulty of finding a good chairman.

Comprehensives

The name refers to any type of exam which presumes to test the students' knowledge in a broad field. It is based on the assumption that no one should receive a bachelor's degree unless he can prove his ability to put items of knowledge in some one field or division into original and pertinent combination in solving problems new to him in the field of division. The purpose of such an exam is to develop in the student a well defined point of view concerning problems in his own field and the ability to use broad principles in his thinking in other fields, and to correct the notion that mere passing of a course is important educationally.

IV. Experimental Courses and Practices.

The University of Minnesota proposes to establish a course in communications to take the place of English Composition. See Mr. Thomas's paper for complete details. One college reports that it turns over all exam papers written in poor English to the English Department. Another one has developed a new type Junior-Senior English exam. The General Physical Course given in Minn. U. without a laboratory has been revised to meet laboratory requirements. Mr. Thomas closed his paper with these words which had been repeated again and again in the Workshop: "More important than the course or the objective is what happens inside the student and what happens on the campus as a result of the total program of your college."

Discussion of Mr. Thomas's paper was deferred until Miss Morris gave her report on the Workshop.

Miss Morris' Report upon the Workshop at Chicago

The Workshop was set up at Chicago in the same way that DR. Thomas has described the "Minnesota Workshop. I feel that DR. Thomas has given the meat.

It was emphasized that we are living in the age of the atomic bomb; there is great fear if we do not keep pace. Floyd Reeves said that the basic trend of the world is toward the mechanism of industry and agriculture; a trend toward the cities; a decrease in birth rate; an increase in monopoly; changes in jobs. There is a need for teachers; for more control by the government. What is the way out of the confused international picture? Education is the way out.

The issues discussed at the workshop were general education, adult education, work experience, better counseling spiritual experience.

General education was defined as what every one should know outside of his vocation. The first 14 grades of school should concern themselves with general education- it is the citizen's responsibility- it is our reason for democracy. Increase in the amount of material to be learned makes it hard. Where do our educational objectives come from? From the charter of the college and the needs of youth.

What should be the content of our curricula and how should we organize them? Some advocate the study of great books. Some believe the pattern should follow divisional majors. Some believe in visual education. Some advocate visual aids. As to comprehensive exams, there are two types- one that has breadth, one that goes deep into one division.

The college has a relation to the community and should be interested in adult education. Use of leisure is an important consideration.

Liberal Arts college is the place to train teachers. As colleges we put an emphasis upon the individual. We should simplify our courses. There ought to be fewer courses for teachers and more practice teaching with liberal courses. The words general and liberal are used with the same connotation by Davidson. The teacher gets work experience by working with children.

In counseling, the Carl Rogers' method swings too much to the permissive. We ought to cultivate self-directiveness. We need to practice group therapy- that is, cultivate high moral on the campus.

Learning without religion- spiritual experience will undermine civilization.

Following these remarks there was a panel discussion Dr. Works asked if "divisional major" had been defined. DR.

DR. Thomas defined it as a major in related subjects taking music subjects as an example. It is possible to have a division without a major and a major without a division. The idea of divisions is to do away with "unit" courses. Every thing must have sequence. Departmentalism is an enemy to unification. The great problem of divisions is to find a chairman with general ability and tact. Divisions lead to better thinking on the part of the teacher and student. The question in divisions is - do we go abreast with all science for example, or take one and related subjects. The question arose "Would graduate schools accept general courses more than they have done in the past? DR. Works said that there was a reaction in graduate schools against a certain no. of hours in specialization. The meeting adjourned.

Secretary of the Faculty,

Kathryn Hankins
Kathryn Hankins

MINUTES OF THE MORNING SESSION

SEPT. 12, 1945.

President Gage called the meeting to order at 9 O'clock.

President Gage said that the college had given five summer scholarships to members of the faculty. He then called upon Miss Werndle to speak of her work. Miss Werndle gave the following brief summary of her work. She did her work at the Biological Marine Station of Leland Stanford University. The Station is located in Pacific Grove on Monterey Bay. It is a research station giving courses only in the summer. She mentioned as her most interesting course one in Physiological methods. She explained one method. Pigments were extracted from animals, these pigments separated on a column. The problem is concerned with finding the correct substances to get the pigments separated. Her other course was in Micro-biology. She reported a profitable summer and expressed her thanks to Dr. Gage for the opportunity the college gave her. Mr. Friess reported next. He said that he continued his study of the summer before with the organist of the Church of St. John the Divine in private lessons (organ) and in Fugue and Counterpoint.

President Gage then called for the regular program of the morning. Dr. Clevenger and Dr. Garnett had been appointed to prepare a catalogue for publicity purposes*. Dr. Clevenger reported first on this Announcement Bulletin which has already been sent to the printer. Dr. Clevenger said in part. Their first job was to read about the making of catalogues. They were most influenced by the following articles: " Curtailing the College Catalog" by W. W. Brickman in School and Society, January, 1943; Millard E. Gladfelter published the report of a committee appointed to evaluate several college catalogues; A. Hibbard, in May 31, 1941 issue of the Saturday Review of Literature, title, What Every Young Man Should Know. After the reading, Dr. Clevenger and Dr. Garnett agreed upon some general principles before beginning their writing. They agreed that no change should be made in the sense of the 1945-46 catalogue, but that there should be no reverence for the arrangement of topics or chapters. Since the book was being made for high school students the arrangement should be psychological rather than logical. They wished especially to avoid high pressure talk. They wished to be consistent with the belief that Lindenwood is a single institution not a collection of separate departments. The next problem was to lay out the plan. They first declared war on footnotes. The approach to the whole question was along the following lines:

The President stated that he had authorized DRS Clevenger and G

Garnett to leave out of the Announcement Bulletin all such conditioning clauses as "unless excused by the President or Dean".

The student would want to know: What is it? Where is it? What does it propose to do? What kind of residence halls? What will it cost me? What is the tuition? Has the college anything to give away? What about student life? This was the logical place to answer hypothetical questions about home life, class recitations, social life, spiritual life, student government, etc. The calendar followed, then admissions, then all subjects unclassified, that is, general information. The items in this group were arranged alphabetically - cancellation of courses, class attendance, class rank, college credits, dismissal of students, grades, requirements, student load, vocational hours, withdrawals. Then followed the description of courses arranged alphabetically. That is, first the curricular list, then courses of instruction without descriptions because space must be saved. Next followed the Board of Directors, the Administration and the faculty, the student roster, the Concert and lecture course, and the Activity calendar for 1944-45.

Mr. Douglas Martin, publicity manager for Washington U. was chosen by Mr. Motley to go over the whole MSS. His suggestions were used. The book has some illustrations. Dr. Clevenger assured the faculty that no criticism was intended for anyone who had had a part in the making of our old catalog. That catalog was the result of a system.

Dr. Garnett then presented a paper on Unsolved Problems.

Dr. Garnett believes that a part of this Announcement Bulletin could be incorporated in an Official Catalog.

A catalog serves three purposes he stated.

1. It is a guide to the faculty and administration
2. It interprets the college to other colleges
3. It is vitally important in bringing students to the college.

In this announcement bulletin there could be no numbering of courses, no descriptions- space had to be saved. He spoke of the three articles read previously listed by Dr. Clevenger. The reading furnished them with this criteria for sizing up a catalog: there should be clarity on admissions- avoidance of wordiness; clarity regarding fees, tuition, curricula and degrees; readability, explanation of extra-curricula, ease of finding information, a good general appearance. The articles read suggested photographs to induce informality. The study also revealed that there is no rule as to whom the task of making a catalog should be given. In the majority of cases it falls to the registrar or the Dean. A good catalog published at Miami U. was edited by five teachers with the help of two sub-committees. The principles they developed were: avoid what is out moded, use only six printed lines for descriptions of courses, avoid salesmanship, avoid discussing methods.

Rogers and Williams make the following recommendations on numbering:

1. Numbers must be significant

2. Must be discriminative
3. Consistently have the same meanings
4. Capable of expansion

Dr. Garnett stated the problems at hand if the official catalog should be re-written

I. Our present system does not produce a catalog in September
A catalog should be worked on during the school year and published in the summer.

2. One person should have general supervision, but there should be co-ordination of effort.

Dr. Garnett made the recommendation that a committee on co-ordination be appointed. He suggested the following work for the committee

I. Make a permanent schedule of classes -- a schedule for every year and a schedule for the even and odd years and pair the alternate courses

2. All two year and four year curricula should be examined for content and order of courses

3. Descriptions of courses should be re-written- there should be a uniform plan of description

4. Courses should be re-numbered more meaningfully

5. This is the year to re-write the catalog.

President Gage called first upon the Dean for her reaction. Dean Gipson's response was that she had not heard about this before. She felt that the descriptions in our present catalog are very good. The Dean said that worthwhile remedies had been suggested; that her office had always been rushed in the making of the catalog.

President Gage expressed his appreciation to Drs. Clevenger and Garnett for their summer's work and a clear exposition of it.

Dr. Works said that a very constructive proposal had been presented, but he doubted if it could be done in one year. That the adoption of the recommendation was purely an administrative matter.

President Gage replied that it was but that the work would be a cooperative task with the faculty contributing.

Dr. Works felt that a permanent schedule would be an asset. Pictures are often misleading, he said.

Dr. Garnett said that there should be an official catalog only every two years, but an Announcement Bulletin regularly once a year.

President Gage then called upon several members of the faculty to express themselves regarding our catalog. The Registrar agreed with Drs. Clevenger and Garnett that there are inconsistencies in our catalog. Mr. Branstetter said that he had been hoping for a catalog to be out at least by October. Mr. McMurry thought that the description of courses contained the least value to students whom he contacted.

DR. M. Dawson said that she found it difficult to find things readily - that the index did not seem usable.

Dr. Thomas expressed the opinion that there is too much in our catalog.

President Gage asked if the new official one will be smaller. Dr. Garnett replied that the size should be 150 pages instead of 200.

Dr. Boyce felt that our catalog was easily read.

President Gage said that he was ready to set up the committee but that some questions must come back to the faculty.

Dean Vipson thought that there should be a revision of suggested courses, although she did not believe in revision year after year without a good reason.

President Gage said that there should be a catalog next June, the following June and then one every other year.

Mr. Motley remarked that whatever faults our catalog had, it never told lies.

The President instructed the Secretary to write in the minutes that the Administration accepts the report of DRs. Clevenger and Garnett with its recommendations.

DR. Gregg protested against the date of the year 1827 as the founding date for Lindenwood and said that now was the accepted time to make correction. This brought on an argument as to several dates in the college history. The question was left unsettled.

The meeting adjourned.

Secretary of the Faculty

Kathryn Hankins

Kathryn Hankins

MINUTES OF THE AFTERNOON SESSION

SEPT. 12, 1945

President Gage called the meeting to order at 1:30 o'clock. He presented Dean Gipson who said that the program would be in charge of Dr. Marion Dawson. Dr. Dawson called upon Mr. Colson, the registrar, for announcements. Mr. Colson called the attention of the faculty to the material which had already been handed to them, printed schedules, schedule blanks, official schedule blanks, copies of the students' schedules made out last spring, any summer school work the student may have done, grade sheets for the counselors, and folders. The registrar requested that the student questionnaire be returned at the earliest possible time. The registrar called attention to a few changes in the schedule. The registrar asked Mr. McMurry to announce the band sections. Dr. Dawson asked Dr. Schaper for announcements. Dr. Schaper announced a few changes in the orientation program. Dr. Dawson said that the actual counseling starts on Wednesday morning, that the preliminary meeting with the counselees is to set a time to meet them. Dr. Clevenger moved that we make no appointments to meet counselees until Monday. This motion did not meet with approval and was lost for want of a second. It was advised that after a student's schedule is made out, she should be sent to the Physical Education Department and then to the departments in which she expects to take private lessons.

Dr. Dawson announced that financial arrangements would be checked at the door by Mr. McMurry and Miss Werndle. President Gage then called upon Dr. Garnett to explain the testing program. Printed lists were given out to those who were to administer and score the tests, but Dr. Garnett called for the aid of every faculty member in this big testing program. He said that testing would begin on Wednesday afternoon for the town students, that they would be a kind of laboratory to help us detect any flaws in the set up, because of the smaller number.

A meeting was called of all those who were to give tests in room 205 immediately upon adjournment of faculty conference.

Dr. Schaper asked the counselors to be especially careful in making any promises to students as to what courses were vital for occupational needs. She made this warning in view of the changing situations in the world today. President Gage, in dismissing the meeting, spoke of the counselors' work as linked up with the Personnel Office. Our whole service to the students is an organization and each department helps the other part. The meeting adjourned.

Secretary of the Faculty

Kathryn Hankins

MINUTES OF THE MORNING SESSION

THURS. Sept. 13, 1945

President Gage called upon Miss McCoy to speak of her work as a recipient of one of the Faculty scholarships.

Miss McCoy stated that she had taken 18 hours of work in eleven weeks at Minn. U. The courses were in Physical Education and in Abnormal Psychology. She reported that life at the Continuation Center was very interesting and that she listened in on some of the various workshop meetings.

Miss Sibley reported her scholarship work at Columbia University. She spent her time on her Doctor's thesis which deals with the reputation of Alexander Pope in America. She said that whatever opinion might be regarding Pope as a poet, he was greatly appreciated in America during the 18th Century.

President Gage stated that a very important part of our program was a review of studies made during the time Dr. Works had been here. He then called upon Dr. Works to give this report.

Dr. Works stated that many interesting reports had been done--that he was not reviewing them all, but some of them seemed to have more of a general problem than others. He started with Dr. J. Bernard's report on loss of students.

There were 239 Freshmen in 41-42. 39.4% returned. This made a heavy mortality of 60%; 36.8% transferred; 23.8 no record of transfer. This presents a difficult problem since Freshmen then make the tradition of the college. It also increases the cost of getting students. This in turn makes upper class work very expensive. Without more costs, 100 or more students could be absorbed in the upper classes. The money then would be spent more effectively. Other institutions have the same trouble. The farther the students travel, the less likely they are to return. Lindenwood retains the best of the 1/3 as well as transferring them. More of the lower third remain than transfer. The scholarship policy does not keep students. This needs further consideration. Sizable scholarships at the end of the Freshman year might be better than those given on the high school record. Of those who transferred the grade point average as follows was 40% in the lower bracket, 60% in the higher. Of those who returned, 44% were in the lower, 56% in the higher.

Withdrawal was heaviest in the commercial field. Intended to take only one year when they came. We as a college should consider whether we should take those who want only one year. Concentrate on those who want work at a

higher level with related subjects.

Has the certificate outlived its usefulness? Dr. Garnett answered that it was not so bad in holding power. Dr. Works felt that we should not be so complacent since Lindenwood's mortality is in excess of any other college in the studies Dr. Works has pursued.

There is also the question - "Should we have a four year curriculum with such a loss?"

Concerning Dr. Garnett's report on the General Cultural Test, Dr. Works said: The median percentile was 33% based on the National norms. The aptitude was 32 percentile which shows that those taking the tests did as well as they were supposed to do. One caution-the faculty should not accept blindly the cultural test as a standard of what students should know.

The Dean Asked Dr. Garnett at this point to report on the last cultural test. He reported that 130 Sophomores took the test and that they were above the 50 percentile which shows gain. They were 50% in English and above 50% in contemporary affairs. He believed that the Humanities course was responsible for this. Dr. Works then called attention to the study made by Miss Lear on transfers in. From year 1935 to 45 there was an upward trend. 35% came from Junior colleges, 35% from universities. The average ranking was that of a Sophomore. Difficulties in this field is that the scholarship of transfers is not always good. Dr. Works spoke next of Miss Talbot and Miss Hankins' report on extreme cases of specialization. A Liberal Arts program should provide for distribution and concentration. Our system of counseling ought to make some improvement along this line.

Dr. Works then reviewed a report of Dr. Clevenger's. In general education study he found that as to programs of study there were four pursued:

In 39-40 to 43 there was a certificate group, a group seeking no award, music students with over $\frac{2}{3}$ work in music and other vocational groups with over $\frac{1}{2}$ of the work in their special field, Liberal Arts overloaded with Humanities and those individual programs showing great gaps. Perhaps all of this is being changed by counseling.

Dr. Clevenger's language study showed the following:
346 students studied, as to entrance language and what they took as Freshmen.

86.7 had had at least 2 years of language.

7.2 no foreign language

13% less than 2 years.

23% two languages

19% 3 or more languages

Of the 346 students, 61% took a language in their first two years at L. C.

65% of that group took a new language.

4.9% took Latin

36% Spanish

45% French

46% German

The problem -- "Should students continue the language begun in High School under most circumstances"?

A total of 56 studies have been made by the faculty. Twenty of these were substantial. That is, they were not concerned with the writer's department. Dr. Works feels that the faculty is looking at things in an objective fashion. Dr. Works recommended proficiency tests for placing students in language classes. President Gage thanked Dr. Works for his part in our program.

Dean Gipson made the following remarks and requests:

First, a plea to faculty members to meet their obligations to administrative offices on time. She said that last year the faculty did not rate 100% at any one time. The Dean then made the following recommendation: "A condition must be removed during the first six weeks in the semester following. If the condition is not removed in the time allowed, it becomes a failure, and is to be so reported by the instructor. Incomplete work must be completed within six weeks after the beginning of the semester immediately following; otherwise, it becomes a failure and is to be so reported by the instructor."

Dr. Garnett moved that the Dean's recommendation be adopted and written in the record. The motion was seconded and carried.

The Dean asked for faculty addresses. She said that the faculty would be notified about their student assistants within a few days. She announced that Joan Crawford had completed her language work during the summer and was therefore by action of the faculty last spring entitled to receive her degree this September.

The Dean announced that upon Miss Sayre's departure, she had received a present, a part of which was paid for out of the Faculty and Administrative funds. She spoke about having a catalogue of films available at reasonable prices. The faculty could consult the list in her office. She reminded the faculty that registration would be difficult. There are not enough sections in Humanities and Biology to accommodate all Freshmen. Give the courses to Liberal Arts students and those whose special courses require it. Dean Gipson made a plea for good, understanding teaching that our girls may be better equipped to be the helpers of the boys returning from war to a changing world. Our object is to make broad, cultural women. President Gage emphasized that the faculty has a personal responsibility in every course of instruction. The students develop a sense of values from the instructor. President Gage called upon Dr. Evans to say a few words to the faculty about philosophy. Dr. Evans in his remarks complimented the splendid

spirit of co-operation which he felt was present in the Lindenwood faculty. Dr. Schaper invited the faculty to Open House at all of the dormitories and the Health Center on Sunday afternoon from three to five o'clock. She asked that any criticism of student affairs be reported directly to her and not to the heads of halls. Mr. Motley made a final plea for patience on the part of the faculty in dealing with our new students. He also asked for a friendly welcome, but he added the words "Firmly" welcome. The meeting was adjourned.

Secretary of the faculty

Kathryn Hankins

Kathryn Hankins

MINUTES FOR THE FACULTY MEETING

OCTOBER 1, 1945.

The Instructional staff and Mr. Motley, Miss Cook and Mr. Colson met in the Library Club Room at seven o'clock. President Gage presided.

The President called upon Dean Gipson for announcements. The Dean explained that students who have a legitimate reason for leaving the campus will be given campus excuses. A campus excuse is not an excuse from class. The Dean expressed concern that all students have not yet been provided with text books. She asked that announcements of college events be limited in the dining room and in assembly since such events are probably already listed on the college calendar. She stated that there was some question of closing Roemer Hall in the evening and that the faculty would be asked how often they needed to use the building in the evening. Circumstances had arisen which make it rather imperative that the building be closed after a certain hour in the evening. The Dean asked all faculty members who have any interest in doing a bit of research work to announce the same to her in order that she might report it to the Institutional Committee on Research. She repeated the statement made in the Faculty Conferences that this committee is an open one and all members of the faculty who are interested may attend. The Dean announced Thursday of this week a convocation for everyone on the campus in the interest of the USO. This is to be followed by a program in which the Science department, Art and Music departments announce the attractions in St. Louis in their respective fields. The Dean thanked the faculty most heartily for giving and grading tests, and counseling. Due to Mr. Colson's excellent organization there were few difficulties encountered in registration.

President Gage stated that the purpose of the meeting was to review and evaluate orientation week and counseling in order to get ready for the next school year. The President called upon Dr. Marion Dawson to take charge of the meeting. Dr. Dawson explained that a sub-committee of the counseling committee had worked out the procedure for Orientation week. She then announced the following committee for 1945-46.

Dr. Clevenger, chairman
Dr. Schaper
Dr. Garnett
Dr. Thomas
Mr. Colson
Mr. Motley

Dr. Dawson stated that the meeting was open for discussion as to whether or not we might improve upon the work done this year. She offered as the first question for discussion the counselor's meetings with their counselees on Friday, Saturday, Monday and Tuesday. Dr. Parker said that she did not use all of the time allotted for making appointments. She felt that we might save time by starting the actual conference on one of these days. Dr. Gregg felt that there was too much time--that some students appeared every day. President Gage asked the purpose of these first meetings. Dr. Dawson replied that the students had this opportunity to get acquainted with the counselors. She felt that one flaw in the appointment schedule was that no time was set for upper-classmen to make appointments. Dr. Clevenger stated that it had been his idea, which did not meet with the approval of the committee, that these meetings should be held in the counselor's office. He insisted that he was still of that same opinion. Dr. Dawson felt that the objection to such an arrangement was that the Freshmen had a great many things to remember and going to a place other than the Library would just be one more thing to remember. It seemed to be the consensus of the faculty that three periods for meeting the Freshmen and one period for upper-classmen would be sufficient for the purpose. Dr. Garnett suggested that we cut the periods down to three, omitting a period on the day when the tests come.

