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### Part I. Profile of the Lindenwood Colleges

Lindenwood College

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## PREFACE

Since 1960, a sweeping cycle of planning and change has dominated the life of Lindenwood. The mission of the institution was redefined. A new academic program and calendar were conceptualized, implemented, and refined. The faculty was greatly strengthened in new and traditional disciplines.

The most profound change to emerge from institutional planning was the decision to attract male students to the life of Lindenwood. For the last two decades, there have existed the questions of whether and how Lindenwood should admit male students to the college. In 1968, the options were clarified in a very careful study: Lindenwood could remain a college that is dedicated solely to the education of young women, its traditional mission. There would be precluded, however, that slight imbalance which comes to a single sex institution when the presence and viewpoint of the opposite sex is not only a vital part of the educational experience, or Lindenwood could become a coeducational institution, in which case the traditional mission of the college would be abandoned in favor of an approach to education that would treat the ramifications of female and male life cycles as having only minor educational significance. A third alternative -- the development of a coordinate college restricted, at least for some time, to male enrollment -- would reward the life cycle of men and women as important opportunities for special educational programming within the broader context of the curriculum. At the same time, the benefits of the educational experience within and outside of the classroom would be shared by both sexes. The study reports similarities and differences between the colleges.

### PART I. PROFILE OF THE LINDENWOOD COLLEGES

The decision to establish Lindenwood College II as a coordinate institution with Lindenwood College for Women and as the second of The Lindenwood Colleges was made in January of 1969.

The most recent review visit to Lindenwood by the North Central Association was made in 1964. In requesting NCA review prior to 1970, we do so with the purpose of seeking a transfer of accreditation. Since 1918 Lindenwood College for Women has been accredited as a four-year institution by the North Central Association. With the review visit in March, 1970, we seek that accreditation be transferred to The Lindenwood Colleges, which embrace Lindenwood College for Women and Lindenwood College II, two coordinate colleges that share a common institutional purpose and cooperate in the sharing of human, financial, and physical resources at the same time that each college determines a distinctiveness of its own.

It is primarily to this end that the self-study is undertaken. Part I, presents The Profile of The Lindenwood Colleges. Part II, reports the Main Institutional Data of The Lindenwood Colleges.

John Anthony STOWN, Jr.  
President, The Lindenwood Colleges

Gary E. Gushi  
NCA Study Director

Frederic A. Bennett  
Co-Chairman of the NCA Study



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I. THE PROFILE OF INSTITUTIONAL GOVERNANCE

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The Profile of Institutional Governance consists of three parts. The first profile attempts to review the general nature of administrative governance, both as the President of The Lindenwood Colleges relates to the boards of each college and as the administrative officers function with each other in internal planning and decision-making. The second profile outlines the official planning and decision-making councils and bodies that carry on the academic governance of The Lindenwood Colleges. Finally, the third profile attempts to clarify the varied committees and councils that bring together students, faculty members, and administrative officers to share in planning and policy-making procedures and activities that are essential to the organization of student life within The Lindenwood Colleges.

## I. THE PROFILE OF INSTITUTIONAL GOVERNANCE

### A. Overview

The governance of The Lindenwood Colleges is conducted in an open system which, while it is dynamic and changing, embodies relatively clear lines of responsibility for the operation of Lindenwood College for Women, Lindenwood College II, and the programs that are jointly shared and sponsored by both colleges.

The emphasis in most planning and decision-making activities is to focus on problem areas that need attention and to formulate procedures for resolving them. This problem-centered approach becomes evident in the profiles contained throughout the Self-Study, which sometime appear to be weighted to the negative side because they do not dwell on what is already being done well, but analyze what needs to be done better.

Healthy criticism of the institution is not stifled but encouraged, and many means exist for promoting criticism to flow into productive and corrective channels. With regard to continuing analysis and criticism, a reasonable balance is sought; self-satisfaction will cause The Lindenwood Colleges to stagnate, but over-indulgence in self-criticism can also retard progress.