Dr. Dawson called upon Dr. Garnett to speak on the testing program of orientation week. Dr. Garnett said that everybody worked and that the job was finished with a high degree of accuracy--that contrary to all expectations, the tests were all graded by 6:00 on Monday evening. He said he would not like to set that date as a dead-line for another year, because he was not sure that the same speed and accuracy could be maintained again. He expressed his thanks to all of the faculty members. He felt that the grading went so smoothly, because Dr. Clevenger had so staggered the tests that the three different tests were given at one time, and so the faculty members who had been assigned to grade special tests could all begin work at one time.

Dr. Dawson asked if the English theme test worked out as it should. Dr. Parker answered that the method employed worked very well. Dr. Gregg asked if the student were overworked to which Dr. Garnett replied that there was sufficient amount of rest between the tests. Dr. Schaper felt that the testing program was not too hard--in fact, it worked well to use up the energy of the students. Dr. Thomas was asked about the music tests. He announced a very satisfactory result from the using of the Seashore tests. He explained that this year they had made a change in the testing of music majors. Heretofore, music

majors had been given an audition on the first day of teaching. Dr. Thomas acknowledged that this was wrong - that the testing should come before registration. Therefore, for the coming year he asks that two (2) hour periods be allowed for incoming music majors of any class for the purpose of audition tests by which to judge the ability of the students.

Miss Albrecht stated that the time allowed for the business tests was sufficient for the present number of students.

Miss VerKruzen asked that the physical education dept. be allotted time equal to two mornings and one afternoon for the purpose of getting physical ability tests. The department feels that such a test is necessary in addition to the physical examination to place the student in her proper physical education class. The physical education dept. wishes to give these tests to both upper-classmen and Freshmen.

Dr. Dawson asked if the time allowed for actual counseling was sufficient. The majority of the faculty felt there was sufficient time. Miss Morris and Dr. Gregg felt there was not sufficient time for the upper-classmen since so many of them deviated from the program made out in the Spring.

The general complaint of the faculty was that we seem to have an insufficient number of sections for the required courses for Freshmen. Mr. Colson stated that there were thirty more Freshmen than last year. It seems that thirty to forty extra people caused the trouble in registering. Dr. Parker said she felt that the last student which she registered had to take some courses which she would otherwise not have given her due to the fact that classes had closed. President Gage stated that any planning to remedy such a condition should be worked out in the summer. He asked Mr. Motley about cancellations and Mr. Motley responded that only one girl for whom a bill was made out cancelled her application. Usually about twenty to thirty drop out during the summer. It was stated that two hundred eight students were enrolled in Humanities. President Gage said that in the final analysis, the providing of an adequate staff was an administrative problem, and that this year was perhaps an unusual year, since those who might have changed their minds about coming to Lindenwood had really no place to go. We are moving into an uncertain world, he said, and conditions will perhaps be different another summer, but according to our present program Lindenwood has obligated herself to provide for general education. Dr. Schaper feels that another year, other courses will absorb the shock. She mentioned particularly a general course in Social Science, and stated that a committee was practically

ready to present the ground work for a course in Social Science.

Regarding the work as a whole, Mr. Motley felt that a very good job had been done. He said that only one student threatened to go home, because of dissatisfaction with her course. Dr. Garnett felt that we could get the job done and meet classes Friday morning. Dr. Dawson objected stating that we needed a little breathing space before meeting our classes. Dr. Schaper felt there was not enough for the student to do after the first three days--that while the week-end was supposed to be a closed one, it was not, since parents asked to ~~see~~^{take} their daughters to the city. She stated that the upper classmen were a nuisance as far as our work with Freshmen was concerned. Dr. Dawson said that it had long been her idea that the Freshmen should come first, have a Freshmen week, or whatever time was considered adequate without the presence of upperclassmen.

Dr. Schaper stated that two week ends were bad although every provision had been made in the dormitories for the entertainment of the Freshmen.

Dr. Dawson asked about the Textbook list. Dr. Schaper said that some upperclassmen took advantage of the Freshmen and sold them books no longer used. Dr. Talbot thought that there was an advantage in the Text book list since her students came to the first class with books in hand. The question was raised as to whether there should be lists for upperclassmen. Miss Morris thought that it might not work.

Mr. Motley said that the upperclassmen could come three days later.

Dr. Schaper was asked about the work of the student counselors and she answered that this work had not yet been evaluated. Dr. Schaper stated that she thought much could be done with the Freshmen as a group without the upperclassmen "wising them up".

Dr. Dawson then called for any complaints in general.

Mr. McMurry brought up the old question of the card showing the student had made financial arrangements.

Dr. Clevenger felt that the time taken out to send a student back for the card forgotten, impinged upon the time of the counselor for registration. Dr. Schaper suggested that the Registrar could see the card at the time the course cards are handed in. The Registrar said that it was all one person could do to check the schedules as they came in.

Dr. Dawson asked about the Faculty reception which had been postponed. Mr. Motley felt that it should be held.

The meeting adjourned.

Kathryn Hankins
SEC. of the Faculty.

Kathryn Hankins

MINUTES FOR THE FACULTY MEETING

MARCH 6, 1946.

Dean Gipson called a meeting of the Instructional staff on Wednesday morning at 12 o'clock. The meeting had two purposes -- the election of Alpha Sigma Tau members and an explanation of the Graduate Record as it is to be used this year in Lindenwood.

A committee from Alpha Sigma Tau presented the following names of candidates and their points.

Jane Blood -- I48
Katherine Bebb--I44
Janet Miller--I44
Joan Bohrer --I43.5
Margaret McKinney--I40
Betty Meredith --I33.5
Joanna Swanson --I31.5
Maria Ashland --I31
Esther Parker --I27
Nancy Kern --I26
Janet Brown --I25
Margaret Marshall --I23
Virginia E. Beazley --I22
Coy Payne --I22
Marian Goellner Wagner --I22
Louise Kerr --II6
Marcia Kelly --II4

Winifred Williams --I36

Dean Gipson read the names and asked the pleasure of the Faculty concerning them. The sponsor of Alpha Sigma Tau, Dr. Terhune, recommended that a break be made after point grade I22 thus omitting two names from the list. The recommendation was accepted. Dr. Clevenger so moved and by a vote of the Faculty the last two names were omitted. Dr. Parker suggested that since Winifred Williams stood high on the list and would have been elected had she remained in college, a note be written to her to make this known to her. The suggestion was accepted.

Dr. Thomas explained the work of the Teacher Education Committee on the Graduate Record even going back to last year's work under the chairmanship of Miss Hankins. He told of its acceptance by President Gage and Dean Gipson, After the work has progressed to this extent, it becomes necessary to deal with only one person

with whom the National Graduate Record Committee will correspond. Dr. Gipson appointed Dr. Elizabeth Dawson. Dr. Dawson explained clearly and in detail the value of such an examination when taken by Seniors and the procedure. The entire Senior class was present for this explanation. It was explained that this year the examination was a voluntary one, but it was hoped that many seniors would avail themselves of this opportunity to measure themselves and to help the college measure itself. The seniors were asked to sign in Dr. Gipson's office if they wished to take the examination in order that proper application could be made for examination questions. After the seniors left, Dr. Gipson asked the faculty to hand in names of those seniors whom the faculty thought should take the examination. It was stated to the faculty that this year the Teacher Education Committee had asked the National Graduate Record Committee not to make our grades public nor to compare them with the National norms.

The meeting was adjourned

Kathryn Hankins

Secretary

Kathryn Hankins

MINUTES FOR THE FACULTY MEETING

APRIL 15, 1946

Members of the Administration and faculty met in the Library Club Rooms at 7:30 for a lecture and a social meeting. President Hollingshead of Coe College gave the address. President Hollingshead worked for two years as a member of the committee that drew up the Harvard Report. President Gage introduced the speaker, stating his position and also his relationship to President Hollingshead as one of the board members of Coe College. He said that it was a source of great satisfaction ^{to Mrs. Gage} and to him to have the President of Coe College as their guests. A brief digest of his speech follows:

President Hollingshead opened his speech by saying that the committee had \$60,000 to work with. He gave first what he called the background. The problems of any college are indigenous to the college. The problems of general education are similar. The hours that should be given to foreign languages and science are debatable. In regard to general education, he said that the committee tried to relate itself to high school work--that they considered the curriculum for high schools. The period chosen for study was that following 1870. This period was chosen because President Elliott in his inaugural address at Harvard advocated the elective system in colleges, and from that time on, college work branched out into new paths, and the college curriculum became a great hodge-podge. It was true that a student in Harvard could take all Freshmen courses and still receive a degree. Following this period came the development of concentration and distribution. The problem was not so great in 1870, since there were only in the United States 60,000 college students and 80,000 high school students. In 1940, there were a million and a half college students, and eighteen million high school students. There were originally two types of students, called the scholar and the gentleman. By scholar was meant the type of student who needed help to pay his way through college. By gentleman was meant the student who had the money to pay his own way. Now there are all types of students.

President Hollingshead spoke about the difference of various influences upon the students. He said the home has changed since 1870. The church has changed. And the type of public school has changed, Because of such large numbers, the public school is more regimented

now, and there is less chance for individualism and the sanctity of individual. So whereas heretofore, the responsibilities for teaching the good life and citizenship rested upon these influences mentioned, they no longer have the influence ^{that} formerly had. Hence we have a need for general education. Dewey and James came forward with the theory of pragmatism. Others would substitute a plan such as President Hutchins suggested. Others would advocate the study of the classics according to the St. John Plan. He then raised the question of what was our theory behind the curriculum. When that theory is boiled down, it is briefly that the individual has a relationship to himself, to God, to his physical environment, and to society. This seems to be fulfilled by a study of Humanities, Science, and the Social Studies. The Humanities should teach the relationship to himself and to God, the Science to the physical environment, and the Social Studies to society. These three general studies should do three things -- 1. Give an intellectual development, and develop logical thinking. 2. A philosophy of life and some personal qualities. 3. They should teach the individual to be a functioning individual in a free society.

The Humanities Course recommended was a thorough study of eight authors including, Homer, Dante, Shakespeare, and the Bible. The report states that in a survey course, the course should be highly selected. As regard to Science, there are two theories-- 1. that those who are ^{not} going on in Science, reading and general demonstration work with no laboratory work is sufficient. The report advocates even in high school that one-half of the time be spent in Humanities, Science, and Social Science, and that in the last two years of high school, the student concentrate on one of these. In the college course, the first two years should likewise be concerned with Humanities, Science, and Social Science. In the upper two years, the student should proceed with general education courses. There should be for concentration six courses of four hours each. The report places the emphasis upon proceeding with general education course along the line of the three studies mentioned. President Hollingshead stated that he thought the report had been too favorably received since they had sold 40,000 copies.

President Gage then opened the subject for discussion by asking a few questions of the faculty. Miss Hankins and Dr. Boyce spoke for our Humanities Course. Dr. Talbot and Dr. Dawson for our general course in Biology, and Dr. Schaper spoke on the work a committee is doing for a course in Social Science. She outlined briefly five divisions of the study, but said they were not yet ready

to propose the course to the faculty, because it necessitated a larger teaching staff. There was a very interesting discussion on survey courses as to the value of their being wide and not so deep or whether occasionally such courses should not pause and go a little more deeply into the subject.

The meeting adjourned for a social hour.

Kathryn Hankins

Kathryn Hankins
Secretary

MINUTES FOR THE FACULTY MEETING

May 8, 1946

Dean Gipson called a meeting of the instructional staff on May 8 at 11:55 in Room 225.

Dean Gipson presented the names of the candidates for degrees, certificates, and diplomas.

CANDIDATES FOR THE BACHELOR OF MUSIC DEGREE

Hudson, Harriette Louise
Lohr, Elizabeth Jean
Stahl, Helen Joan

CANDIDATES FOR THE BACHELOR OF SCIENCE DEGREE

Allen, Rita Mae
*Brinkman, Mary Margaret
Brown, Earnestine
Clark, Elizabeth Ann
Eastwood, Nelle Frances
Eberspacher, Louise Irene
Elson, Joan Claire
Emons, Joan
Hardin, Ann Peyton
Hempelmann, Carolyn
King, Peggy
Latherow, Patricia
Moerschel, Virginia M.
Moody, Bettye
Moore, Montelle E.
Morgan, Emma Lee
Nathan, Mary Lee
Papin, Nancy Brown
Rozyskie, Virginia G.
*Runge, Elizabeth Jane
Ryan, Merryl Keith
Salfen, Mabel W.
Titus, Ruth Louise

CANDIDATES FOR THE BACHELOR OF ARTS DEGREE

dePuy, Joyce Ann
Franke, Elizabeth
Gillette, Caroline L.
Gray, Elaine S.

* Degree requirements to be completed in Summer School, 1946.

Head, Mary Gene
Hesser, Mary-Celeste
Kilbury, Elizabeth Marie
McDonald, Jeanne
McGrede, Novie Jane
McLean, Jane Taylor
Meyer, Ruthe Corinne
Moehlenkamp, Virginia Lee
Mullins, Edith Ann
*Murphy, Mary Elizabeth
Murphy, Fayette Eileen
Parker, Mary Ann
Paulson, Jean
Peterson, Marye Louise
*Rector, Anna Mary
Robison, Marilyn
Schatzmann, June L.
Seip, Mary Lynn
Stoery, Elizabeth Renee
Szilagyi, Marie Anna
Tabor, Mary Elizabeth
Ullery, Betty Marie
Wagner, Marian Goellner
Wood, Dorothy Ann

CANDIDATES FOR THE CERTIFICATE OF ASSOCIATE IN ARTS

Ashland, Marcia J.
Berry, Suzanne
Blood, Jane Alan
Bohrer, Joan Louise
Boschert, Mary Dean
Dana, Nancy Jeanne
Gibson, Martha Ann
Jenkins, Patricia Ann
Kelly, Marcia Lee
Landberg, Mary Lou
Lant, Helen Loraine
Meyer, Lois Katherine
Neff, Miriam L.
Roseberry, Cyrilka B.
Satterfield, Dorothy Lee
Smith, Patricia
Walker, Mary Jane
Whitmer, Margaret Y.

CANDIDATES FOR THE CERTIFICATE IN BUSINESS

Allcock, Betty Marie
Barnes, Anna F.

Finck, Kathleen
Fisher, Charlotte
Froelich, Edwena A.
Gezel, Janet Roseberry
Griffiths, Jane
Miller, Doris Elaine
Moody, Bettye
Swisher, Betty J.

CANDIDATE FOR THE CERTIFICATE IN SPEECH AND DRAMATICS

Gordon, June Florence

CANDIDATE FOR THE CERTIFICATE IN PHYSICAL EDUCATION

Evans, Rosalie Ann

CANDIDATE FOR DIPLOMA IN ORGAN

Bomer, Margaret R.

CANDIDATE FOR THE DIPLOMA IN PIANO

Heckman, Arline

Mayhall, Marthella Blevins

CANDIDATE FOR THE DIPLOMA IN VIOLIN

Coombs, Margot Lavon

CANDIDATE FOR THE DIPLOMA IN VOICE

Blankenbaker, Norma Jean

Gilliam, Dorothy

CANDIDATE FOR THE CERTIFICATE IN PUBLIC SCHOOL MUSIC

Million, Mary Ann

CANDIDATE FOR THE CERTIFICATE IN COSTUME DESIGN

Stegall, Virginia See

CANDIDATES FOR THE CERTIFICATE IN INTERIOR DECORATION

Mullins, Edith Ann

Wright, Barbara Jeanne

CANDIDATE FOR THE CERTIFICATE IN COMMERCIAL AND INDUSTRIAL
DESIGN

Tilden, Jean Kathryn

Dean Gipson asked for any comments upon the names as presented. She then recommended that the list as read be passed by the faculty and submitted to the board. It was so passed with the usual provisos that graduation depended upon a satisfactory completion of this semester's work. Dean Gipson asked the secretary to read the motion passed by the faculty on April 25, 1945 regarding students who are completing their work in summer school being allowed to have a part in the commencement exercises and the degree to be conferred upon the completion of summer school work. Mr. Motley thought that the maximum of 10 hours work to be done in the summer was too high, considering the fact that that is 1/3 of a semester's work. Dr. Schaper remarked that if any law was to be rescinded it should be done now, because students were already making their plans. In the discussion two view points were expressed. 1. that there is a danger of carrying too many hours in college in order to complete the work in less than 4 years, and the other view that acceleration is a good thing.

The Dean reported a great number of absences. She regretted exceedingly that whole classes had walked out. This, she said, was like a revolution and she felt that some penalty should be attached to it. Perhaps they should appear for an extra lesson.

The Dean advised the counselors to take all notices from the Dean rather than being influenced by what the student might say. Any student allowed to take the Final Exam early will have already conferred with the Dean, and the Dean will have sent a notice to the faculty member concerned. To solve the question of early examinations, some under class students will take exams at the same time the seniors do.

The Dean advised the faculty members to hand in to Mr. Colson suggestions for the time of class meetings. if the time ~~this time~~ this year did not fit in with the time of other classes. The Dean asked for the names of students who are undecided about returning.

The Dean advised faculty members to talk with the men in the Gables concerning the retirement fund.

The Dean announced that two weeks from today would be Honor's Day with an assembly possibly called at 11:00 and therefore, the morning hours would be shortened.

The Junior Class will have charge of the Vesper Services on June 2.

The Dean asked for the report which the faculty members make to her concerning their work to be in early next week.

She raised the question, "Who will go to the Workshop?" Those interested may make application at the Dean's office. She announced the Richard Spahr prize and also an achievement prize of \$50 to be given to any junior or senior in any department.

She announced a party for May 16 in the Library Clubroom for Dr. Gregg, Miss Coulson, and Mrs. Douglas, all of whom are leaving Lindenwood this year. She also announced a reception on Friday evening, May 24, for Dr. and Mrs. Gage.

The Dean spoke about Dr. Gregg's being a candidate for the State Legislature and suggested that she could do a great deal of good if elected.

The meeting adjourned.

Kathryn Hankins
Secretary.

THE SUBCOMMITTEE OF THE COUNSELING COMMITTEE COMPOSED OF HOMER
OLYVINGER, CHAIRMAN, MR. MOTLEY, DR. FINGER, MR. COLSON,
DR. GARNETT, AND DR. GREGG RESPECTFULLY SUBMITS THESE
SUGGESTIONS FOR ORIENTATION WEEK IN SEPTEMBER 1945.

I. Friday September 14.

- A. Forty upperclass student counselors return to campus for instruction by Dr. Finger.

II. Saturday, 15

- A. All students arrive on campus
 - 1. Pass through Mr. Motley's office and settle down.
- B. Church receptions in the evening if they can be arranged with churches.

III. Sunday, 16

- A. All students urged to go to church services in morning.
- B. Residence Halls Open House in afternoon.
- C. Evening congregational--program to be arranged by Dr. Gage.

IV. Monday, 17

- A. Freshman testing program to begin at 8:00
 - 1. English Writing test to be given first.
 - a. All English teachers relieved of other duties so they may begin grading at 9:00.
 - 2. Testing program with exception of Seashore Music Tests, Commerce Tests, and a clean-up session to be completed on this day.
- B. All faculty members either administering tests or grading after ten o'clock when first tests will be ready for grading.
- C. Evening--Jamboree and singing

V. Tuesday, 18

- A. Faculty members to complete testing program and prepare results for Counselors.
 - 1. English Department to have their results ready for recording on report to counselors by 5:00 p.m.
- B. Physical examinations taken.
- C. Music and commerce tests given.
- D. Clean-up tests for those failing to take tests on Monday.
- E. Physical education equipment out for an all sports program during the day.
- F. Movie in the evening--a good one arranged if possible.

VI. Wednesday, 19

- A. Morning...Readjust upper class schedules...Library
 - 1. Advisors to see and readjust as many as possible at spare moments before this time.
- B. Afternoon..Freshman scheduling begins.
- C. Other usual tests not needed for scheduling or advising purposes to be given.
- D. Physical examinations continued.
- E. Evening---Orientation discussions by President Gage and Dean Gipson---College education and life in general and at Lindenwood in particular.

VII. Thursday, 20

- A. Freshman scheduling all day.
- B. Assembly of freshmen for historical and geographical orientation
 - 1. Dr. Gregg to plan and arrange for the program.
- C. Step singing after Dr. Gregg's program.

VIII. Friday, 21

- A. Freshman scheduling to be completed by noon.
- B. Afternoon to be broken into half hour periods
 - 1. Students to assemble in the classes that will meet on Monday.
 - a. Monday assignments made.
- C. Street supper

IX. Thursday, 27

- A. Formal opening (Caps and Gowns)
- B. Evening--Faculty Reception--Formal

Miscellaneous Recommendations

1. All faculty members to hold themselves ready to help with the orientation program in whatever way directed.
2. Mimeographed textbook lists to be furnished counselors along with information about which classes they will be used in. These to be checked so that student may purchase books immediately after registration. Students to be warned not to mark on books until after they have finally concluded to take the course.
3. All students to remain on the campus after their arrival until orientation week is over on Friday, 21, 4:00 p.m.
4. Hours for all private lessons in music and speech to be assigned in the library as a part of the registration process.
5. Physical education hours and courses to be placed on schedules in library after other classes and private lessons have been listed on schedules. Students to be warned that physical education schedules may be changed if subsequent shifts in the academic schedule makes it necessary.

Members of the committee:

Guy C. Motley

R. C. Colson

Kate L. Gregg

Marie Finger

R. L. Garnett

Homer Clevenger

Chrm.