Constant efforts are made at The Lindenwood Colleges to involve all affected sectors of the community in discussions and consultation which lead to the formulation of policy decisions. This includes students, faculty members, administrative officers, trustees, parents, alumnae, and occasionally representatives from other publics of the colleges. Many decisions can be and are made democratically by majority vote. Other decisions, especially when they impact on the long-range future of The Lindenwood Colleges or affect the stated mission of the colleges, must be made by those who will be held accountable for the results of those decisions.

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## B. Profile of Administrative Governance

### The President and the Boards of The Lindenwood Colleges

The President is elected by the Boards of each college and, with the permission of the Board of Directors of Lindenwood College for Women, serves as President of Lindenwood College II without remuneration.

The President must serve with the confidence and trust of both Boards in order to effectively administer the two colleges. As The Lindenwood Colleges adopt a more unified organizational structure, it is anticipated that the Boards will each concur in the hiring of all future presidents and that each Board must agree to dismiss a president if such action were recommended by the other board.

The Joint Executive Committees will help to insure that the work of the two Boards is coordinated and can serve the best interest of each college without impeding the progress of the other. The President of The Lindenwood Colleges is an active member of this group, providing leadership and continuity.

In order to make the President's work load more manageable, it is planned that three Vice-Presidents that are prescribed in an administrative plan which will take effect in September, 1970, will work directly with the Board Committees in their respective areas of responsibility and provide staff services to committee members. (See IV. Profile on Long-Range Planning for new administrative organization.)

The committees of each board and a more detailed explanation of the governance functions of the Joint Executive Committees of The Lindenwood Colleges are explained fully in Part II of the Self-Study (Basic Institutional Data, II. Control and Organization).

### Internal Administrative Governance of The Lindenwood Colleges

Internal administrative planning and decision-making activities are necessarily affected by the nature of personal relationships. Governance by administrative officers is characterized mostly by their informality, candor, and highly personalized style.

To the uninformed, outside observer, there might appear to be very little "official" planning being done, and this observation would be true to the extent that there has not been produced a formal master plan of long-range institutional objectives and the means to achieve them. Such a view would be seriously misleading, however, if it is implied that administrative officers have been wandering aimlessly, without the benefit of planning activity.



Each of the last four years has represented an important increment to the general plan that was first advanced by the new President in 1966. In that year, the mission was to plan a new and creative academic program and to attract the kind of student who would benefit from it. For 1967 and 1968, the goals were to refine the academic program and to continue the rapid development of the faculty. In 1968, the faculty and administration also undertook a searching reexamination of Lindenwood's traditional role as a woman's college; it was decided to preserve that tradition and to develop a new college. In 1969, the first class of male students was admitted to Lindenwood College II, and plans have been made that will give that college substance and identity. At the same time, the faculty and certain administrative officers are seriously seeking to determine what changes might be made to improve the parent college as a college for women. All of this deliberate but subtle planning experience flows into the NCA Self-Study, which itself represents a significant and penetrating pause for reflection, in order to prepare a thoughtful but more formal long-range plan during the 1970-71 year. (See IV. Profile on Long-Range Planning.)

There exists a strong administrative team of individuals. Administrative governance is a highly personalized affair primarily because the nature of each administrative office is so very much reflected by the chief administrative officer who is responsible for it. The general lack of administrative assistants in each major office allows the executive to informally insert himself into the major processes of decision-making and planning. In this regard, administrative officers seem to depend more on informal telephone calls and personal conversation for making plans and decisions than on committee action or formal directives through memoranda. Of course, institutional size influences this personal style.

When administrative officers do come together to confer with each other, these meetings serve primarily as occasions for arriving at consensus on what to do in particular situations. Each administrative officer seems to participate as one who is accustomed to a highly personalized style, who makes his contribution and then withdraws, to await his colleagues' contribution, and to "sense" group judgment. This form of casual administrative "get together" seems to work quite well for minor problems and short-range planning.