~~was~~ Reliability of English section is lowered by theme - as judged by marks earned in English - Suggest that we try sectioning without theme this year.

Motion that we try sectioning English on the 3 formal tests - not taking unity test into consideration - 10 - 15 opposed -

McMurry - is it formal grammar or unity ability

Miss Parker - many factors enter in grade -

Limitations of liberty to departments - motion lost -

Dear - all students who have been here 6 hrs. take English writing test - on Sat.

~~Plan~~ Plan as amended - report of Com.

Pres.

Special Committee appointed schedule will be printed & presented to you.

Will be unsatisfactory will go into effect.

1946-1947

FACULTY MINUTES

SEPTEMBER 1946- May 1947

KATHRYN HANKINS

SECRETARY

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

FACULTY CONFERENCE

September 9 & 10, 1946

MONDAY, September 9

The Administration and faculty members gathered in Ayres dining room for dinner on Monday, Sept. 9 at six o'clock. This dinner marked the opening of the school year, 1946-47. Wives, husbands, mothers, and children of the members were present. After a delicious dinner had been served, Mr. Motley introduced Dr. Clarke as the President of the Board and pastor of the Second Presbyterian Church. Dr. Clarke made a brief but interesting talk in which he expressed his pleasure in having a part in the work of Lindenwood College. The teaching faculty adjourned to Sibley Club Room where Dr. Clarke spoke particularly of problems concerning the teachers.

MINUTES FOR THE FACULTY CONFERENCE

SEPTEMBER 9th -- EVENING SESSION

Dr. Clarke opened his remarks with the statement that he was very happy to be present as a representative of the board. He said that we must bear in mind the nature of our material. Teachers are different from other workers in that they deal with human material -- human life. Some functions of education are universally agreed upon, others are debatable. It cannot be debated that teaching deals with the formation of character. It develops a certain quality of life, it brings out latent abilities, develops a philosophy of life, trains how to think, the students should be nobler in ideals than when they first entered college. Dr. Clarke spoke of our fine equipment here. We do not want license in education -- we want latitude, opportunity. The U. S. has great educational resources, but it is being hampered by politics and sometimes by the church. Progressive education has put too much emphasis upon self-expression and there has been an over-emphasis upon the elective system. To expect undisciplined students to make decisions as to the best things to study is misunderstanding the true objective of education. We are too much concerned with making students too materially minded. This college is concerned with producing a type of womanhood that is cultured, devout, gracious with breeding. If we do not do this, we fail. A teacher must be in sympathy with the spiritual and cultural aspects of the college. A good definition of education is: The passing of life through life. Students realize where teachers stand in regard to spiritual and cultural values.

Dr. Clarke stated that there were several very worthy applicants for the position of president of the college and the board hoped by the first of next year to have the president selected.

Dr. Clarke spoke of the desire of the board to make a more ^{equal} adjustment of salaries. He asked that the Faculty study the question through a faculty committee to be elected by the faculty, to which two members from the college executive committee would be added. He announced that Mr. Motley is chairman of the college committee. Dr. Clarke stated that the board was much interested in the curriculum and to that end new members would be added to the board who are educationists. Dr. Clarke then turned the

meeting open to the faculty. The Secretary of the Faculty thanked Dr. Clarke on behalf of the faculty for the expression of interest in the faculty and the faculty welfare. The secretary also moved that a committee of four be appointed from the faculty for a study of salaries. Mr McMurray amended the motion to read six members, four women and two men. The secretary accepted the amendment. The motion was seconded and carried. Dr. Clarke's idea is that the faculty shall make a thorough study -- such a study as he would be proud to present to the board. Dr. Clevenger asked several questions relative to Dr. Clarke's ideas with the result that it was not a blanket rise that they expected to be recommended by the faculty, but they wished a real piece of research work to be done with reference to each teacher's worth. Dr. Thomas asked if this was to be a permanent faculty committee to present faculty problems to the board or if it is to be a special committee for this particular occasion. The answer was -- a committee for this particular problem. Dr. L. Bernard stated that he felt that the two executive members of the committee should have power to veto the other four. Dr. Clarke said that was not the idea. All have equal votes -- the majority rules. Dr. J. Bernard felt that this measuring of faculty requirements has to be done so scientifically that only those trained for such work should be on the committee. Dr. L. Bernard supported this argument by stating that if this matter were left to the faculty to elect members, members of the faculty would be chosen because of their popularity rather than for their fitness. He felt that there would be prejudices which would be detrimental. He doubted that such a question should be dealt with by "raw democracy". Dr. Parker spoke in defense of the integrity and objectivity of faculty members saying that our very profession committed us to the search for truth.

Dr. Clarke closed the discussion by saying that increases this year would not affect the new teachers who had signed their year contracts.

He then asked for suggestions in regard to the curriculum. The housing problem was discussed, and Dr. Clarke promised that the board would give all attention to the question if the faculty would make recommendation in regard to the type of housing.

The meeting adjourned.

Kathryn Hankins
Secretary

SEPTEMBER 10 -- MORNING SESSION

The teaching staff met Wednesday, Sept. 10, in the Library Club Room with Dean Gipson presiding. In her opening remarks, the Dean said that colleges were not opening this year under very auspicious circumstances. The threat of aggression is present. Germany and Japan were nations interested most intensely in education. Education seems to be for death rather than for life. Will man destroy himself? There must be something in education. Why not educate for good? There is a responsibility on the part of every faculty member to do what he can toward the regeneration of the race. Learn the real values in life. Teachers are short this year. We have a full faculty of great credit to the college...the best possible in every case. The Dean then introduced the new faculty members with a word of welcome to them. She called for a meeting of the new members immediately following the morning meeting, and a general meeting for two o'clock this afternoon with a program of talks by Miss Morris concerning her workshop experience and short talks by those members who held scholarships or did interesting work at their own expense. The Dean announced departmental meetings for Tuesday morning and the beginning of the test program on Thursday morning. The Dean invited the faculty to an informal tea at the Faculty House on Tuesday from four to five-thirty.

The Dean spoke of Miss Cook's untiring efforts to secure supplies. Text books were hard to procure and some will be lacking. There will be a rough edition of the catalogue for registration on Monday. There will be no catalogue for 18 months so the faculty was asked to go over the proof of this one very carefully.

In regard to absences, the Dean said that we may expect students to come to all classes except for a very good reason. Our system implies attendance. The Dean requested that any mass cutting be reported to her immediately. Penalties may be imposed for such an action. The Dean announced a counselors' meeting at 3:30 following the general meeting.

The Dean called upon Mr. Colson to speak of registration. Mr. Colson called attention to certain changes that had been necessary in the printed schedule. He explained the different folders and blanks which we would receive. He made a special request

that in registering art or home economics students, that we mix the sections of Humanities and Biology so that one counselor would not exhaust one section. If a student has had four years of history and physical science, she need not take Humanities. A record for transfer students is included in the folder. Summer work credit is also included if it has been received in the Registrar's Office. If a student wishes a teaching certificate, she must see Dr. Garnett before finishing registration. Students will be provided with a copy of the schedule over the week-end so that they may know about hours and classes. Costume Design will be offered in the Home Economics Department this year although it is listed in the Art Department, and will receive credit in either of those two departments. Majors in Physical Education will be taken care of in the Library by Miss Ver Kruzen. Miss Ross will take care of Physical Education registration in the Physical Education office from the 16th of September to noon of the 22nd. Students will see her after they have completed their academic registration and special registration such as music, speech, etc. Juniors and Seniors are not required to take Physical Education unless four semester's work is not complete. Private instruction cards will be filled out by the counselor except as to the time of the lesson.

Dr. Thomas requested that students not majoring in music be given only 1/2 hour's credit in music since the department was not prepared to give more than that amount of time. He stated that in cases of special talent, the student would be taken care of as far as they were able to do so. The registrar reminded the faculty that 18 vocational hours may count on an A. B. -- only 12 hours of which may be from the Secretarial Science course. Biology is required of all Freshmen. In Speech, Fundamentals is a prerequisite for public speaking. Fundamentals is also required for Voice and Diction taken by majors in the department. There is no prerequisite for Discussion and Persuasion. If there is a card saying that the student take Study Technique, send her to Miss Isaacs for the assignment of the second hour's work. Fundamentals of Music and Theory I go together.

Dr. J. Bernard then spoke relative to the work of a committee to be appointed on salaries. She said that the technique was very important. She read the following motion of 14 points:

Motion: That the faculty committee elected to recommend salary increases be given the following assignment:

(1) To draw up immediately a list of qualifications, or criteria, or standards for judging professional competence, beginning with those specified by the North Central Association, and bearing in mind that our action may have some bearing on readmittance to AAUW;

(2) To submit this list to all faculty members for their consideration, with the request that they strike out those items which they do not consider important, and to add others which they do consider important, and with the further request that this be done immediately;

(3) To go over the lists submitted by the faculty members specified in (2) above and select all items accepted by at least $\frac{3}{4}$, $\frac{4}{5}$, or $\frac{9}{10}$ of the faculty, the proportion to be determined by the faculty, bearing in mind that in such a delicate subject a very high degree of concensus is desirable in order to avoid dissatisfaction and resentment;

(4) To re-submit this revised list to the faculty with the request that they now rank the items according to the importance they attach to each one;

(5) To assign a weight to each item of the list based on the composite of the rankings secured by #4 above;

(6) To work out techniques for measuring each item on the list and of assigning points for degrees of the presence of each item;

(7) To set up an instrument on the basis of the above six steps by which each faculty member can evaluate himself and determine the number of points he has on the instrument thus derived;

(8) To write up exact instructions for the use of the instrument, including definitions, interpretations, etc.;

(9) To submit this instrument, with instructions, to each faculty member for self-measurement, on the

basis of procedures embodied in the instructions;

(10) To determine the distribution of points in the faculty as a whole, with appropriate statistical analysis (mean, mode, median, range, dispersion, etc.)

(11) To recommend that no person, regardless of number of points, be given less than a minimum percentage increase, the minimum to be voted by the faculty; but that persons with high scores be given correspondingly greater increases;

(12) To make an investigation of salary schedules at comparable institutions (Vassar, Smith, Wellesley, Bryn Mawr, Mount Holyoke, etc.)

(13) To recommend a policy with regard to salary provisions for dependents, as specified on income blanks.

(14) To undertake any other assignments made by the faculty in subsequent meetings or necessitated by the above assignments.

Dr. L. Bernard seconded the motion. A discussion followed. Mr. Motley felt that the committee should not be bound by any set of resolutions. Dr. L. Bernard said that Dr. Clarke had promised increases in salaries at a meeting last June. Dr. L. Bernard thought that it was imperative to get this question under way so that the increase would appear in the October pay check. He expressed a doubt that we might count on the salaries being retroactive if an increase were granted.

Dr. Thomas spoke against hurrying this study for fear that we would produce a result that would not hold, but would be merely temporary. Mr. Turk felt, too, that we should not rush. Dr. L. Bernard said that we must have a plan for scientific measurement. Dr. J. Bernard read from the North Central statement about teacher's salaries and stated that according to these statements there was leeway for working out a plan. Dr. Talbot felt that the committee should be free and not be bound by any plan that one person should devise. Mr. Motley said that the first thing to be done was to gather information from other schools -- that no resolution

should be adopted this morning -- that our first job was to take care of incoming students. Dr. Clevenger moved that the motion be tabled until the afternoon meeting. After a brief discussion, Dr. Clevenger amended his motion to read that the motion be tabled until some future time. The motion was seconded and carried. This motion of tabling cancelled the motion already before the house.

Dean Gipson asked if a committee should be appointed at the present meeting. Dr. J. Bernard said that she felt we should wait until we knew what type of assignment would be given the committee before electing the committee. Dr. M. Dawson moved that we postpone the election of the committee until after registration. The motion was seconded and carried. Dr. Betz felt that it might be a good thing for everybody to mull over ideas for a while. Dr. Gipson said that this was something that we could work on for a long time. Dr. J. Bernard moved that we set the date for election of the committee. Motion was lost for want of a second. Mr. Motley suggested that the Dean set the date. Dr. J. Bernard moved that the faculty meet a week from Monday, the 23rd of September. The motion was seconded and carried. Mr. Motley stated that the board would meet the third Monday in October. Perhaps the material could be ready by that time.

Dean Gipson said that there had been some complaints from the faculty of insolence on the part of the students. The faculty sets the pattern. Some members of the faculty can leaven the whole faculty. Some insolence may be due to faculty relations with the students.

The meeting adjourned.

Kathryn Hankins
Secretary

SEPTEMBER 9th -- AFTERNOON SESSION

The Dean introduced Miss Morris as our representative at the workshop. Miss Morris spoke as follows: "A workshop does something for you. Makes you conscious of the whole process of general education. Veterans feel the need of education, and if they cannot get it, they will at least want it for their children. The great problem is -- Education for peace. There are two ideologies, democracy and communism. Democracy has not been thought through. Where are we going?"

The workshop members divided themselves into little groups for specialized study. Some questions very pertinent were -- Shall we make our work fit in with graduate requirements, perhaps a mistake, or real life problems? Perhaps we have over-emphasized the learning of facts. We should stress human relations -- educate the emotions of men -- put an emphasis upon creativeness and critical thinking -- stress attitudes. How shall we test and evaluate critical thinking? Then there is the frame of reference -- Do we fit into the world now? There are elective and prescribed course. Elective has been misused.

There are several approaches to learning -- the theory of great books -- the best judgment approach -- the needs approach -- this last being used by Stephens and Minn. There is the individual approach, home approach, vocational, and home and civic combined. The individual approach is used by Sarah Lawrence and Bennington Colleges."

Miss Morris then turned to the outline she had given each member of the faculty. The outline follows. Under No. 7 she quoted Dr. Wren on counseling. Counseling is not sitting and listening to a student and giving a little advice. Counseling is as important as teaching. Counseling is dynamic -- the counselor grows, the student gains in self direction. Dr. Wren believes in a little more active counseling than Carl Rogers. Do we project our own problems on the student?

Under point 17 on the Outline, the workshop believes that we spend too much time on abstract work.

A discussion followed Miss Morris's report on the use of films. Many teachers expressed them-

selves as wanting to use films but were unable to run the machine and lecture at the same time. The Dean agreed to appoint a committee to see about use of film machine, but before the meeting adjourned, Mr. Colson offered to run the machine if he were given due notice.

The following people made reports on the work they did as holders of college scholarships: Mr. Turk at Washington University in St. Louis; Miss Watts at the same institution; Mr. McMurray at Oklahoma University.

The following people made reports of work undertaken at their own expense: Miss Isaacs, Miss Walker, Mr. Fries, Miss Albrecht, Miss McCrory, and Miss E. Dawson.

The meeting adjourned to be followed by the counselors' meeting.

Hereby is appended the report on the North Central Association Workshop which Miss Morris handed to each of the faculty:

Kathryn Hankins
Secretary

North Central Association Workshop
Minneapolis, Summer 1946

* * * * *

Presented by Miss Morris

BETTER TEACHERS--BETTER COLLEGES--BETTER CITIZENS

The education of all youth at their own level, is important in a Democracy. Social progress has a stake in the character of the general education of its citizens. The successful nation is the educated nation. The citizen of today must have an understanding of the peoples of the world, intercultural relations, social problems, and wide areas of science. Above all he must have high ethical motivation and abilities in making wise judgements and corresponding acts.

The following points were stressed as important in education today:

1. Greater use of College Divisions with integration of knowledge between divisions rather than departments.

2. Longer course sequences for a more penetrating grasp of an area of knowledge and for understanding.

3. Articulation of High School and College Work. (How can College build on High School?)

4. Better understanding of the student.

5. More chance for self direction and responsibility on the part of the student. (Educate all students to certain ideas.)

6. An attempt at integration of citizens to some common insights and purposes.

7. Skilled counseling and guidance. (Rand)

8. Construction of reliable and valid evaluative instruments. Use of these instruments for diagnosis, evaluation, records, and profiles. (We do not have them.)

9. Educational research on important problems. Use of the findings.

10. Individualized instruction. (Furrow at Knox -- tutorial system). Socialized instruction.

11. Stress on motivation for participation in the affairs of society. Preparation of students for physical and emotional fitness for participation in the affairs of life.

12. Penetrating study of institutional problems in faculty conferences.

13. Greater contribution to the growth of both superior and average students, a little gratuitous effort on the part of the teacher. (Students can learn more.)

14. More attention to creative work.

15. Emphasis on critical thinking. Memorizing is not enough.

16. Use of audio visual aids. (films)

17. Work experience. (Too much abstract work.)

18. Consideration of knowledge as a means for better living-- not as an end in itself.

THE COUNSELORS' MEETING

The Dean presided. The Dean announced that all folders had not been returned. These should be taken to Miss McMican's office. The Dean said that students should be encouraged to take special work -- one subject is desirable -- two at the most. Freshmen who wish to take more than 18 hours including Physical Education should be sent to the Dean for permission. Allow 16 hours of academic work if the program works out that way. Report on special students as soon as possible. At the end of the first five weeks, make out a report on all students who make low grades. Please make three copies of this -- one for the Dean -- one for the Personnel Office, and one for the counselor. Formal registration begins on Monday, the 16th. All teachers should consider themselves counselors. Dr. Schaper spoke a word about the student counseling set up. Deana Bass is chairman of the group. The meeting adjourned.

Kathryn Hankins
Secretary

MINUTES FOR THE FACULTY MEETING -

SEPTEMBER 23, 1946

The instructional staff met in the Library Club Room on Monday evening, September 23, at 7:30 P. M., Dean Gipson presiding.

The Dean called upon the Secretary-Treasurer to make a treasurer's report. The treasurer made the following report:

Balance carried over from 1944-45	116.12
Amt. collected for 1945-46	134.50
TOTAL	<u>250.62</u>

Expenses:

Wedding presents	26.70
Faculty parties	45.76
Fruit and flowers	46.03
Presents for four departing members	74.16
Tax on checks	.07
	<u>192.72</u>

Balance in the treasury	57.90
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The treasurer asked that no out-of-town checks be presented for dues because of the tax. The treasurer also announced dues of \$2.00 per member for the year.

Dean Gipson thanked the faculty for work in grading tests and for registration. One bad mistake was made by a counselor in English sectioning-- otherwise the registration had gone very smoothly.

Dean Gipson announced that the purpose of the meeting was to elect the committee to present a report on salaries to the board. The Dean wished this to be done with no resentment or ill-feeling on the part of any member. She expressed the opinion that there should be a rise in salaries because of increased cost of living and then she added that if some should be added to the salaries of those who had gone through the "sturm und drang" period with the college, surely no one could object to that. She announced that we would vote by ballot for six names, the six receiving the highest number of votes to constitute the committee. Dr. L. Bernard reminded the Dean that a motion had been tabled which should be first voted upon.

The Dean asked the secretary to read that part of the minutes pertaining to the motion. The secretary read from the minutes that the motion was tabled for some "future time". The Dean proceeded with the business. She announced that any member of the faculty should feel free to send suggestions to the committee. She asked if there were any objections to the procedure. There were none, so the Dean said, "It is so ruled." The Dean asked Miss Albrecht to assist the secretary in the counting of the votes. The ballots were passed and collected. Miss Albrecht called the names from the ballots and the secretary wrote the names upon the blackboard and tallied. The results were as follows:

Dr. Parker	received	41	votes.
Dr. Clevenger	"	40	"
Dr. Thomas	"	39	"
Dr. M. Dawson	"	31	"
Dr. Talbot	"	30	"
Miss E. Isaacs	"	27	"

There were other scattered votes, no person receiving more than 9 votes. The above named persons were declared to be the committee by the Dean. The secretary read a letter of thanks from Miss Mary Gordon for the present given her by the faculty and administration upon her departure.

The meeting adjourned.

Kathryn Hankins
Secretary

MINUTES FOR THE FACULTY MEETING

October 17, 1946

The Instructional Staff met in Room 225 at 7:30, Dean Gipson presiding. Dr. Parker, chairman of the committee on teachers' salaries gave a report of the committee's work. Before giving the report of the committee, she spent some little time reviewing the situation in regard to salaries at Lindenwood. A review of the salary problem at Lindenwood follows as Dr. Parker gave it:

"Under the presidents who preceeded Dr. Roemer, a bargaining system had been in vogue. Dr. Roemer pursued this same policy which he seems thus to have inherited. Dr. Roemer excelled in securing endowment and consolidating the economic stability of the school, in expanding and improving the physical plan of Lindenwood. He abhorred waste and tardiness and unreliability. When Dr. Roemer came, there were two buildings -- Ayres and Sibley. In his time there were added three new dormitories, Roemer Hall, the Library and the Memorial Arts Building. In setting up his administration of personnel, Dr. Roemer was not influenced by academic tradition. Government of the college was paternalistic. Salaries were based upon individual bargaining. In a stable economy this system might have led to no very glaring injustices, but the cost of living index varied widely during this period. What happened was that the salary levels of individuals tended to freeze and reflexed, not so much the teaching load and the academic rank, as the market value of a teacher's services at the time when the contract was made. For example, a veteran member of the faculty might be receiving \$1800 a year when an instructor, fresh from graduate school with a Master's Degree might receive \$2100. Those of us who came in during the boom of the late twenties had a favorite position so far as salaries were concerned. Then came the depression. As the enrollment of students fell off, and the collection of tuition became increasingly difficult, Dr. Roemer took drastic steps. It was his pride that under his direction Lindenwood had never failed to meet a payroll on time. He was strictly honorable in carrying out contracts to which he was a party. And as a sound businessman, he had to balance his budget and keep the college out of the red. The blow came in 1931 -- two years after the great

stock market crash of 1929. People had previously accumulated savings to send their daughters to college and did send them. Beginning in 1931, Dr. Roemer asked us to accept four successive 10% cuts, that is, a \$2000 salary went to \$1300. It should be mentioned that Dr. Roemer asked the faculty whether they wished to stay on the payroll and take the cut or whether some of the faculty would be dismissed so that the rest could keep their salary. The faculty said they would take the cut in order that all of them might have jobs. During this hard period which followed the faculty pay checks never failed to be on time. It was understood that salaries would return to previous levels as soon as the income of the college would permit it. The faculty turn-over at this point was almost nothing. There was a surplus of available teachers. Many schools were defaulting on their salary contracts. Word went around that Ph.D.'s were offering their services for board and room alone. Thought the Lindenwood salary cuts had aggravated the inequalities in the schedule, the faculty accepted without any lessening of their loyalty to the school and hoped for the best. In 1936, salaries began to rise once more. As far as I could ascertain in talking to my colleagues there was no uniform plan in granting these increases. In my own case, it was not until 1944 that I received a higher salary than I got upon joining the faculty in 1928. In the intervening years I had completed my Ph.D. degree. During Dr. Roemer's administration the college began to provide group insurance. Each policy increased with the faculty member's years of service up to a maximum of \$3000. Dr. Roemer also inaugurated the granting of faculty scholarships for summer study. During Dr. Roemer's regime Dean Gipson, understanding academic conventions and the academic point of view, made a steady determined effort to mitigate the inequalities, to adjust work loads as equitably as possible, and to increase the prestige of the teaching staff on this campus. She coveted for us the position not of mere employees in a successful, well-established business, but of trained people working on a professional level in a college with some high academic standards. Sometimes when I walk into our faculty house I recall that when I came, the only room reserved for the faculty was the back parlor at Ayres... then furnished with heavy armed chairs of the mission style all looking like refuges from some country hotel lobby. I am grateful to Dean

Gipson and Miss Cook for the prime movers of this change.

"Our working together during the depression and on into more normal has had the effect of stiffening our morale as a group. There was little change in personnel over a period of years. And though serious inequality in salaries continued, personal bitterness on their account was allayed by the growth of friendship among us and our continuing opportunities to know each other's work.

"When Mr. Motley took over as acting president after Dr. Roemer's death in 1940, no sudden or drastic changes in policy were expected by the faculty. We rallied to his support, proud of his success in carrying a heavy responsibility.

Under Dr. Gage certain advances were made. A system of tenure was laid down. Floors were put under salaries-- \$2,000 for an instructor, \$2200 for an assistant, and \$2400 for a full professor. A retirement was put into effect providing that the college contribute up to 5% of a teacher's salary toward his annuity payments. Meanwhile the economic situation has become more and more chaotic. Salaries generally have risen so that many members cannot afford the luxuries of staying on at Lindenwood for their present salaries. The turnover is increasing and replacements must in many cases be paid higher salaries than the persons they replace.

Last January the Board of Directors asked that a salary schedule be worked out and that individuals be ranked according to it. This is a task still to be accomplished. Dr. Clark, the chairman of our Board, has taken an unprecedented step in attacking this problem-- an inherited problem-- not one created by present members of the administration. Dr. Clark has asked the administration and the faculty to tackle the problem together. As you know, the faculty elected six representatives to this committee. Dr. Clark has appointed Dean Gipson and Mr. Motley to represent the administration. This represents a revolutionary experiment in policy-making at Lindenwood-- an experiment in

democracy. Some of us may feel that such a plan should have been evolved more gradually. After all, the status of the L. C. teacher thirty years ago would seem to us unenviable-- she was required to attend all meals, all recitals, all chapel services, and do her share of the chaperoning. When she left the campus for any length of time, she told her plans to the Dean of Women. We have come a long way.

We should, I think, appreciate the crucial nature of this experiment. Certainly we, the committee, both administration and faculty members, will do our very best to work out a just and workable recommendation. We ask your understanding and help."

Dr. Parker then reported on the work of the committee. She stated that the appointment of the administrative members came late. The committee went into St. Louis to see Dr. Clark in order that he might clarify exactly what he wished them to do. The committee also received suggestions from the faculty. The committee collected information regarding salaries in this vicinity. Dr. Clark wished the committee to report directly to him. He also wished this committee to rank the faculty and to participate in policy-making. The Lindenwood Committee, in talking to Dr. Clark, suggested that they thought a 30% increase in salary would be in keeping with the increased cost of living. Dr. Clark said he could not ask the board for that much money. He would like to have a settled plan rather than an immediate one. The committee felt that there should be some immediate relief. Dr. Clark suggested a 5 to 10% increase. He said he would be willing to go before the board and ask them to dip into their funds for that amount, but that he could not ask for the 30% rise.

Dr. Parker stated that Dr. Clark cared very much about getting the salaries raised. She then read the tentative draft of a letter to the board. It was moved and seconded that the report of the committee be accepted and the letter presented to the board. A discussion followed, which indicated that the 10% did not cover the cost and the answer was that Dr. Clark did not want the salaries put on

a basis of living costs because if living costs decreased, then salaries could be decreased. The question was called for, and the vote carried. The draft of the letter to Dr. Clark follows:

October 18, 1946

Dr. James W. Clark
Second Presbyterian Church
St. Louis, Missouri

Dear Dr. Clark:

The Lindenwood Faculty-Administration Committee on Salary Recommendations offers the following interim report.

We view the salary problem at Lindenwood as having two aspects. First, the salaries here need adjustment so as to provide the purchasing power essential to a professional standard of living. Secondly, salaries here need adjustment so as to do away with serious inequalities in amounts being paid for similar services and responsibilities.

We began our work by asking for the suggestions of our colleagues and found that a majority favor action by the Board in two steps: an immediate blanket increase to afford temporary relief from rising economic pressure, and the adoption of a long-term plan setting up a salary scale according to academic rank, experience, tenure at Lindenwood, academic training and other relevant qualifications.

For this long-term plan, the committee have been collecting data, but will need some time to complete a study and work out specific recommendations.

At present, we recommend that the Board grant a temporary adjustment adding ten per cent to the present salary of each faculty member whose contract was not new or renegotiated for 1946-47, this increase to be retroactive to September 9, 1946, to be paid beginning November 1, 1946, and to continue until the Board adopts a long-term salary schedule and puts it into effect. We recommend that any

increases under this schedule be made retroactive to September 1, 1946, the total amount of temporary relief to be credited on the sum finally determined upon. The above proposal was submitted to the faculty October 17 and approved.

The committee and the entire faculty are grateful to you, Dr. Clark, and to the other members of the Board for showing interest and good will in this matter of salaries. We believe that a reasonably fair, workable solution of the problem can be reached and will help to build an exceptionally good esprit de corps on this campus."

Faithfully yours,

After an expression of thanks to the committee for a very painstaking piece of work, the meeting adjourned.

Secretary

Rathyns Hankins
Secretary

The reply of the board to the letter of the committee:

October 23, 1946

My dear Mrs. Parker:

Confirming the conversation I had with you and the committee Monday:

The Board, at its meeting Monday morning, un-animously decided to accept the recommendation of this committee for a 10% increase of the salaries of the members of the faculty. It is understood that those who are new members, or those who renegotiated their contracts, are not to be included in this advance. It will date from the opening of the academic year, September 9.

I think you are giving fine leadership to your committee, and I am anticipating a thorough piece of work on the long term plan.

Referring to the other items of your letter, no action was taken except that it was agreed that the committee nominate two representatives to the Directors Committee, which will consider the long term plan for the faculty.

Personally, I doubt whether the Board can agree to make any further increases retroactive to September 9th, as is suggested. This year there will be a very substantial deficit, irrespective of the increases that are now being made, and we will have to draw on capital account. You will realize that as a policy this cannot be continued.

With all good wishes,

Sincerely yours,

James W. Clark / signed

MINUTES FOR THE FACULTY MEETING

January 16, 1947

The Instructional Staff met in the Library Club Room at 11:00 on Thursday, January 16, Dean Gipson presiding. The Dean made the following requests:

"Do not promise any special examinations. Send any Freshman or Sophomore to Dr. Gipson if they want to take 18 hours or more. Freshmen should not take Grade II or III courses unless they have permission from the Dean."

The Dean then called upon various members of the faculty to make announcements regarding courses for registration. The following faculty members made announcements:

Miss Boyer: New course in the Speech and Dramatic Department. Introduction to Radio. 9 T Th. Grade I. Course No.: 25b. The course is open to freshmen who have completed one semester of speech work. The purpose is to open radio work at a level where as many girls as possible can take it.

Miss McCrory: The Speech Department is trying to get a course started in Discussion and Persuasion for Juniors and Seniors. Grade II and III. Will bring material from other courses and learn the forms and principles of presentation in this course.

Miss Isaacs: Explained the second semester registration for Study Techniques. There are 19 girls who have received I or F in at least three courses. These are recommended for Study Techniques-- this allows for six other registrations in the class making a total of 25. If necessary, the total number in the class will be increased to 30. Faculty should recommend to Miss Isaacs those students who need Study Techniques.

Dr. Dawson: Cultivated Plants is open to Freshman or Sophomores, has no prerequisite, and is Grade I or II.

Mr. McMurry: In view of the fact that there are a large number of students who have had orchestral and band experience in high school and who are not

enrolled in band or orchestra here, proposed that each counselor be supplied with a list of her counselees who have had some orchestral experiences. The counselors then can make arrangements to clear the one o'clock hour so that the student can take band or orchestra if she is interested.

Dr. Schaper returned the Minnesota Personality tests to the counselors. She called attention to the Manual of Directions, particularly the first part "Aspects of Personality Measured by the Scale." The percentile scores are given in red on each counselee's sheet. These sheets should not be given to the student, but they are to be used by the counselor as one source of information.

Dr. Betz talked briefly on "Why I Believe in Counseling." Counseling here is academically centered--the counselor is the student's teacher. The counseling process consists of two things:

1. Extraction of information from the student about herself.
2. Giving of advice.

He stressed the value to be gained from the information extracted from the student, and through counseling, the maintenance of a kind of liaison with the other departments of the school.

Miss Morris gave a summary of the results of the counseling questionnaire given to the Juniors.

1. They would like the counselors to know all about the courses offered.
2. They want a flexibility in their counselors so that there can be a change; want a counselor in their major field.
3. Want more time for conferences.
4. They want as many requirements for graduation worked off before the senior year as possible.
5. Want vocational information.

The summary of the results of the questionnaire given to Seniors was deferred until the next

faculty meeting.

Dr. Garnett made the following announcement:

"Anyone who has a leaning toward teaching should be encouraged to go into that field. Those wanting to do elementary teaching must start their program early. They can complete the requirements if they have had one year outside the teaching curriculum, but it is easier if they start the first year. Those wanting to do high school teaching can complete the requirements if they decide by the sophomore year--in the second semester of the sophomore year they should take Educational Psychology, and in the Junior year should take History of American Education and Principles of Secondary Education. The matter of majors is important--be sure majors and minors are in fields that are taught in high school--try to combine major and minors in related fields."

The announcement was made that the time for conferences and next reports on counselees will be after final examinations, particularly important for those who have low grades.

Kathryn Hankins
Secretary

MINUTES FOR THE FACULTY MEETING

January 23, 1947

The Instructional Staff met in the Library Club Room at 7:15, January 23, 1947. Dean Gipson presided.

Dean Gipson first called upon Miss Marker to present a report on extra-curricular activities. Miss Marker's report follows in detail:

Student Participation in Campus Activities

It is one of the services of the Personnel Office to keep a record of the activities to which each girl in school belongs. We believe extra-curricular activities are one of the important phases in the life of every college student, at the same time however, we realize that some girls naturally take to such activities while others are not interested in that phase of college life. I believe on the whole we have been fortunate in having a group of girls who are interested in extra-curricular activities.

In order to keep this material up to date this fall we had each student fill out a prepared form. On this form they were requested to name the organizations they belonged to and the year they joined each one. In some cases they put the year they became inactive. This material was then transferred to each student's activity card which is like this. On ~~one~~ one side is kept the extra-curricular activities and on the other side are the honor organizations such as Alpha Sigma Tau, Beta Pi Theta, Sigma Tau Delta, and the Dean's Honor Roll.

During the year our main source for this information is the Bark which prints new organization membership and the various honors which come to the students such as parts in various plays, Christmas Story Contest winners, Hall of Fame, Nelly Don awards and such. All of these things are recorded on the student's card and it gives us a pretty good idea about each ones interest as well as a pretty good insight into what they are doing during their leisure hours.

There is one difficulty in this project which is difficult to overcome due to a long standing practice in the organizations. Attendance rolls of

the groups are either not kept or do not exist in many of these organizations.

As I said earlier there are some students who do not take to organizations or are hesitant about joining. In our student body there are 25 girls who do not belong to any organization. Of this group there are two day students and of course these girls have their own home and town activities to keep them very busy. One other girl has important home duties and one or two of the freshmen are putting all their efforts into making especially good records their freshmen years.

There is a feeling among some people that in joining organizations your grades will show an almost immediate drop. I would like to show you what the case is here at Lindenwood. Out of the 25 cases where the girls do not belong to an organization 18 have an average grade of M, 7 have an average of S. Of course these averages are based on the first nine weeks. Here I would like to say that out of this 25, 21 of these girls are freshmen, 3 sophomores and 1 is a junior. From this we might conclude that it might be wise for some kind of a program to be initiated whereby these freshmen girls can be introduced to the campus organizations through their faculty counselors or student counselors or some kind of student orientation program. Some of these girls who I have had personal contact with I feel greatly need to belong to a student group of some kind whether it be a state club or something else whereby giving them at least a feeling of belonging to a student group and possibly making them happier by increasing their own group of friends.

On the other side of the ledger we have 107 girls who belong to anywhere from 5 to 15 organizations. Let me break this down for you. Of this number:

34	belong	to	5	organizations
27	"	"	6	"
18	"	"	7	"
7	"	"	8	"
5	"	"	9	"
8	"	"	10	"
4	"	"	11	"
3	"	"	13	"
1	"	"	14	"
3	"	"	15	"

This group is represented by 20 freshmen, 40 sophomores, 26 juniors, 22 seniors.

As far as the grade levels of this group, 32 of these girls have averages ranging from M- to M, 71 range from S- to S, and 2 have E- averages. The 3 girls who belong to 15 organizations are reasonably active in all of them and at the same time they have an S average.

It may also be interesting to note that there are 81 girls on the campus who belong to just one organization and here again we cannot be sure whether that is in name only or whether they are active members in their respective groups.

These records are kept in the Personnel Office and I would like to invite any of the faculty counselors who are interested or have any questions about their counselee activities to come into the office and we will be glad to show you their cards.

Dr. Parkinson then made a plea for attendance at Vespers and Chapel exercises. He said the attendance had been better recently, but that we could all attend more often. He asked the co-operation from the whole faculty in religious interests, by saying that we should all work together as a Christian community and make this a Christian institution.

Dean Gipson expressed her thanks in advance to the faculty members who were to do proctoring during examination week. The Dean said that student assistants need not be excused from all work but that the faculty members should be reasonable in their demands. She said that some students would not take the exams due to absences. She asked that the faculty be particularly careful in reporting absences. She also announced that the students had been granted permission during exam week.

In regard to our counseling work, the Dean asked that we see all of our counselees before March 10, and again nearer the end of the year -- possibly near the end of May. She stated that the reports had been helpful on many occasions.

The Dean asked the faculty to take stock of themselves. No student can put three hours on an assignment nor the entire time on a single subject. Students take from four to eight subjects so their time is limited. The Dean spoke of faculty-student relationships. Taking classes to the tea-house is not conducive to the feast of reason and flow of soul. There should be a friendly feeling toward students without making them our intimate friends, Neither should they be snarled a

The Dean then turned the meeting over to Dr. Parker, chairman of the committee on salary recommendations. Dr. Parker had previously given out printed material so she opened her talk by saying that the sheets in our hands were really the report of the committee. She said the committee had two objects in view. First, to prove to the Board that the proposed salaries scheduled is in line with salaries in this area and with those of other women's colleges, and second, to make a proposal to the Board that is within reason. So the objective of the committee really becomes a recommendation to the Board for a salary schedule.

Dr. Parker stated that only 29 of the faculty answered the first questionnaire sent out by the committee. Two faculty members disapproved entirely of the questionnaire; scarcely half of the faculty answered the questionnaire. Dr. Parker then called upon Dr. Betz and Dr. Bernard to speak from the subjective and objective point of view, respectively. Dr. Betz spoke first: The theoretical objections to any objective measurements is that a teaching relationship is a spiritual relationship. Two people would judge the same objectively, but they would not judge the same subjectively. The objective system excludes a qualitative measurement. As far as experience is concerned, some teachers get worse the longer they teach. Regarding articles published, the objective manner does not show that some articles may not be so good. Another objection to the objective method is that some poor teachers could rate very high. Furthermore, there is a juggling when the objective system is used. If some three hundred people were to be measured, then this is an evil that might be accepted. Here at Lindenwood, we know each other intimately, and are sometimes dependent upon our colleagues for advise. Our rating cannot be made by an adding machine. As for the work load, we take our job as a whole. Sometimes we have an overload, sometimes we are underworked. The other work of the committee Dr. Betz considered very good., but his conclud-

ing thought was that by an objective system we are tying the hands of the college, embarrassing ourselves and the administration, with the result that we would not be any better off.

Dr. Jessie Bernard spoke as follows: the committee had done a good job; they did not expect this to be a final instrument, and the quality of qualifications is not being slighted. She felt that the points for experience might be changed to keep poor teachers from receiving such a high grade. She insisted that quality can be measured, that nothing is immeasurable. If the objective system has validity, it is the best method because you can justify your best judgment.

Dr. Gipson felt that the X quality was not given large enough value. Dr. M. Dawson said that after all the Dean hired teachers by the objective method plus the subjective. The question was then put to a vote. There were 14 votes to consider general qualifications, 25 votes to combine the qualification and objective methods. The committee asked the faculty to feel free to make suggestions and to criticize.

Miss Hankins moved that the plan be accepted as presented by the committee. The motion was seconded and carried.

Dr. Parker expressed her thanks for the questionnaire turned in, and asked for personal information from the faculty which could be included in the report. Dr. Schaper warned that we should not go forward too boldly.

The meeting adjourned

Kathryn Hankins
Secretary

MINUTES FOR THE FACULTY MEETING

February 11, 1947

The Instructional Staff met in the Library Club Room at 7:15 p.m. on Tuesday, February 11, 1947. Dean Gipson presiding. The Dean made the following remarks:

"There are magazines and pamphlets in the Faculty House which faculty members are free to take away if they are interested in any of them."

"Examinations for conditions should be given by March 10. Any student who was in the Health Center during the time the exam was given may take the exam earlier. When the grades come out, which will be very soon, explain all grades to the students who come to inquire about their grades. Counsellors will please compare the grades that students received with their test grades. Do not add any subjects to the schedules now. If students request the instructors to take the class out of doors, it is too early to begin that practice. The refusal to take students out may be put on the basis of health since the ground is much too cold and damp for outdoor work."

"A representative from the hospital group service will be out very shortly to explain how medical attention may be given in addition to other services upon the payment of additional dues."

"Dr. McCluer will be at Vespers on Sunday evening, February 17. By sitting together in one section, the faculty might make a showing."

Dean Gipson then read a letter which she had received from Italy in which the mother of a family begged for help from the Dean and the college. The letter was most pathetic revealing sad conditions in Italian family life. The Dean suggested that anything we had to give in the way of clothing or money would be very gratefully received.

The Dean called upon Dr. Parker to address the faculty as chairman of the committee on advance in salary. Dr. Parker had previously placed in the hands of each member of the faculty a mimeographed report

of the committee's work with regard to ranking and salaries. The plan proposed one ranking of three ranks, namely, instructor, assistant professor, and professor; and a plan for four ranks, in which associate professorship follows assistant professorship. The question then came before the faculty. Dr. Parker's opinion was asked in regard to the general practice in other colleges. She stated that the most of the statistics which they had gathered showed the use of four ranks, that is, the four ranks are generally used in colleges, although ranking by the three plan method is a little supple. After a short discussion, Dr. Jessie Bernard moved that at Lindenwood we have a four rank system. The motion was seconded and carried. These additional remarks were made regarding the four ranks system. Dr. Terhune felt that it was an inducement to stay at this institution and that it had some weight in learned societies, and Dr. Parker felt that it gave a personal satisfaction.

In regard to the salaries going with each rank, Dr. Parker pointed out that there was an overlapping in salary, but as she said, that is present in the system we have today. And she said it is also true in other schools, and that makes for flexibility. Dr. Parker also stated that twenty-four hundred dollars is the minimum salary recommended by NEA. The maximum salary for an instructor is twenty-seven hundred dollars. Dr. Parker stated that whatever the faculty passed on relative to the report at hand, the committee expected to present to the board. Dr. Parker then read the report through, and there were comments and explanations here and there. Miss Wurster criticized because she felt it was not very clear...the questions on the number of years of graduate work beyond the master's. Dr. Parker explained what the committee wanted. Regarding the question of increasing in salary, other plans might be evolved, such as a hundred dollars for each year until the teacher reaches assistant professor. Regarding the question of a normal load of work, raised by Miss Wurster, Dr. Parker said that the committee did not decide what a normal load should be since they felt that due to the varied work of the different departments, it was hard to define a normal load. But Miss Wurster said since we do have definite loads for students to carry, why could we not have a definite load for faculty to carry.

Point No. VII states that faculty members shall receive compensation in proportion to the teaching load carried. After some discussion, Dr. Jessie Bernard moved that No. VII be stricken from the report. Dr. Betz seconded the motion, and the motion was carried. Dr. Parker asked for any addition to the report. Miss Hankins moved that the faculty accept the plan of the committee. The motion was seconded and carried. Dr. Parker thanked the faculty for the material which they had turned in, and she asked for further information about the teachers themselves. Dr. Schaper sounded a warning note about going forward too boldly and/^{said}not to feel that we, as a faculty, are altogether too good or altogether responsible for student achievements. Miss Hankins moved that a vote of thanks be given to the whole committee for their untiring work in regard to salaries at Lindenwood.

The meeting then adjourned.

Kathryn Hankins
Secretary

The full report is appended.

MINUTES FOR THE FACULTY MEETING

February 26, 1947

The Instructional Staff met in Roemer Hall, Room 225, at 12:00, February 26, 1947. Dean Gipson presided.

Dean Gipson first called upon Miss Isaacs to present the list of eligible members of Alpha Sigma Tau. Miss Isaacs explained that according to the rules of the society, which admit 16% of the upper three classes, that 34 members might belong to Alpha Sigma Tau. The present membership is 11, so that leaves a possible 23 for election for the present time. The points ranged from 148 to 108. Miss Isaacs then read the list and their points. The list follows:

O'Flynn, JoAnn	148 pts.
Hachtmeyer, Lois	142
Turner, Jeane	136
Crawford, Marjorie	132
Morrissey, Jane	128
Perry, Betty Sue	127
Drake, Dorothy Jean	125
Plowman, Amelia	122
Clayton, Carol	120
Straus, Fannie G.	119.5
Hencke, Barbara	118
Hedrick, Eleanor	117
Einspahr, Margaret	116
Merrill, Jane	116
Reilly, Miriam	115
Faust, Jane	115
Lowe, Janice	113.5
Pardee, Juanita	113.5
Trimble, Mary	113
Vincil, Dana	110.5
Errington, Janet	110
Craemer, Joyce	108
Little, Marguerite	108
Odom, Beverly	105
Nichols, Armintha	105
Mangum, Marilyn	100

Dr. Marian Dawson moved that the list be accepted as read. Since there were no objections, the motion was carried. Dean Gipson asked the counsellors to

watch particularly that students are enrolled for the proper number of hours to admit them to Alpha Sigma Tau.

The Dean invited the faculty to come to the students' meeting on the following Tuesday to hear reports from the student delegates to the National Students Association.

Dean Gipson announced Monday, the third, as the day on which low grades are due in the office. She made a special plea that instructors give the reasons for all low grades in order that she might communicate them to the parents.

The Dean announced that make-up examinations should be given during the week of March 10. She said there was complaint from the girls, when she discussed semester grades with them, that they had not seen their final examination papers. The Dean reminded the faculty again that students have a right to see their examination papers and to know why their grades are low.

A drive is on among the students to attend assemblies. The Dean requested that we assign no work to assistants during the time of the assemblies or public meetings, and that no practicing be done at that time.

The Dean stated that something would have to be done about the number of absences from class. She stated that it took one morning to list the absences. She requested that the faculty look at the list of candidates for degrees, and if there is a doubtful name, please see her. Please list the field trips before they are taken. Do not take students from the campus without information. The number of trips for each student for each week should be limited.

An announcement must be made soon to the Seniors regarding finals.

The Dean regretted very much to tell the faculty that they were not invited as a body to the Press Club Dinner in the dining room. That had been printed without consultation, and the dining room is not equipped to take care of so many people.

The Dean announced the Sophomore tests for Tuesday morning, March 18, and Thursday afternoon, March 20, and the graduate record examinations for Saturday, March 22 and Saturday, March 29.

The Dean reported that Mary Ann Parker, our graduate fellowship student, has achieved a perfect record in her first semester's work.

She stated that very little in the way of relief for the Italian family had been received, and asked that we think about that...and also leave the money for the Red Cross Drive in her office.

The meeting adjourned.

Kathryn Hankins
Secretary

FACULTY MEETING

April 30, 1947

The Instructional Staff met in Room 211, Roemer, at 11:55 on April 30, 1947, Dean Gipson presided.

The Dean asked that all the names of those winning departmental prizes should be turned in to her office in time for pre-commencement honor day. She asked the faculty to recommend students who had done outstanding work, to hand in any good manuscripts that had been prepared in order that the winners of the club prizes and the Spamer Prize might be judged.

The Dean also asked the faculty to dismiss students promptly since there had been some complaint of students being late to class. The Dean then asked the secretary to read the list of candidates for degrees and certificates. After the reading of the names, the Dean called for any discussion upon the candidates, and then asked for the motion that they be granted degrees and certificates. The motion was made and passed that upon the proper completion of the work, the faculty recommended the candidates for graduation. The list of candidates follows:

CANDIDATES FOR THE BACHELOR OF ARTS DEGREE

Bass, Erle Dean	Little, Julia Marguerite
Beazley, Virginia Elizabeth	Long, Keltah Cofer
Brown, Laura Jo-An	McGraw, Elizabeth Louise
Dron, Rosemary	McKinney, Margaret
Foreman, Jacolyn	Mangum, Marilyn Patton
Hachtmeyer, Lois Elizabeth	Marshall, Margaret Ruth
Hardy, Betty	* Miller, Janet
Hawkins, Betty Lou	Mount, Marie Christine
Hedrick, Eleanor Anne	Oak, Betty Belle
Horvath, Helen Elizabeth	Pendarvis, Marian Louise
Kendall, Margaret Ann	Platt, Mary Ruth
Kinkade, Margaret	Shroder, Joanne Louise
Liebermann, Jo Ann	Swilley, Mary Medora

CANDIDATES FOR THE BACHELOR OF SCIENCE DEGREE

Hunter, Betty L.	Riedel, Shirley A.
Lowe, Janice Gwynne	Ross, Burnice May
Lumpkins, Bonnie Gee	Waye, Ruth
Lynn, Anna Louise	

* Degree requirements to be completed in summer, 1947.

CANDIDATE FOR THE BACHELOR OF MUSIC DEGREE

Johnson, D. Colleen

CANDIDATES FOR THE CERTIFICATE OF ASSOCIATE IN ARTS

Brunelle, Beverley Ellen	Neubert, Mary Louise
Crawford, Marjorie Ruth	Plowman, Amelia
Creamer, Joyce Yvonne	Rindsig, Imogene
Drake, Dorothy Jean	Sloan, Carolyn Baber
Errington, Janet	Temple, Jean Hope
Hencke, Barbara Gene	Tuttle, Patricia Hope
Horton, Mary Jane	Verploeg, Arlyn Joyce
Jargo, Donna Jean	Wagner, Shirlee Margaret
Mertz, Mary Carolyn	

CANDIDATES FOR THE CERTIFICATE IN SPEECH & DRAMATICS

Coons, Carolyn	Rosier, Gwendolyn J.
Dron, Rosemary	Stull, Patricia Louise
Frew, Gail Kingsley	Williams, Joerene
McNail, Mary Lou	

CANDIDATES FOR THE CERTIFICATE IN COSTUME DESIGN

Burton, Margaret M.	Province, Nell H.
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CANDIDATES FOR THE CERTIFICATE IN INTERIOR DECORATION

Callaway, Bobbie Louise	Ray, Helen
Inglis, Jean	

CANDIDATES FOR THE CERTIFICATE IN ELEMENTARY EDUCATION

Carney, Darlean	Fodness, Marjorie E.
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CANDIDATES FOR THE CERTIFICATE IN SECRETARIAL SCIENCE

Bauer, Frances Belle	Overaker, Janice
Griffiths, Shirley Irene	Stickler, Patsy Jean
Lednick, Janet Marian	

CANDIDATE FOR THE CERTIFICATE IN PUBLIC SCHOOL MUSIC

DeVries, Mary Elizabeth

CANDIDATE FOR THE DIPLOMA IN PIANO

Gordon, Louise

*Kathryn Hankins
Secretary*

MINUTES FOR THE FACULTY MEETING

May 9, 1947

The instructional staff met in the Library Club Room on Friday evening May the 9th. Dr. Clarke and Dr. McCluer were both present.

Dr. Clarke spoke first. He reviewed the history of the Faculty Salary Committee and its work. He praised the work of the committee saying that it was one of the finest reports of its nature that he had ever seen; that it showed careful work, wide research, an insight into the teaching problems, and at the same time took into consideration the view point of the Board of Directors. He asked that the Faculty express to the committee a vote of thanks for the excellent work that had been done.

Dr. Clarke assured the faculty that he will recommend to the Board that the report be adopted. The increases in salary will involve \$14,000. These increases to the faculty will make increases necessary in other groups. The first step will be at the next meeting of the Board when Dr. Clarke will recommend that \$7600 additional money be put into the fund for salaries for teachers. In the fall, if the finances of the college permit, the salary scale as set forth in the report will go into effect. (Page 3 of the report). It will take time to make adjustments, but those who do not immediately enter into the level at the beginning of the fall term, will have their increases made retroactive to September.

Dr. Clarke expressed the deep interest of the Board in the college, and its desire to get the best faculty possible on this campus. He assured the faculty that if conditions permit, other increases in salary will be made. He reminded the faculty that the Board would also expect greater things of them.

If the Board does not accept the report, Dr. Clarke will have a committee form the Board meet with the Faculty Salary Committee to iron out the difficulties.

Dr. Schaper expressed the appreciation of the Faculty for Dr. Clarke's understanding of the needs of the college. Dr. Clarke introduced Dr. McCluer, the President elect to the faculty. Dr. McCluer expressed his approval of the work of the salary committee.

The meeting adjourned

R. H. ...

1947-1948

1947-1948

FACULTY MINUTES

SEPTEMBER 1947 - MAY 1948

KATHRYN HANKINS,
SECRETARY

LINDENWOOD COLLEGE

FACULTY CONFERENCE

September 15, 16, 17, 1947

Monday, September 15.

Administration and faculty members gathered in Ayres dining room for dinner on Monday, Sept. 15 at six o'clock. This dinner marked the opening of the school year, 1947-48. Wives, husbands, mothers, and children of the members were present. After a delicious dinner had been served, President McCluer introduced two members of the faculty who had returned after an absence, Miss Sibley and Miss Rugaard. He then introduced the new members of the faculty as follows: Mr. Bauer, Miss Griffin, Mr. Hume, Miss Krautheim, Mrs. Long, Mrs. Mitzit, Miss Nelson, Miss Shultz, Miss Sisk. President McCluer expressed his appreciation of the warm welcome he had received at Lindenwood, and in turn extended greetings of welcome to all who were present. He spoke just a few words because he felt that this was neither the time nor place for a long speech. He made a plea for a "oneness" of administration and faculty members. As an illustration of the value of this working together, he said, "Two times two are fifty, and the two is just as important as the fifty. So each member of the faculty and administration, in fact, everyone on the whole campus, has his or her particular work to do and becomes a vital part of the whole picture."

MINUTES FOR THE FACULTY CONFERENCE

September 16 -- Morning session:

The Instructional Staff gathered for its first meeting of the new year in the Library Club Room at 10 o'clock. President McCluer opened the meeting with a prayer. The President announced that members who had served on committees last year will continue to serve until further notice. He then turned the meeting over to Dean Gipson for the routine work of the morning.

Dean Gipson made the following announcements:

Events of the week:

- Tuesday morning--Reports from faculty members who held scholarships.
- Tuesday afternoon--Reports from the Workshop.
- Wednesday morning--Meeting of the counselors.
- Wednesday afternoon--Departmental meetings.
- Wednesday afternoon from 4 till 5:30--Dean Gipson's Tea for President and Mrs. McCluer and the new members of the faculty at the Faculty House. All members of the administration and faculty were invited to the tea.
- Thursday evening at 7:30--An informal reception in the Fine Arts Building for students and faculty.
- Thursday and Friday-- Testing Days.
- Monday, Tuesday, and Wednesday-- Registration.

Dean Gipson asked Dr. Schaper to make an announcement regarding the testing program. Dr. Schaper said that Thursday would be given to the English Department for tests, and on Friday, the following tests would be given: G², ACE, Barrett-Ryan-Schrammel. She said that each teacher would be notified through the Post Office concerning the time that his or her time would be needed either for administering or scoring the tests.

Dean Gipson then continued her announcements.

It would be advisable for the new counselors to observe the old counselors at work.

Student assistants are short due to the fact that some did not return. The faculty who are short on

student assistants may hand in suggestions for those whom they would like to have. Perhaps some may be recruited from the Freshmen Class.

Please make a check on textbooks in the Book Store.

Absence cards have been provided for the faculty. They will be found in the envelope of material to be secured in the Dean's Office. Absences need not be turned in every week. Keep a careful record of the names of students who are absent, because our class system is based on an attendance at class, and it is unfair to the students if all those who are absent are not reported.

Dean Gipson called on Miss Isaacs to make an announcement regarding the course called Study Technique. Miss Isaacs said that membership in the class was determined by the placement tests taken by the student. Each counselor will be provided with a card for the student who needs to be enrolled in the course. The students meet for one class hour and then are assigned other hours in which they receive special instruction on how to study.

Dean Gipson continued her announcements.

The first report of low grades does not go on the grade card.

Watch the student very carefully for the first few days to determine if the student is in the wrong class.

The new catalogue has not gone to press. Therefore, new members of the faculty may hand in their names and training as they wish it to appear in the catalogue.

The Faculty House has been done over during the summer and is in very good shape. Members of the faculty may give parties at the Faculty House. A book is provided in which they may sign for the time they wish the use of the House.

Avoid announcements in chapel and also in the dining room. There is a faculty bulletin board for

announcements and a new bulletin board has been placed outside of the dining room. Any notice that has to be given in the dining room should be handed to Dr. Schaper.

A book list for student reading, prepared by Dr. Gregg, is available in the Book Store.

The college curriculum cannot be static--there must be changes. Faculty members may hand in statements regarding the curriculum--how it works--what changes should be made--additions or subtractions--whatever changes are made will come before the faculty for approval.

Each student must present to the counselor her card from the bursar's office before being registered.

Dean Gipson then reminded the faculty of her appeal last year for a needy family in Italy. She thanked the faculty for their contributions and was happy to read a letter from the family in Italy saying they had received the gifts and were so very thankful for them.

For her closing remarks, Dean Gipson gave a quotation from Shakespeare, "All things be ready if our minds be so". She spoke about the chaotic conditions of the world, whole countries starving, and the great need that there is for a proper philosophy of life. It was her hope that the faculty would enter into the work of the year prayerfully and with the thought in mind that our young people must go into this world equipped to bring, through a proper philosophy of life, some help to a troubled world.

The meeting adjourned.

Secretary of the faculty.

Kathryn Hankins

MINUTES FOR THE FACULTY CONFERENCE

September 16 -- Afternoon session:

Faculty members assembled again in the Library Club Room at 2 o'clock for a continuation of the conference. President McCluer presided. He announced that an arrangement had been made with Radio Station KSD whereby Lindenwood would have fifteen programs during the year. He asked that the various departments co-operate with our faculty members in charge in order that all phases of college work and life might be included. The President asked Miss Boyer to make an announcement regarding radio programs. Miss Boyer announced that the Children's Theater of the Air would be continued, and in addition, an arrangement had been made with Concordia Seminary to have some men participate in our program so that it would be possible to have adult programs. Miss Boyer asked Dr. Karel to say a word about the KSD programs.

Dr. Karel said that there would be a coordination of music and radio departments together with Dr. Parker's class in Radio Writing.

Miss McCrury announced that the Student Christian Association would have a tea from 3 to 5 in the Library Club Room on Sunday, September 21. She invited all members of the faculty and administration.

President McCluer asked Dean Gipson to present the speakers of the afternoon. Dean Gipson presented Miss Walker of the Music Department and Miss Werndle of the Science Department, both of whom had faculty scholarships. The Dean also presented Mrs. Ahrens who had attended an interesting workshop conducted by the Union Electric in St. Louis. Dr. Betz, the college representative at the workshop conducted by the North Central Association, was the final speaker. A resume of the speeches follows in the order given:

Miss Walker:

"President McCluer, Dean Gipson, Members of the Faculty.

First, I want to express my appreciation to the college for the faculty scholarship which in times

like these is greatly needed by anyone who wishes to study music.

Since I had been awarded the scholarship, I tried to use it for the general good of the department, and not just to assist me in my own specialty, voice.

SOME IMPRESSIONS FROM MY STUDY -- Pearl Walker

This is the first summer of the many which I have spent in New York in which I did not give my major attention toward applied music in voice and new repertoire to teach and sing. Before leaving here, I was requested by Dr. Thomas to try to find out anything which would help the department as a whole, particularly where emphasis should be placed for a major and minor in music in the L. A. Degree.

Since I had very little knowledge of the problem, I took it to Prof. Howard Murphy, Head of Theory at Teacher's College who gave me many personal conferences and suggested I see others of the department. They were most kind and showed an unusual amount of interest in the fact that our college was alert to new trends in music teaching.

I interviewed Prof. Mursell, Head of the Music Department, Prof. Burrows, Head of Piano Department, and Prof. Wilson, Head of Vocal Department, all of Teacher's College. I talked with Dr. Wedge, Director of the Summer Session, and for 25 years the Head of the Theory Department of the Juilliard; also with Mr. Robert Tangeman, newly engaged musicologist of the Juilliard, graduate of Harvard.

While I took a few lessons in "Oratorio" with Charles Baker, a "Seminar for Voice Teachers" with Queena Mario as well as "French and Italian Repertoire" with Maggie Leyte, my main interest was scholastic, not just techniques of singing, but all music and its place in my teaching for the future. The courses I enjoyed most were: (1) Modern Song, (2) Teaching of Theory, (3) Design and Form in Music, and (4) History and Development of Opera.

As I look back now, certain ideas stand out as general trends which may be of interest to you.

I. Education is definitely looking back to the principles of 60 years or more ago, when the curriculum of every college centered about a basic study in moral philosophy. We were then in accord with what the human

race has always known to be fundamental in education. The college was concerned with making fine men and women, not just teaching them a trade or a vocation. James Russel Lowell said, 'The Glory of the University is that it teaches nothing useful.', and as ^amore recent educator puts it, 'No, I do not teach Greek, I teach men and women, Greek is what I start with.'

For many years I have placed great emphasis on musical performance, seeing in it an end in itself. I am now convinced that though it is just as necessary yet the end must be an appreciation of all music -- not voice, not violin, nor piano, but all music related to its greater subject matter -- its construction, its history and influence on our culture, and more, the three planes on which we listen: the emotional, the intellectual, the ethical.

II. We must try to get people to listen intellectually as well as emotionally. Most people never try to get beyond the sensuous plane. They go to concerts in order to lose themselves and enter an ideal world where one does not have to think of realities. Of course, they are not thinking of music either. Music allows them to leave it and go off to dream. Do not get the idea that the value of music is commensurate with its sensuous appeal or that the loveliest sounding music is made by the greatest composer. If it were so, Debussy would be greater than Beethoven.

People, not specially trained in music, want music to have meaning and the more concrete the better, but music expresses different things at different times, serenity or exuberance, regret or triumph, fury or delight. It may express a state of meaning for which there is not an adequate word. It is easier to "pin" a word on Tschai^kowsky than on Bach or Beethoven. Everytime you come back to the Russian, he says the same thing to you, but Beethoven is quite difficult to "pin" down to definite meaning.

Music is an outlet for personal expression, an entertainment for the leisure hour, a therapy for the mentally ill or disturbed, and with certain imaginations, a pictorial art in which imitations of natural phenomena are portrayed as program music.

But music itself! What is it? Of what is it made, and why does it fascinate the greatest minds?

To understand music you must be able to remember, to hear its melody, and follow it through its many

variations throughout the composition. There are strange, popular notions of what being musical means, The mimic who plays everything he hears is considered by many a great musician, or the possessor of absolute pitch is rated as a phenomenon. Neither, alone, will make great musicians. To play is good, but many pianists spend their lives playing great works, but their understanding of music is often weak. They are like any other technician who "knows all about his job except what it is about".

There is no short cut to a better appreciation, and the only thing one can do is to point out what actually exists in the music itself and reasonably explain the "wherefore and the why". The listener does the rest. We teachers are so often engrossed in the techniques of "how" that we rarely have time for the "why". Therefore to understand music, you must listen to it, and learn to relate what you hear at any given moment to what has just happened or what is to come. Music as an art exists in point of time. Hence, the need to be able to remember what you have heard if you are to recognize the melody when it re-occurs, for repetition is the "glue" of music. It holds it together and gives it unity. To think of music as a thing worthy of study in itself has been almost unheard of. In our need to be successful with a lay audience, we have deliberately sung and played the emotional composition and the closer the audience reacted either joyfully or in tears, the greater was the performance. How often do we hear " I don't know anything about music, but I know what I like", not realizing that our likes are based on our experience and are conditioned by what we have heard. Reaction to music depends upon 1- capacity, 2- plus experience and training, but since the latter are habits, response to music is convention. This proves that any music which sounds ugly or meaningless when you first hear it, becomes quite a part of your likes and tastes if you are conditioned to listening. This is the reason that teachers use only the best music to form good listening habits for students in order to combat the cheap music the person cannot help hearing every day.

The intellectual reacts not only to pleasure of emotional appeal, but he gets greater appreciation by understanding how music is written and why. How sound and tone was used as a medium creatively with such different results by Bach, Bethoven, or Brahms, is very interesting. Practice preceded principle and composers antedate compositions and theories. In time the listener needs no props to feed his lazy imagination, but because he has acquired a vocabulary of music's language, he can unlock its meaning without the assistance of anything but his own knowledge of period form, and the composer's biography which

will explain his peculiar idiom. He will be familiar with such terms as, rondo, sonata, fugue thematic development; such structures as homophonic and polyphonic; as well as such devices as sequence, canon, inversion, canon etc., as he is with the parts of a sentence. Such knowledge increases his appreciation of the composer's ingenuity whose genius is expressed through the simple repetition of a few notes, but the result is a tremendous spiritual and emotional response. Such a small fragmentary figure is the theme of Beethoven's mighty Fifth Symphony familiar to us all because of its association with the victorious spirit and unquarable determination to win a war.

Music can indeed arouse the noblest instincts of mankind, but it can also bring out the lowest in his nature. Is there any reason why students should discuss Shakespeare's dramas more intelligently than great symphonies, operas or songs? They are more apt to hear symphonic music today than Shakespeare.

There is considerable concern expressed over the lack of real training our schools are giving today. Two articles have appeared in the last month which accuse the American people of immaturity and of acting with the impulse of adolescence. One is by Dr. B. I. Bell and the other by Mr. Wylie in the Reader's Digest for September. Neither pulls any punches, but lets us educators have a direct blow between the eyes. Dr. Bell, in the New York Times says that this is the age of the common man (so we boast) but though he has greater voting power by reason of numbers, than the so called gentleman, we have not educated him to lead by undergoing that first requisite, self-discipline. He is therefore unable to appreciate values or any aim except immediate ones. He is not educated, only trained. Dr. Bell places the blame on our schools and though the common man would be happy he seeks happiness in ends too obvious and too immediate which result in frustration.

The colleges are often complaining about the inadequately prepared freshmen, but the responsibility is at their doors because they have trained the teachers of those pupils in the last thirty years,-- thirty years in which progressive education was misunderstood and lack of scholarship has been the result. We have expected the student to come to college prepared to think but we have not developed either ability or desire to think. The educated man seeks truth and more education all his life. He can be trusted and his love of humanity is expressed in deeds and unselfishness.

I am grateful that through chance my views about my own teaching have been broadened. I shall view musical performance as a testing laboratory in which music of the past, the present, and even some of the students own are recreated for pleasure and spiritual uplift, for performance will be the closet that most students will come to creating music for themselves. I shall strive to make all music as teacher, and I shall be but interpreter. By teaching the language of music, I may expose its message as being no longer a mystery.

Professor Murphy says, "When the tonal experiences of composers are made the basis of study, music is no more theoretical than the structure and organization of a language. Real music exists, it is not a theory." The function of theory is to make clear the structure of music in order to enhance intelligent enjoyment and appreciation.

Considerable emphasis was placed on music in the college or university, its place, and the manner in which it should be taught. We have here the type of college which serves two purposes -- a school of music in which we try to give adequate training to the few students who through extraordinary talent, may wish to make music a profession. But we also are a Department of Music, in the making, in which we serve the entire student body.

It is not the purpose of the L. A. College to make professional performers with the specialization that is necessary to develop skills and memorized repertoire. That is the purpose of the Bachelor of Music Degree. The L. A. College major or minor in music may be less proficient performers, but will have a very broad musical scholarship.

For the professional student, the training must still be rigid intellectual discipline and few subjects exact an intelligence any higher than music theory and interpretation. Schools should combat the idea that music is no more than entertainment.

"Applied Music is justly recognized at Yale and at some other great colleges in the east. In other universities, applied music is tolerated as something entirely apart from real scholarship. Throughout the country as a whole, however, music properly is now recognized and Dr. Charles Eliot (Harvard), is quoted as ranking it, "The best mind trainer on the list". (September, Etude, 1947.)

For the L. A. major or minor or even those many non-majors who just wish to study, we must try to make the course broad and inclusive of other related arts such as painting and poetry. There has been too much specialization in music. Our general plan to education has reached too few with too little. We need both special and general education for the undergraduate. There should be some non-technical survey course approached from the historical and the critical, and emphasizing wide acquaintance with musical literature. Educators agree that music is a legitimate field for the general student.

Progressive education, in the best sense, stresses the need to develop the whole personality of the student, and adapting the college program to his needs, emphasizing those character building qualities which will ensure the good life. It is impossible here to draw up a definite action, for it is too early for our department to have met and agreed upon a plan, but some broad generalizations are:

I. Adapt college music to a changing culture.

College teachers must study the cultural need and adapt their courses to it. Music can be used as a release from tension, but also to teach higher ethical relations. It is socializing in its influence, because it is shared. Colleges must supply many opportunities for students to perform and hear music -- to all students, not just professionals. The future is uncertain, therefore, college music must be flexible in order to meet the needs of students in a changing world. All kinds of music must be heard and tolerated -- popular, classical, and modern. Minnesota University is offering a course called "Piano playing for Pleasure".

II: Adapt college music to college aims.

Creating, performing, listening to music can be studied in ways to conform to conservative or progressive ideals of college education. Such conformity need not be slavish, but a guiding philosophy for instruction should further the aims of the institution.

III. Unite cultural and vocational music instruction.

This is particularly applicable to Lindenwood. A re-adjustment will direct aims to develop broad, sympathetic musicians and bring the general college

student into a vital, living relationship with music. This will make the specialist and the layman closer and create a healthy "performer-audience" atmosphere.

IV. Adapt college music to the student and to the locality.

The college has the responsibility of giving to the student a full experience, which is difficult to get if his community has been small.

V. No longer do college teachers talk of "Appreciation of Music".

One science teacher denounced the word with the remark, "We don't teach appreciation of chemistry, we teach chemistry", and Virgil Thompson, New York Music Critic, calls it the "appreciation racket".

Instead, we must instill a reverence and a true knowledge of the art. There can be no appreciation without participation. We should unite and urge that our government subsidize the education and support of one or more leading American composers, that they might turn their attention to creating and perhaps lift American Music on to the plane equal with that of Europe. If a little country like Finland can grant a pension to Sibellius so he could be free of the worry of making his music pay enough to live, surely America can relieve some budding American genius of similar strain. So far the government is unaware that musicians must eat the same as the businessman. It is a reflect on our respect for education when the janitor of a school building can make a better salary than many of its teachers.

By developing critical and art loving students who can participate in performance and yet discuss it in terms other than, "It was thrilling", or, "I don't like that kind of music", we can make Lindenwood a creator of the kind of students who will lead their communities toward a richer aesthetic experience. It is from this subjective immeasurable experience that human values flow.

VI. Finally, the college must accept the responsibility of creating in the student a desire to continue study after he leaves its doors, for truly no subject is ever mastered.

The college teacher has failed if the student has no desire to continue studying after he has his degree. In unconsciously conditioning the students' attitudes toward the intellectual and cultural, lies the strength of the college.

Let us do something whereby the entire college may meet together and share music! These meetings have great communal value and develop loyalty to the college and promote good will among us all. Music need not be performed perfectly to be enjoyed. Man was born with a musical instrument in himself -- his voice. He should be encouraged to sing every chance he can. It will do much to lift his spirit and give him courage. It is the universal language of all races, and may help teach human love and tolerance for it knows neither creed, color, nor nationality.

Miss Werndle's Address

Miss Werndle thanked the college for the opportunity of studying at Washington University this past summer. She made her apologies to Miss Morris, because she now has greater respect for the psychologists.

She stated that she had two reasons for taking the course in physiological psychology: 1. Because physiology is her own field. 2. Because of the addition of a new course to be given at Lindenwood. She said that psychology is the study of behavior. It deals with contacts of individuals with their environments. The physiology of the sense organs has been neglected, vision, acoustic disc., kinaesthetic, etc.

1. Vision

Kohler effect. Satiation of the retina. Experiment with angle and rectangle. Experiment with circle and rectangle.

Kohler offers explanation based on theory only. Electromagnetic field set up in part of brain - spreads to neighboring cells, causes satiation. Need physiologist to place electrodes on actual tissue for proof.

2. Acoustic discrimination.

Psycho-physics. Field not new but are now using extremely careful objective measurements.

Method: Used head phones to hear an amplified electrically generated sound. The circuit contained a 500 ohm attenuator set. We listened to tones of 10 - 90 db. attenuation. This means we were given two sounds, each differing in the amount of voltage which caused one to be stronger or weaker than the other. One was the standard. At 10 db. the tones sounded so loud you jumped each time it occurred, at 90 db. the tones were so faint it was necessary to strain to hear them.

Pitch easier for me. All data plotted on graphs. Also pitch.-- Least beats method. Listened to an elec. gen. tone and watched the dispersion of a beam of electrons from a cathode ray tube which it caused. Cathode ray oscillograph is standard equipment in physiology labs. Used in study of nerve impulse. Is certainly an improvement of the old method of listening to a tone generated by a tuning fork.

Washington University has new equipment; much from government war surplus. The methods - it is hoped - will some day lead to predicting or comparing personalities according to sensitivity.

Statistics course.

Report on the Workshop by Dr. Betz.

The Workshop for Teacher Training began its studies in 1941. The original purpose was to stress teacher preparation. Since practically everything is relating to better training of teachers, the studies changed to subjects in general education, and now the studies concern higher education in small colleges.

The Workshop operates in two ways, or there are two main types of activity: a. Imported leaders, b. Workshop members' projects. Dr. Betz said, "I chose freshmen English as my project, partly because I had done some work along that line and because it is a general problem. I shall distribute these results to appropriate personnel."

The main interests of the Workshop were: a. the problem of mass education -- giving a background to students who have no general education. b. preparation of teachers. c. personnel angle - the whole student life. d. philosophical objectives, namely, the needs of students and the needs of society.

The ideas and attitudes of the conference came to a crystallization under the leaders vs. the participants. a. Yielding to social pressures. E.g. Earl Ward's conception of English. b. Against subject matter - teaching less and less to more people. c. Spearhead of professional education in college work. d. Reliance on machinery - absence of interest in personality. e. Good sense of interdepartmental solidarity. f. A realistic approach to student life.

What is the relation of Lindenwood College to what goes on in the Workshop? Those of us who were there felt that our problems were not unique. We saw that most colleges have the same problems in common. We feel a sense of security here. At a Workshop we make valuable contact, but no college should be stampeded into doing things because other colleges do them. Lindenwood should make use of Dr. Furrow's visit. He should meet with the counsellors and the students.

Dr. Betz spoke of the high regard in which all the colleges had for Linderwood College.

Workshop Report by Mrs. Ahrens.

Mrs. Ahrens attended a Workshop conducted by the Union Electric in St. Louis. The practical side of Home Economics was stressed, namely, the care of stoves, type of pans, timer controls, roasters, and buying suggestions. One of the new gadgets shown was an electric casserole or a baby roaster especially good for one or two persons.

They saw while there a very interesting lamp collection of brass, tin, and iron; oil lamps of various styles, candles, molds, and holds.

Fred Waring (radio entertainer) invented a blender which was displayed. He thinks that the shell of the egg can be used also, but it did not prove very successful. It was gritty.

They also saw electric coffee grinders and coffee pots of various types, electric egg poachers, waffle irons, Mixmasters and attachments; juicers, ice crushers, bean snippler, shredders, etc. Traffic equipment is any equipment that can be carried around. Dish washers and garbage depositors.

Laundry equipment was shown. Various types of washers -- with old type, washtubs used to rinse clothes, but with Bendix Washers, washing and rinsing done together. The driers take 40-60 minutes to dry. There are different types of mangles: small, cylinder, and flat.

There were demonstrations on the technique of deep freezing. Frozen desserts may be prepared in advance, put in the containers, and set in the deep freezer. Cakes, pies, and bread may be put in the deep freeze and thawed when needed. The types of freezers are upright and chest. The chest is the most common. 1 cubic foot will hold 30-35 lbs. of vegetables and fruit or 40 lbs. of meat.

MINUTES FOR THE FACULTY CONFERENCE

September 17 -- Morning session.

Faculty members assembled again in the Library Club Room at 10:00 for a continuation of the conference. Dean Gipson presided. The Dean called upon various members of the faculty for announcements concerning courses which may have been added or courses about which the counselors needed special information.

Dr. Thomas announced that it was possible to get a Liberal Arts Degree with a major in music. He wished to see personally students desiring this. He asked Dr. Karel to explain about the radio courses.

Dr. Karel announced that Section 1 of the course at 11:00 on Wednesday and Friday was designed for those intending to be radio directors; Section 2 for those who want to play or sing over the radio. He reminded the faculty that students do not have to be music majors in order to be composers. Dr. Karel asked to see, for examination purposes, those who wish to enter Section 1.

Miss Isaacs announced that the faculty would receive cards with student test scores indicated and a notation regarding study technique requirements. Any student taking Study Techniques should see Miss Isaacs for a conference hour.

Miss Hankins announced for the benefit of the new counselors that students having two years of Latin may enter the Virgil class, and since this course is given partly in English, the emphasis is placed upon the literature rather than upon grammar. Comparative Mythology was changed from a three hour to a two hour course in the hope that students would have more time for a two hour course. The course in Latin Poetry is open to those who have had three years of high school Latin.

Dr. Clevenger announced that since the schedules were made out last Spring there had been some shifting of the courses from one semester to another. This had been done because of a new faculty member in the History Department.

Dr. Parkinson announced that it was possible to get a major in Religious Education with either a B.S. or an A.B.

Dr. Terhune announced that if a student presented a year of high school credit in a foreign language she should be enrolled for the second semester and possibly audit a class the first semester.

Mrs. Ahrens announced that students wishing to take Clothing, not in Home Economics, should take Section 1 which is the class in patterns. Food Preparation would be given both semesters. Try to divide the registration.

Dr. Garnett announced that Methods of Reading would be offered only this year so that Freshmen wishing a two-year elementary certificate must take the course this year.

Miss Karr announced that students who have had physics in high school should take the regular physics class. Those who had not should take the course in General Physical Science.

The Dean asked Mr. Colson to take charge of the meeting. Mr. Colson explained how the schedule of classes had been made during the summer. For the most part, classes were arranged to suit the schedules that the students handed in last Spring. In the case where students may have changed their minds, the schedule hours may not fit.

Physical Education registration has been left to the Physical Education Department. Students should be instructed to procure their course cards at the Registrar's desk, turn them in, and then go to the Physical Education Department and to the Music and Speech Departments for assignment of hours in those departments.

Four or more units of history exempts a student from Humanities.

Home Economic students should take Inorganic Chemistry the first semester and follow it with Organic.

Dr. Schaper made the following announcements:

There is much available material in the Personnel Office. Much of the material is confidential, and

therefore, very personal information has not been put upon the folders, but will be given privately to the counselors. This is necessary because last year some students got a hold of confidential information, which was most unfortunate. This material was on the folders, so she asked the counselors to be particularly careful so that students do not see the folders. She announced that 10% of the students are from broken homes, although she said, this was not unusual. 65% of the Freshmen come from homes whose interest is in business and trade. She asked faculty members who eat in the dining room to be particularly careful about making remarks concerning students. Some remarks were overheard last year and reported to the students.

Anecdotal records kept by the counselors last year were found to be most useful.

Students will gripe about the dormitories since that is a part of college life, and such remarks may be reported to the Personnel Office if the counselor feels that it is necessary.

Guidance reprints are available for the faculty .

Group counseling may be used to some advantage.

There are 10 copies of Practical Counseling available in the Personnel Office.

Vocational information is not used as much as usual.

After these announcements, Dean Gipson again took charge of the meeting. She reminded counselors not to register students without seeing the card from the Bursar. She particularly advised faculty members not to overpersuade students into taking their particular courses. The question arose about the number of freshmen counselees to be seen, and after some discussion, it was decided that each counselor would take care of her own appointments in her own way. The meeting was then adjourned for all the faculty except new members and those who wished to hear Miss Morris speak on counseling.

Miss Morris on Counseling.

Miss Morris spoke under three heads. First, WHAT IS COUNSELING, two, WHY WE NEED COUNSELING, and three, HOW IT IS DONE.

I. Counseling is a dynamic relationship between the counselor and counselee. There must be a feeling of confidence on both sides. Rapport has to be established between the two. Changes in the student will be made. The counselor must help the student find a new center of interest--find an integrating core. There may not be a complete change, something new, but there will be or should be a refinement of values.

II. A student needs counseling, because a person or anyone falls so easily into a pattern from which it is hard to deviate, and life is sho/rt. The student herself needs information. From the standpoint of the college, good counseling will help to build up the upperclasses. The individual touch helps builds up the school. There is need in the world for well-counseled students.

III. There is a counseling committee at Lindenwood. However, this committee is merely the machinery for counseling. The burden falls on the counselors. There are three ways in which counseling may be done.

An expert counselor may be employed; 10 or 12 faculty members may be chosen to do it, or the majority of the faculty members may be chosen. At Lindenwood, we use the last method.

There are two methods of counseling called the directive and the non-directive. According to the first method, the counselor tells the student exactly what she thinks he or she ought to do. In the non-directive method, the counselor, by skillful questioning and suggestions, leads the student to decide for herself. It is necessary to use both methods sometimes, although a counselor should be extremely careful in giving direct counseling. One person cannot decide altogether what another person should do.

Each girl is unique, and the counselor must consider the whole individual, her state of health, and her emotional background, and she must understand each girl's needs. A counselor must realize that everybody in the world is more or less frustrated and must endeavor to discover what is the cause of a girl's behavior. Make every effort to give the right stimulation. In writing a record use the anecdotal method.

The indirect method, by suggestion, is a face saving process for the students. In the directive method we tend to project our own problems on the student, and so see their problems in the light of ours.

We are, as counselors, concerned with the student's academic work, but personal problems play a large part. Such problems as homesickness, marriage, and what the student does with her time enter into the picture.

As to the procedure, Miss Morris said to study the records, know about the girl before she comes to see you, establish a relationship, find out what the girl wants to do.

Miss Morris then asked Dr. Betz to add any remarks on counseling which he might have gathered at the Workshop. Dr. Betz said that a great emphasis was placed on counseling at the Workshop. The tendency in some places was to let the student find his way, but that idea has given place in general to good counseling. The counselor must remember that the student is carrying on her studies in competition with others. Counselors must also realize the other phases of a student's life. Counseling grows out of classroom work, and therefore, every faculty members should have a part in it.

The meeting adjourned.

Kathryn Hankins

MINUTES FOR THE FACULTY MEETING

October 2, 1947.

The Instructional Faculty met in the Library Club Room at eleven o'clock, President McCluer presiding. In addition to the instructional staff, Mr. Motley, Mr. Colson and Miss Eggmann were present. President McCluer opened the meeting with a prayer. The President spoke directly to the instructional staff regarding a teacher's responsibilities. He said in brief that he did not wish the faculty to feel that he had heard things and for that reason was reminding us of duties, but that he wished to stress the idea that primarily it is the business of the faculty to teach and by teaching to inspire the students. The best guidance is to get students in the groove and to tax them intellectually and then even overtax them. If we are constantly adjusting, and not teaching we shall accomplish nothing. But the teacher also has a responsibility for counseling. In a small college we have professed our faith in counselling. This cannot be done with the same effects in larger institutions. It is our opportunity in a small college. Every teacher ought to be a counselor. This parallels any work we have as teachers. Teaching and counseling are therefore the primary duties of a teacher. This does not or should not keep us from being good citizens and taking part in things not pertaining to our specific duties.

There is an other opportunity that is open particularly to the heads of departments, that is, to give counsel concerning courses to be had in graduate schools. When a student goes to a graduate school, know what she is doing, and keep in touch with her so that you know where she is ten years from now. Lindenwood sends a fairly good number of students to graduate schools in comparison with the size of the senior class. Recommend worthy students to graduate schools.

President McCluer invited the new teachers to take up problems with the head of her department, the Dean, or himself. All available help will be given. Any teacher may feel free to interrupt the President at work in his office.

The President asked the faculty to submit the names of persons whom they would like to have invited to the Inaugural ceremony on October 23. He said that

invitations had been sent to the colleges belonging to the Association of American Colleges, to Research groups, and to Professional Societies. The question of seating people beyond the capacity of the Auditorium (645), had been considered by a committee and the solution to the problem seemed to be to have the exercises on the campus. weather conditions permitting.

Mr. Motley asked the Faculty to consider themselves hosstesses and hosts to all guests on Inaugural Day. He said that about 125 colleges had been invited to send representatives and fifteen or twenty learned societies had been invited.

President McCluer then turned the meeting over to Dean Gipson who made the following remarks: Counseling and schedule changing is like a woman's work, it is never done. Changing the schedules often causes classes that are section to be unbalanced. If a student's schedule is to be changed, the recommendation should come from the counselor in the form of a written recommendation to the Dean. Some counselors did not check carefully the requirements for the A. A. Certificate and schedules had to be rechecked. It will be impossible to have classes on Inauguration day. Any faculty member wishing to take a course here in the college should consult the Dean before entering the class. Faculty members will please advise the Dean if they expect to attend any conferences and also advise the Dean if students are to attend conferences in order that one student may not attend too many conferences. Notices of field trips should be left with the Dean and with Dr. Schaper. The Dean explained the purposes of the various rooms in the Faculty house.

Dr. Terhune announced an Administration and Faculty social gathering for Tuesday evening, October 2 at 7:30 o'clock in the Library Club Room.

Dr. Schaper announced the method of handling the calendar for the year. Mrs. Barklage takes care of this. Dates cannot be held for too long a time because of the demand for the dates. Dr. Schaper asked Dr. Thomas for any suggestions in regard to the handling of dates. Dr. Thomas stated that he felt that requests for dates had a been taken care of fairly.

Dean Gipson announced that next semester there would be open to the students a class in Great Books. The Great Books project was a subject for discussion in the workshop which Dr. Betz attended. Dr. Betz also attended a meeting held in St. Louis regarding this project. The Dean asked Dr. Betz to speak to this point. Dr. Betz said that it really was an adult education pro-

ject led by Hutchins. The Great Books are not technical books, but books to be read by all men - the Bible, Aristotle, Wealth of the Nations and so forth. Groups outside of academic walls have these groups for study-factories and corporations. It is planned that there shall be a meeting of two hours every two weeks. Each person will have read the books. There is not to be a lecture, but a discussion of the book, the leaders of the group can summarize and relate what was read to some modern idea. At first the group of students should be selected - later the group would not be limited. Counselors may suggest students for the course. The course will carry two hours credit.

Mr. Motley announced that busses lost money on trips due to the fact that students who had signed to go did not always go. For the school year, around trip bus to St. Louis will cost \$25 - one way fare \$12.50. Teachers taking students on field trips will please collect the money in advance. Mr. Motley asked the faculty to greet the bankers, who are to meet at Lindenwood, if they met them on the campus. (October 9.)

President McCluer announced that there would be a faculty ^{meeting} once a month preferably the first Thursday in the month if there was no program or assembly. The President suggested that faculty members hand in to the Dean's office any business that should be presented at the meeting. Notice would be given for discussion. Committee meetings would be announced and on the agenda. The President gave the faculty something to think about by saying that he doubted the wisdom of an A.A. certificate's being granted.

The Secretary announced that Administration and Faculty dues of \$2.00 were now payable. The Secretary made the following report concerning the finances:

Balance carried over from 1945-46-----	\$75.90
Amount paid in 1946-47-----	134.00
TOTAL	<u>209.90</u>
Expenses 1946-47-----	100.85
BALANCE	<u>109.05</u>

The meeting adjourned.

Kathryn Hankins
Secretary

MINUTES FOR THE FACULTY MEETING

December 4, 1947

The Faculty met on Thursday, Dec. 4 in the Library Club Room at eleven o'clock, Dean Gipson presiding. In addition to the Instructional Staff, Mr. Colson, Miss Eggmann, and the house regents were present. The minutes of the last meeting were read and approved.

The Dean made the following remarks:

Heads of the Departments should check the new catalogue. Make reports on the work of student assistants on Dec. 12, since students are to be paid this, on Dec. 15 this time. Give advice to students on how to make better grades; students have the right to know their nine week's grade from the instructor.

The Dean appreciated the reports sent in by the counselors. Never before has there been such confusion regarding text books. The auditor complains bitterly of the overstock. Check carefully in the book store before ordering and order text books through the head of the department.

Christmas recess ends on Saturday, Jan. 3, at eleven o'clock.

There is considerable furor concerning assignments of work over the Christmas Holidays. Instructors cannot assign work, but they may suggest work that could be done and outline the course for the rest of the semester.

The college has definite rules. Instructors have sent students to the Dean with the statement that it was all right to break the rule if the Dean says so. It would be better for the instructor to say "no" rather than sending the student to the Dean, although she will have no hesitancy in saying "no".

Dean Gipson made another plea for grades and absences to be turned in on time. Twenty-two instructors made no report on absences before and after the Thanksgiving recess. It was discovered at grading time that some course cards were lacking, and no student was supposed to be admitted to the course without a card. Students may take out books over the holidays with a teacher's consent.

In regard to grades and the students' reactions, Dean Gipson made the following remarks:

The students complain that they have been overworked; there is hysteria and panic. Upper class girls complain that they never have had such long assignments. It could be that the faculty is hard upon them, it could be that the students do not study enough. When students speak of the late hours, it may be that they do

not begin to study until late. The truth is that many of them have not read, cannot read, do not have a background, have been brought up on visual education, and hence college work will be hard for them. They complain that a two-hour course requires as much work as a four-hour.

It could be that there are too many club meetings. Sponsors should not put pressure upon students to attend club meetings. Another trouble might be that registration was not carefully thought out.

Students complain that they are unjustly graded in that a nine week's grade was determined by 2 or 3 grades. There may be no justification for these complaints, but as teachers we are not infallible. Think over assignments. Inadequate reading ability and no background make harder teaching.

Dean Gipson then called for the reactions of those present. Miss Mottinger said that sometimes students do wait until late to begin to study.

Dr. Thomas made a report on four students about whom he was perturbed. These students, he said, might be over-ambitious, but they said that they worked until very late; they began early. Two of these had been to St. Louis once, two had been twice; they are not card-playing students; they make no complaint about noise in the dormitories; they just work, according to Dr. Thomas, too hard. Perhaps as teachers we are asking too much work.

Dr. Schaper said that she had made a very hurried study of the low grades, with approximately this result. Of the 139 students who made low grades, 70% gave entrance tests of less than 50 percentile (for general college ability.) So 70% gave us a poor prediction of success. Students are a product of the generation that has given us many things that add to our enjoyment in life, and so, although we draw 90% of our students from the upper third of high school, they are unable to read. What have we done to help them to read? We have one teacher giving a portion of her time to this. Shall we set a standard when civilization has penalized them? Shall we keep a small upsetting group? Or shall we put on an extra police force in the dormitories?

Dr. Talbot raised three questions?

Should we take people with low scores?

Should we segregate students according to low test grades?

Can we change the attitude of students making trouble in the dormitories?

Miss Pottorf said that it was the able girl who sometimes made trouble and in one instance girls were causing trouble at ten minutes of three a.m.

Dr. Clevenger said that we must be firmer with them and help them to grow up.

Miss Morris felt that some students did not realize that there are different capacities and so the girl with a low entrance score worries because she cannot keep up with other girls.

Dr. Parker stated that we should not let them feel disgraced for low grades if they have done their best.

According to their abilities they should produce, condition them to the meaning of grades, condition a student to a self-respect if she has done her best.

Miss Pottorf spoke again saying that students said they had never had as much work as now and that some of them stayed up all night to study for examinations.

President McCluer spoke:

Advise them to get some sleep before an examination; they will do just as well. Students may misuse their time. A number of them play. If they do good work, let them play.

Pres. McCluer gave the following statistics:

22% of the Sophomores take more than 17 hours;

53% of those taking excess work have low grades;

30% of the students have low grades.

16 hours should be plenty of work. The work is cheapened if a student carries 19 hours. Make what work they have heavy, the student should be pushed to the limit without wrecking her health. Get the leading students to begin to study early, and to go to bed early; we can influence where we cannot direct. Group opinion must decide but we must not let them make mistakes without warning.

Dr. McCluer announced the Social Welfare meeting at the college on Dec. 5.

Lists of the Faculty committees were distributed to faculty members.

Dr. McCluer closed the meeting with a prayer.

Secretary,

Kathryn Hankins

MINUTES FOR THE FACULTY MEETING

Thursday, January 8, 1948

The Instructional Staff met on Thursday, January 8, 1948, in the Library Club Room at 11:00; President McCluer presided. The President opened the meeting with a prayer. The minutes of the last meeting were not read in order to give ample time for the reports.

President McCluer called upon Dean Gipson first for suggestions and requests to the faculty. Dean Gipson made the following remarks:

Each counselor will be provided with vocational profiles to be given to the counselees. At the end of February, counselors should make their reports. Concerning registration, the Dean said to give the students the opportunity to take orchestra and choir, but do not over register. If a girl makes all s's and E's with a 13-hour schedule, that means that she is under-registered.

In regard to the final examinations, instructors should outline for the students what to study and should make assignments very definite. Students will be allowed to wear jeans during the final examinations, because they feel their success depends upon this attire.

Activities should be reduced during the period of the nine-weeks exams, so the Dean asked the sponsors of clubs to lessen activities just before the Easter vacation.

Include the cause for low grades on the grade cards turned in.

President McCluer said that he would like to have regular faculty meetings more frequently, at least once a month on the Thursday when there is no convocation. He asked the faculty members to hand to the Dean suggestions that would facilitate faculty business.

The President asked the heads of departments to write out and give to him the objectives to be attained in the department, any proposed expansion or development, and the accomplishments of students who have majored in that department.

The President asks that instructors make lighter assignments during Spiritual Emphasis Week, give no tests, and to encourage to take advantage of the great help this week can give to them.

The President said that four of our staff had attended meetings during the holidays and will give reports at this time.

Dr. Thomas:

He attended the Music Convention at Boston, Mass. Dr. Thomas explained that at this meeting four large musical organizations met at the same time in one city and had one program. At this time the first teachers' college to be admitted into the association was the college at Warrensburg, Missouri. He said that The College Music Association, one of the music organizations, will probably exert the most influence. They are working on the proposition that for an A.B. Degree with a major in music, there should be 40 hours of music. With a minor in music, there should be 28 hours of music. He said that over 3100 people were in attendance at this convention. He said that the influence on us as a college, coming from the work of these organizations, would be that when we publish another catalogue we cannot carry a B.M. in Public School Music with Liberal Arts. The new trend is a B.M. in Education and a B.M. in Applied Music. Much work was done along the line of requirements to enter the graduate school in music. A committee was also working to set up how much and what liberal arts would be required for an A.B. with a major in music.

There were small national organizations represented and the following important ones: THE NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC, THE MUSIC TEACHERS' NATIONAL ASSOCIATION, AMERICAN MUSICOLOGICAL SOCIETY, and COLLEGE MUSIC ASSOCIATION. The meeting was held from December 27 to January 2.

The important meetings included a complimentary concert in Symphony Hall by the Boston Symphony Orchestra under its regular conductor, several chamber music concerts and lectures in Paine Hall, Harvard University, Cambridge. Noted music educators from all parts of the country discussed the problems of the present and attempted to prepare for the newer problems that will be faced in the immediate years ahead.

Dr. Talbot:

Dr. Talbot attended the annual meeting of the American Association for the Advancement of Science at Chicago, on December 27, 1947. She said the most interesting thing was to rub elbows with other scientists and to meet old friends. The most interesting session was a symposium on cytoplasmic inheritance. We have been used to thinking of inheritance as coming only through genes of chromosomes lying in the nuclei. Dr. Sonneborn and his six co-workers showed that, in the one-celled animal Paramecium, a certain characteristic is inherited through cytoplasmic particles. These particles cause chemicals to be given off into the water which kill sensitive Paramecia. So Paramecia having the characteristic are called killers. The killer factor is not passed on by exchange of nuclear material but by cytoplasmic exchange. This is a new concept in inheritance and one which other workers will want to investigate. The symposium was noteworthy also in being a very successful venture in cooperative research.

Dr. Dawson:

Dr. Dawson said that the happy thing about going to these conventions was meeting one's friends. She was particularly pleased that a botanist was elected president of the association, a thing that did not happen very often. She said that she was concerned with 3 questions which were taken up at the meeting, namely, What are we doing in Biology? What are other colleges doing in Biology? And What new things could be put into a course in Biology? Most colleges in the course emphasis animals rather than plants, and they should go over more to plants. That criticism is not true of Lindenwood's Biology course. The meeting stressed the fact that Biology should be made more practical and more essential to human living. We ought to emphasize Genetics, Horticulture, and field trips in the study of plants.

We should emphasize health and human anatomy in animal study. Dr. Dawson felt that the Lindenwood course goes along with the general trend that we do make use of the green house and have many field trips.

Mr. Hume:

Mr. Hume attended the Speech Convention in Salt Lake City. He said that he went primarily for an interesting time, and not so much with the idea of advertising the college. The Convention was composed of various organizations, the Speech Association, The Theatre, Corrective Speech, and Forensics. He attended the Forensic Luncheon and heard with pleasure a speech by Vivian Meekⁱⁿ, which there was a plea for basic English, namely the spread of it throughout the world. Dr. E. Murry gave an interesting speech on semantics. He heard Kenneth McGowan. There was a definite trend in the meeting that liberal arts should become more basic for drama and speech. The University of Utah gave a lovely production of Peer Gynt. The Ladder Day Saints gave a program of music and choir. A part of this program advocated the integration of speech with other arts.

Miss Wurster:

Miss Wurster said that she had attended two conventions at Detroit. She suggested that some help in paying transportation charges might be given to the faculty at Lindenwood. President McCluer said that perhaps some system would be devised in which faculty members would take turns.

Miss VerKruzen announced that Physical Education Registration would take place in the P. E. Office from the 13th to the 20th of January.

The meeting adjourned.

Kathryn Hankins
Secretary

MINUTES FOR THE FACULTY MEETING

Friday, February 6, 1948

The Instructional staff met on Friday February 6 in the Library Club Room at four o'clock, President McCluer presiding. President McCluer opened the meeting with a prayer. The minutes of the last meeting were read and approved.

The President explained the plans for the mock political convention to be held at Lindenwood on the 1st, 2nd and 3rd. of April. Delegates from colleges in our area, a limit of four to each college, and delegates from Lindenwood will study political issues. The voting will be done by colleges. A nationally known speaker from the Republican party and the Democratic party will address the convention. There will be a nation wide hook-up for these speeches and the St. Louis broadcasting stations will carry the day's proceedings. The political science and history departments will have general charge of the convention.

The President expressed the wish to have Commencement on May 31 and the Baccalaureate sermon on May 30. to insure a larger crowd at those exercises. Regular examinations would occur then after commencement, the seniors of course would have exams earlier.

The President announced a plan to have Parents' Day on Mothers' day. There will be a church service in the morning, a tea in the afternoon, the parents to be the guests of the college for the day.

The President called upon Dean Gipson for announcements and a report of the Deans' meeting at Cincinnati in January.

Dean Gipson made the following announcements: There will be a Great Books Course open to the Faculty. Margaret McKinney, fellowship student, is carrying 15 hours of work and is making all A's in her graduate work. The Honor roll includes 27% of the student body. The Dean asked Dr. E. Dawson to explain the situation which had arisen in connection with the Graduate record exam. Dr. Dawson explained that it was no longer possible to offer these exams on the optional basis previously used. If the college offers the exam, it must be taken by all the members of the Senior class or all the members of one department. It was moved and seconded that the Graduate Record exam should not be given by the college. After some little discussion the motion was carried.

Dr. Schaper presented the question of the Sophomore tests, that is if the college wished them to be given and the date for them. She stated that there was money to have them scored. The tests have to be given between the dates of March 8-19. According to the schedule of activities, it was the general opinion that the week of March 8 would be the best time- Tuesday afternoon March 9 and Thursday morning March 11. The motion was made, and carried that the Sophomore test be given the week of March 8.

Dean Gipson reported an interesting time at the meeting of the National organization of Deans. There was no recommendation on academic questions. The question of creative arts, that is, its place in liberal arts was discussed. There is a place for it, but those present seemed to feel that only talented students should do the creative arts. The effect of Federal aid on colleges was discussed. The question was raised "should there be any difference made in liberal arts studies between men and women". The feeling seemed to be that there should be a difference in approach.

President McCluer made a brief report on the meeting of the Association of American colleges. President Horton of Wellesly is President and showed great skill in handling the time element in connection with the speeches. Dr. Carmichael spoke on the introduction into all liberal arts colleges of an "area study" centered about the European situation, and a course in "great Ideas" that is given at Dartmouth and California. The question of compulsory military training was before the association. The Association went on record as opposed to military training (compulsory) in that it is national, not an educational policy. Dr. Johnson of Harvard spoke on the equality for minority groups. A resolution was passed affirming the right of all groups to equality in education.

The question of Federal aid came before the association aid in two forms- scholarships and grants for buildings. President McCluer thinks the time is coming when every town of fair size will have a junior college. The President believes that the Federal government should help colleges without the danger of Federal control in any way if college boards learned to say "no".

The meeting adjourned.

Kathryn Hankins
Secretary

MINUTES FOR THE FACULTY MEETING

Feb., 24, 1948.

The Instructional staff met on Tuesday, February 24, in Room 225 at 11:55, President McCluer presiding. Dean Gipson read the list of candidates eligible for Alpha Sigma Tau. It was moved and seconded that the list be adopted as read. The motion carried. The list follows:

I54 Emily Heine
I52 Lorraine Peck
I38 Mariane Metzger
I35 Betty Jo Hite
I35 Ruth Louise Schaefer
I33 Jean Jones
I32 Rosalee Cheney
I28 Dorothy Walker
I27 Elinor Rannels
I24 Elizabeth Jean Keighley
I23 Caroline Louise Fritschel
II7 Audry Mount
II4 Sandra Chandler
II2 Ladeen Ostmann
III¹/₂ Patricia Jane Schroeder
IO9 Ermanarie Trefz
IO8¹/₂ Joanne Lee Schwarting
IO8 June Elizabeth Colahan
IO8 Jean Kiralfy
IO7 Genelle Phillips
IO7 Alyce Cross
IO6 Patricia Lee Schilb
IO5 Loma Ostmann
IO4 Lilian Powers
IO3 Margaret Groce
IO2 Alice Baber

The Dean made the following announcements:

Low grades for the first four weeks are due on Monday morning, March 1.

Counselors will hand in the list of counselees returning and not returning.

As soon as a counselee has announced her major subject, she will be transferred accordingly. Folders are to be brought to the Dean's office.

Classes will meet on Saturday, March 20, because of the change in Easter vacation. No tests are to be given on that day.

It is too late to change subjects on the schedule.

Students do appreciate help from the faculty. There is some complaint that help has been refused.

Dr. Schaper gave each counselor the personality tests for her counselees with the request that should not be given to the students, but handled professionally Interpret only the red marks; there are five red percentiles.

President McCluer announced a special chapel for Wednesday when he would present scholarship certificates to high ranking students.

The meeting adjourned

Rathryn Hankins
Secretary,

MINUTES FOR THE FACULTY MEETING

MARCH 18, 1948.

The instructional staff met in the Library Club Room Thursday morning at eleven o'clock, Dean Gipson presiding.

Dean Gipson gave a very interesting report on the meetings she attended at Chicago (North Central). The Dean said that the Deans' meeting was of particular interest in that reports had gone in before the meeting and in the results read Lindenwood showed to very good advantage. Nearly all colleges had an increase in tuition, the teaching loads are about the same, but in the size of classes Lindenwood showed up well having fewer pupils per teacher.

Dean Gipson then brought up the question of the Workshop to which we have sent a representative every year since it was organized. She called upon Miss Hankins, Dr. Schaper, Dr. Betz, Miss Morris, Dr. Thomas, to state their opinions on the values to be derived from attendance. Miss Hankins, Dr. Schaper, and Dr. Thomas all felt that it was worth while if the college would take advantage of what the representative brought back. Dr. Betz and Miss Morris were doubtful concerning the good the college would derive from sending some one. Dr. Thomas in answer to Dr. Betz pointed out that the first three representatives had gone to Minnesota and the others to Chicago and he felt that this accounted for the difference of opinion. The consensus was that it is worth while. The Dean announced that the coordinator would visit the college sometime in the near future.

The Dean reported an excessive number of unexcused absences, eleven, twelve, and fifteen being common, while one student had twenty-five. Since the present system is not functioning properly, the Dean suggested that three courses were open to us: 1. Go back to the cut system, 2 ignore class attendance, 3 take steps to correct it. She appointed the following faculty members to study the question and report to the faculty: Miss Gray, Dr. Terhune, Dr. Garnett.

The Dean stated that there is more on the calendar of activities than the students can handle.

The students get their lessons at full gallop with no time for thought or digestion. Under present conditions it would seem that we must lower the standard of grading or reduce the amount of work. She suggested that club meetings be reduced if possible and that no more events be added. Dr. Talbot asked that we take steps to relieve the situation now. Dean Gipson appointed a committee to work upon this, Dr. Talbot, Dr. Parkinson and Mrs. Long. It was suggested that the students on the Student Activities Committee could be called upon by this faculty committee.

Dean Gipson said that students would wear jeans to Saturday classes.

The Dean asked that all incomplete grades be turned in immediately. She then brought up the question of closing classes at nine o'clock or five or ten minutes after nine in order that students could make the nine-thirty Wabash to Kansas City. Dr. Parkinson moved that we have no classes at all on Thursday morning. The motion was seconded. Mr. Colson said that in view of commitments already made this was not the fair thing to do. This motion was not carried. Discussion brought out the fact that students have the privilege of leaving a class early and if there were two classes scheduled for Thursday between eight and nine o'clock, classes would amount to nothing. Mr. Colson moved that we have two classes or periods and that students be required to stay until the end of the period. The motion was seconded and carried. Dr. Marian Dawson expressed a disapproval of morning classes on the day set for vacation saying that it made an upsetting situation. It was moved and seconded that a recommendation be made to the administration that no morning classes be held if vacation begins in the morning--that is, vacation should begin at the close of a day's work. The motion was carried. Dr. Talbot moved that it be recommended to the administration that all vacations be set as to dates the year before. The motion was seconded and carried. Dean Gipson stated that this might not always be possible.

Dr. Betz announced a Teachers' Institute to be held at Lindenwood on April 10 for Lindenwood graduates who are teaching. The members of the faculty were invited to attend.

Dean Gipson announced that she would be glad to receive from members of the faculty who had been here for some little time applications for summer scholarships so that if the college decided to give scholarships applications would be on hand.

The meeting adjourned.

Kathryn Hankins
Secretary

MINUTES FOR THE FACULTY MEETING

April 22, 1948

The instructional staff met in the Library Club room at eleven o'clock on Thursday, April 22. President McCluer presided and opened the meeting with a prayer. He then turned the meeting over to Dean Gipson.

There were two items of unfinished business which the secretary reported. These were called for.

Miss Gray reported for the committee on absences.

She reported the findings of the committee from questionnaires sent to the faculty, and the recommendation of the committee. There was some discussion, but since the time was short and further discussion was deemed necessary, this report was put on the docket for unfinished business.

Dr. Talbot reported for the committee on extra-curricular activities. She reported that the committee had contacted the presidents of various organizations and that twelve meetings had been dropped from the calendar. The committee thought that any further work for next year should be done by the permanent committee on student activities. The report was accepted.

President McCluer announced the Commencement dates and speakers.

The Dean announced that students would be excused to go to the Radio conference.

The President said the April the 28th. would be a "stop day" as requested by the students to catch up on their work. The question then arose as to the advisability of having the faculty party that night because some teachers would have to make a special trip from St. Louis. It was voted to have the party on the 28th.

Dean Gipson read the list of candidates for degrees. The faculty voted, upon condition of their completing the work, that the degrees be granted. The Dean said that Barbara De Puy was short on points. Dr. Garnett said that she was doing her best work now.

Dean Gipson read the list of candidates for Diplomas and Certificates. The list was accepted by the Faculty upon the condition of the completion of the work.

Dean Gipson suggested that we do no counseling regarding next year's work until after Thursday when President McCluer would hold a pep meeting to announce new courses to the students. The Dean asked for announcements from the faculty for new courses or changes in courses.

The first question to come up was whether Child Literature and Story-Telling should be given in conjunction. Miss McCrory felt that it was desirable, but should not be required.

Dr. Betz announced that the Great Books course would be given both semesters next year. This semester's work would be repeated the first semester next year to be followed in the second semester by the second course. Mention was made of the fact that there was a spread of four years in this course as well as in Child Literature.

Dr. Parkinson announced that there would be another teacher in philosophy next year and the following courses would be added and changes made:

The History of Philosophy will be a full year course; Ethics, three hours credit; History of Religion a grade three course for three hours credit; Recent and Contemporary Philosophy a grade three, three hour course; Aesthetics, grade two, three hour course; Theism, a grade three, two hour course; Modern Religious Problems, Grade two, two hour course. President McCluer suggested that History of Philosophy be made a grade one course so that Sophomores can then take the upper courses.

Miss Morris announced that there would be an extra psychology teacher next year, and hence they would be offering new courses. There will be courses in Experimental Psychology and Laboratory, Physiological Psychology, Clinical Psychology, Testing and Measuring, Special Problems in Psychology, and Systems of Psychology. Miss Morris said the plan for next year was to bring out people from St. Louis for lectures in personnel work with the idea of meeting the criticism that we do not contact enough people. It is hope by this method to keep more juniors and seniors for career work.

Miss Watts announced that there would be an extra teacher in the Art Department. The Interior Design course will run for a full year; Commercial and Industrial Design will be offered; the History of Sculpture, a grade two course, for two hours credit. There was some discussion as to the advisability of offering the one hour course in Appreciation of Art. Miss Watts felt the work was covered in other courses. The opinion of the faculty seemed to be that the one hour course very often fitted into schedules when the year course in the History of Art would not.

Mrs. Ahrens announced a new clothing class in Intermediate Clothing for those who have had Clothing I. Home Planning and Furnishing was changed from two hours credit to three hours.

Miss McCrory announced that Story Telling would receive

a two hour credit. Debate, grade II or III, will be offered the second semester for three hours credit; Persuasion and Discussion will be offered the first semester for three hours credit; Public Speaking will be given only the first semester; Fundamentals, a prerequisite, for Public Speaking; Voice and Diction, grade I or II; Essentials or Fundamentals, the prerequisite; Stage Craft will be grade II; Introduction to Radio will be given both semesters.

Dr. Schaper announced that there were plans for new courses in Economics and Sociology with the addition of an Economics teacher. She said practical fields of social work would be taken up and that there would be outside lecturers so that the students would come in contact with more persons and that they would have a chance for career work.

Dr. Gipson announced that she had resigned as Dean of the College although she still hoped to be here as a teacher. She expressed to the faculty her appreciation for their cooperation and her regret that she had been unable to do many things which she would have liked to have done. The secretary moved that a resolution be passed by a standing vote and spread upon the minutes, expressing the deep regret of the faculty upon Dr. Gipson's resignation as Dean, their appreciation for all that she has done for them, and the pleasure that she is not severing all connections with the College. The motion was seconded and while the faculty stood, President Mc Cluer said that he wished to have a resolution made to present to the Board of Directors. He therefore appointed the following committee: Dr. Parker, Dr. Schaper, Miss Hankins, Dr. Thomas.

The meeting adjourned.

Kathryn Hankins

Secretary

The list of candidates is appended.

CERTIFICATE OF ASSOCIATE IN ARTS

Fanshier, Nancy Keith
Kennedy, Janet Nell
McCormac, Irma Lea
Metzger, Marianne
Nolan, Charlotte Jeannine
Reed, Joan
Schwartz, Mary Elizabeth
Trefz, Ernamarie
Walton, Eleanor Louise
Yarbrough, Beverly Kay

CERTIFICATE IN SPEECH
AND DRAMATICS

Schweiger, Constance Jeannette

CERTIFICATE IN COSTUME DESIGN

MacNaughton, Dona Fae
Richter, Kathryn Jean

CERTIFICATE IN
INTERIOR DECORATION

Ching, Gaelic Lana

CERTIFICATE IN
ELEMENTARY EDUCATION

Reece, Mary L.
Rice, Mary Jeane
Washington, Nancy Ann

CERTIFICATE IN SECRETARIAL SCIENCE

Anderson, Joella Irene
Burba, Virginia June
Fletcher, Maxine
Haddad, Margaret
Hake, Joan
McGehee, Sally
Park, Wanda Beth
Pate, Shirley
Vandbergh, Nylene

CERTIFICATE IN HOME ECONOMICS

Hartzog, Helen Zaidee
Maurer, Katherine
Playter, Essilee
Polley, Jean Frances

CERTIFICATE IN PUBLIC SCHOOL MUSIC

Bates, Elizabeth Yvette
Flournoy, Mary Joan
Jackson, Kathryn Lucille

DIPLOMA IN PIANO

Pemberton, Katherine

DIPLOMA IN VOICE

DeVries, Mary Elizabeth

CERTIFICATE IN SECRETARIAL SCIENCE

Anderson, Joella Irene
Burba, Virginia June
Fletcher, Maxine
Haddad, Margaret
Hake, Joan
McGehee, Sally
Park, Wanda Beth
Pate, Shirley
Vandbergh, Nylene

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INTERIOR DECORATION

Ching, Gaelic Lana

CERTIFICATE IN
ELEMENTARY EDUCATION

Reece, Mary L.
Rice, Mary Jeane
Washington, Nancy Ann

BACHELOR OF MUSIC DEGREE

Blankenbaker, Norma Jean
Little, Barbara Ann
Mayhall, Marthella
Stumberg, Lucette Anne

BACHELOR OF SCIENCE DEGREE

Burba, Virginia June
*Burton, Margaret Mary
Carroll, Barbara Jane
Darst, Mary Lou
dePuy, Barbara Eileen
Evans, Rosalie Ann
Kern, Nancy Hardy
Merx, Merlyn
Nichols, Shirley Ann
Ritter, Louise J.
Roberts, Dorothy Gail
Sebastian, Jeane Elizabeth
Stahlhut, Melva M.
Viertel, Willie Mae

**Degree to be conferred in September.*

BACHELOR OF ARTS DEGREE

Blakey, Linda L.
Brown, Janet Paisley
Coons, Carolyn Mae
Dana, Nancy Jeanne
Groce, Margaret Lee
Heckman, Arline
Landberg, Mary Lou
Littrell, Bette Earle
MacCulloch, Helen Louise
Morrisey, Jane Barbara
Mount, Audrey Eloise
Nichols, Arminta Jane
Ostmann, Ladeen A.
Parker, Esther
Payne, Coy Elizabeth
Phillips, Genelle Marie
Schatzmann, Lois Jean
Schwartzing, Johanna Lee
Shoot, Patricia Ann
Stegall, Virginia Sue

BACHELOR OF ARTS DEGREE

Blakey, Linda L.
Brown, Janet Paisley
Coons, Carolyn Mae
Dana, Nancy Jeanne
Groce, Margaret Lee
Heckman, Arline
Landberg, Mary Lou
Littrell, Bette Earle
MacCulloch, Helen Louise
Morrisey, Jane Barbara
Mount, Audrey Eloise
Nichols, Arminta Jane
Ostmann, Ladeen A.
Parker, Esther
Payne, Coy Elizabeth
Phillips, Genelle Marie
Schatzmann, Lois Jean
Schwartzing, Johanna Lee
Shoot, Patricia Ann
Stegall, Virginia Sue

BACHELOR OF MUSIC DEGREE

Blankenbaker, Norma Jean
Little, Barbara Ann
Mayhall, Marthella
Stumberg, Lucette Anne

BACHELOR OF SCIENCE DEGREE

Burba, Virginia June
*Burton, Margaret Mary
Carroll, Barbara Jane
Darst, Mary Lou
dePuy, Barbara Eileen
Evans, Rosalie Ann
Kern, Nancy Hardy
Merx, Merlyn
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MINUTES FOR THE FACULTY MEETING

MAY 27, 1948

This meeting was a social one honoring Dean Gipson and the Bursar, Miss Cook. Before their arrival, Dr. Parker read the Resolutions upon Dr. Gipson's retirement as Dean. It was moved and seconded that the Resolutions be adopted, that copies be given to the Board, the Press, the Secretary of the Faculty and to Dean Gipson. The Faculty gave a standing vote. Dr. Parker then read those for Miss Cook and the same procedure followed. Both votes were unanimous.

After a very pleasant social hour during which gifts were presented to the honorees, the Instructional staff met to consider two questions.

Dr. McCluer reported that Dr. Canty had said it would be very unwise and impossible for Marthella Mayhall to take any of her finals. It was moved and seconded that she be excused from all finals and receive her degree. The motion passed.

Dean Gipson announced that Barbara D. Puy would be short one or two points of the required number for graduation, but because of the fact that she has made a remarkable improvement in her work, in fact is making all grades now of S, the Dean recommended that the faculty approve her degree. The motion was so made, seconded and passed.

The meeting adjourned.

Kathryn Hankins
Secretary

The Resolutions are appended. A letter of thanks from Dean Alice E. Gipson is appended.

OFFICE OF THE DEAN
LINDENWOOD COLLEGE
ST. CHARLES, MISSOURI

Miss Kathryn Hankins
Secretary to the Faculty



LINDENWOOD COLLEGE
ST. CHARLES, MO.

May 29, 1948

OFFICE OF THE DEAN
ALICE E. GIPSON, PH. D.

Miss Kathryn Hankins
Secretary to the Faculty

My dear Miss Hankins:

Will you please put on the minutes of the faculty meeting, my deep appreciation of the resolutions which were passed by them at the meeting last Thursday evening. I need not say that I feel unworthy of such praise, but none the less, it, of course, makes me happy that the faculty is willing to give such an expression of their feelings concerning my services at the College during the past years. Words are decidedly inadequate on an occasion of this kind, I am sure. However, you all know how deeply I feel in regard to these resolutions.

Sincerely yours,

Alice E. Gipson
Alice E. Gipson

AEG:am

AFTER FIVE DAYS RETURN TO
LINDENWOOD COLLEGE
ST. CHARLES, MO.

Resolutions regarding
Dr. Alice E. Gibson
Dean of the Faculty

Passed by the Faculty
on May 27 '48

May 17, 1948

Resolutions to be Presented to Dr. Alice E. Gipson by the Faculty
and the Administration of Lindenwood College

WHEREAS, Dr. Alice E. Gipson is retiring from the deanship of Lindenwood College after twenty-four years of loyal service in which she has sustained her position with the utmost dignity, honor, and integrity, she has never betrayed a confidence, she has addressed herself to the problems of the faculty with an instant and sympathetic understanding and wise objectivity, she has upheld the dignity of the faculty and affirmed and preserved their academic freedom, she has raised the standing of the college through her devotion to sound principles of scholarship, and she has been a never-failing source of hope and encouragement to her faculty, and

WHEREAS, Dr. Gipson has richly shared with her students her wide knowledge and sensitive appreciation of literature, has taken a personal pride and interest in the achievements of all Lindenwood students, has dealt fairly and generously with them, giving careful attention to individual problems and never sacrificing human values to the rigidity of a system, and

WHEREAS, Dr. Gipson has cherished beauty as it is expressed in the creative arts and indeed is a creative artist in her own field, has revered truth as demonstrated in science and philosophy, and has shown tolerance for human frailty and devotion to human welfare; therefore be it

RESOLVED, That the faculty express their deep regret upon Dr. Gipson's retirement as Dean of the College, their warm appreciation for her inspiring and progressive leadership through the years, and their lasting gratitude for her intellectual honesty, her happy sense of humor, and her indomitable spirit.

Committee on Resolutions for the Faculty
and the Administration

Alice Parker

John Thomas

Florence W. Schaper

Kathryn Hankins

AFTER FIVE DAYS RETURN TO
LINDENWOOD COLLEGE
ST. CHARLES, MO.

Resolutions regarding
Miss Ethel B. Cook -

Passed by the Faculty
on May 27, 1948

May 24, 1948

Resolutions to be Presented to Miss Ethel E. Cook by the
Faculty and the Administration of Lindenwood College

WHEREAS, Miss Ethel E. Cook is retiring as Bursar of Lindenwood College after thirty-one years of loyal service, in which she has discharged her exacting and innumerable duties promptly, patiently, accurately, and conscientiously, she has always shown a gracious willingness to share her practical wisdom with any and every person on the campus, she has exercised sound financial judgment, doing her part to sustain the impeccable credit of this institution, she has conserved the funds at her disposal through her complete knowledge of campus resources, her sense of commercial values, and her wide acquaintance in the business world, and

WHEREAS, Miss Cook has given generously of her time and effort to assist and counsel thousands of Lindenwood students, especially regarding their campus activities, showing great resourcefulness and ingenuity, fine taste and imagination, and a ready sympathy for the youthful point of view, and

WHEREAS, Miss Cook has endeared herself to her colleagues by her friendliness, her discretion, her unflinching helpfulness, her pride in their achievements, and her concern for their personal welfare; therefore be it

RESOLVED, That the faculty and the administration express their deep regret upon Miss Cook's retirement as the Bursar of the College, their sincere regard for her unselfish devotion, and their admiration for her exceptional dependability and institutional mindedness.

Committee on Resolutions for the Faculty
and the Administration

Alice Parker

John Thomas

Florence W. Schaper

Kathryn Hankins



LINDENWOOD COLLEGE
ST. CHARLES, MO.

FROM THE OFFICE OF THE
ALUMNAE SECRETARY
KATHRYN HANKINS

NOTES ON THE LINDENWOOD TEACHERS' INSTITUTE.

After the social meeting, Dr. McCluer gave a welcome to the Alumnae and visiting teachers. Dean Gipson spoke briefly on the value of such a gathering and added her word of welcome. Dr. Garnett introduced everyone present and then introduced the speaker, Dr. Wm. Kottmeyer of St. Louis, who is an authority on reading problems.

DR. Kottmeyer made the following points:

Reading is a large problem. It is impossible to deal with the higher area without understanding the lowest area. In Colonial days the concept was narrow - to teach children to read the Bible. We have made many mistakes since then and are still making mistakes. There is a direct relationship between reading and scholarship. Must get the meanings out of print. The population is unlike that of fifty years ago. Democracy says every child must have a chance. Children who drop out at the ~~age of~~ sixth grade go into the unskilled trades, but unskilled trades - so called demand that they get information for themselves. to function as citizens they must ascertain facts for themselves.

To succeed in learning to read according to methods of modern instruction, the child must have a mental age of six years and six months. Teachers start with groups of forty children who are six months short of the mental age. In the fervor of our efforts we give them things to do before they can do them. The difference in language achievement is due partly to the atmosphere at home. Parents who have limited vocabularies condition the child for the first five years of his life. The first experience (at six years) that the child has, deals with an abstract language symbol that in turn deals with an experience. We assume that children have had the experiences with which these abstract symbols deal. Learning materials are based upon experiences, the farm and elsewhere and we take too much for granted. Physical defects are appalling. do not give instruction beyond the ~~instruction~~ ~~give the~~ experience. Any civilization in which the state takes more responsibility for the children than the home points to signs of decadence. In St. Louis, children may start to school (kindergarten) at the age of four and one-half. they are then in the first grade at five and one-half. Homes (parents) wish to push children. If they were not taken into the school until nine years of age, it would be better. But we will keep taking them younger under pressure. The idea with forty students in a room is to keep them quiet and what they need to do is talk and talk some more. they need experience. Pre-primer in kindergarten kills the desire to read. We start them reading early out of a desire to do them good. We do stupid things with reading. If the child finds his material too hard for him, the desire to read is killed for him at the age of five. In the first grade, the poor ones will not get any better, and the good ones will get better fast. We feel that children have to be promoted socially. Reading material is based on the assumption that the group is normal. Material must be given to them at their level. If the second grade has forty readers to give out everyone gets a second reader regardless of his level. Not too many middle grade teachers teach reading. they have either learned to read before then or not at all. Geography should not be taught at the fourth grade level because geographies are written at the sixth grade level. If we have social promotion we cannot have graded schools. We have graded schools therefore we have to adjust



LINDENWOOD COLLEGE

ST. CHARLES, MO.

FROM THE OFFICE OF THE
ALUMNAE SECRETARY
KATHRYN HANKINS

reading to the level.

First, identify reading skills regardless of the grade- second get materials so that children can work independently. They can work independently if they have the right material. It takes much material and small groups .

High School.

The high school takes ability to read for granted. Remedial classes are started for the retarded ones. They should have material for their level. Content teachers should find interesting reading material for different levels. From grades nine to twelve, they all read the same grade, or try to.

A question was asked here. "What are you doing in St. Louis for this problem?"

Answer. A transition unit for the half year (in which there is no reading) from six to six and one half. For parents - booklets are published at the sixth grade level - "Helping Your Child". This is sent to the parents with a birthday card when the child is four years old. Parents are invited to the schools for instruction.

A question was asked about childrens' eyes. Dr. Kottmeyer said that most children were far sighted- that the eye matures at nine years of age. Hence close work before that time is not so good. The question was asked - "If not reading, then what?"

The answer- More physical equipment- more out-of-doors language development- free activity- dramatization and smaller numbers.

The meeting adjourned for lunch.

Afternoon session.

The time was divided equally between a session for the discussion of elementary school problems and a session for high school problems. Janice Lowe led the first discussion, Jackie Foreman the second. Dr. Betz had previously asked that the teachers feel free to give criticism of their work at Lindenwood, together with suggestions for the betterment of teacher training service here.

The following suggestions grew out of the meetings:

There should be more experience in practice teaching - teaching under several teachers instead of one.

Some training in secretarial work- such as keeping records and making reports.

Some training in counseling- how to make contacts with parents- more psychology.

Some training in vocational guidance- although the doubt was expressed as to the effectiveness of this since guidance is largely a matter of experience and judgment.

Adolescent psychology for high school teachers

Teaching of reading for high school teachers

Training on how to handle extra-curricular activities

The course in Tests and Measurements should be required.

Dr. Betz had suggested in the morning session that an organization of Lindenwood (Alumnae) teachers might be effective. It might be a means to exchange problems and plan future Institutes. The question was left open - Teachers to write to Dr. Betz, Dr. Garnett or Pres. McCluer in regard to such an organization.

The Meeting adjourned,
Kathryn Hankins

LINDENWOOD COLLEGE
FACULTY COMMITTEES 1947-1948

Committee on Admissions and Registration

Mr. Motley
Dean Gipson
Dr. Schaper
Mr. Colson
The President, ex officio

Committee on Chapel Programs

Dr. Parkinson
Dr. Thomas
Miss McCrory
President McCluer
Students

Curriculum Committee

Dean Gipson
Miss Hankins
Dr. Schaper
Mr. Colson
Miss Morris
Dr. Parkinson

Committee on Student Counseling

Dr. Schaper
Dean Gipson
Miss Morris
Dr. Marion Dawson

Committee on Educational Policies

Dr. Parker
Dr. Clevenger
Dr. Thomas
Dr. Talbot
Dr. Terhune
Dr. Garnett
Dr. Betz
The President and the Dean,
ex officio

Committee on Class Attendance

Dean Gipson
Dr. Schaper

Committee on Library

Dean Gipson
Miss Kohlstedt
Dr. Marion Dawson
Miss Gray
Mrs. Long
Miss Eggman

Committee on Class Schedules

Mr. Colson
Miss Karr
Miss Gray

Committee on Teacher Education

Dr. Betz
Dr. Garnett
Miss Morris
Dr. Thomas
Miss Hankins
Dean Gipson, ex officio

Committee on Lecture and Artist Series

Dean Gipson
Dr. Thomas
President McCluer

Committee on the Use of the Auditorium

Dean Gipson
Dr. Schaper
Dr. Thomas
Miss McCrory
Mr. Hume

Committee on Faculty Programs

Dr. Terhune
Dr. Parker
Dr. Garnett
Miss Boyer
Miss Wurster
Dr. Karel

Committee on Faculty Social Affairs

Mrs. Ahrens
Miss Rugaard
Miss Griffin
Miss Albrecht

Committee on the Use of the Faculty House

Miss Cook
Dean Gipson
Mr. Friess

Committee on Student Health

Dr. Canty
Mrs. Hall
Miss Ross
Miss Hornback
Dr. Schaper

Committee on Student Activities

Dr. Schaper
Miss Cook
Dr. Marion Dawson
Student Members
Dorothy Barklage, Secretary

Committee on the Student Christian Association

Miss McCrory
Dr. Parkinson
Dr. E. Dawson
Miss Morris

Committee on Student Publications

Dean Gipson
Miss Isaacs
Miss Sibley
Miss Watts
Dr. Betz
Mr. Clayton
Mr. Motley, ex officio

Committee on the College Year Book

Miss Isaacs
Miss Albrecht
Miss Watts