The single means by which chief administrative officers meet regularly as a group is the President's Breakfast on Monday morning of each week. Representing the administrations of The Lindenwood Colleges, Lindenwood College for Women, and Lindenwood College II, the President, the three Vice-Presidents, the Business Manager, and the Dean of Students have an opportunity for the discussion of issues. The President deliberately does not provide an agenda in advance so that each member of the administration present has an opportunity to introduce problems with which he is dealing and to get collective judgment.



### C. Profiles of Academic Governance

Academic governance takes place within and between many planning and decision-making bodies in The Lindenwood Colleges, Lindenwood College for Women, and Lindenwood College II. The major components of academic governance at The Lindenwood Colleges are the Academic Departments, the Divisions, the Faculty Meeting, and the Standing Committees of the Faculty. The central policy-making and review body for the academic program of Lindenwood College for Women is the Educational Policies Committee. The Dean's Advisory Committee also allows students to have a consultative role in academic affairs. In Lindenwood II, academic planning and recommending activity is carried on by the Executive Cabinet, the Common Council, and the Educational Policies Committee.

#### The Lindenwood Colleges

The Academic Department. The Academic Department is the most rudimentary academic planning and decision-making body. The only problems associated with departments generally fall into the realm of smallness. A few of the departments are really so small that there is no formal decision-making process involved. Many of the departments need only informal, frequent meetings and rarely convene in a formal meeting. In general, there is agreement that the departmental system works well and offers a creative force to academic life planning.

The Division. The position and function of the Humanities Division, the Social Sciences Division, and the Natural Science Division springs from the past. About ten years ago, a former dean of the college created the divisions and grouped the departments in them in the expectation that the departments would be phased out. He hoped that this would provide a larger arena for discussion and decision-making. Instead, the college was left with both departments and divisions. No real role has emerged for the divisions. The meetings are infrequent, and they consist of discussion of matters brought forward by departments before going on to the Educational Policies Committee and the whole faculty. Though the divisions have served a useful informational role, and some divisional courses are emerging, the division as a unit of governance does not on the whole seem to serve a clear need or purpose. The three division chairmen agree that their position is indeed hazy.

The Faculty Meeting. There is a remarkable unanimity of opinion, especially among department chairmen, concerning faculty meetings. All department chairmen agree that it is the central academic decision-making body and must remain that. All agree that almost all important decisions affecting the college are aired there. But there is a rising voice of discontent concerning the slowness of the decisions emanating from the meetings and the increasing time involved in discussions there. The Lindenwood Colleges are caught up in the trend toward participatory democracy; the faculty meetings reflect an unwillingness on the part of some faculty members to let any decisions be made without the benefit of their comments on it. All department chairmen agree that the meetings are too long (usually one full morning each month). Some faculty members believe that too much is left to a single monthly meeting, but there is a general unwillingness to meet more often or for longer periods. This is a common dilemma of corporate groups everywhere. There is probably no solution for it.



Standing Committees of the Faculty. There is really very little controversy about standing committees of the faculty. (For committee structure see Basic Institutional Data : II: 6.) All agree that committees are a necessary part of college governance. Most feel that they carry out their assigned tasks quite adequately. The only complaint is a familiar one; as the numbers of committees grow (a feature of participatory democracy), the process inevitably slows down and becomes more time consuming. But this is not a major criticism of the system. A great many areas of decision are left to standing committees, and there is little disagreement about their role or effectiveness.

### Lindenwood College for Women

The Educational Policies Committee. The views of department chairmen concerning the Educational Policies Committee vary rather more widely than those concerning departments or divisions. The majority of chairmen agree that the EPC works well as a final clearing house of academic decisions coming from administration and departments and divisions before going to the faculty. The only real criticisms directed at the committee concern a lack of public knowledge of its discussions. Some of the newer chairmen, particularly some who are new to the campus this year, do not really understand what the EPC does (See Basic Institutional Data: II : 6). One commented, when asked to report his observations, that the EPC acts as "a secret society." Some chairmen acknowledge the lack of faculty knowledge concerning the committee's activities, but they also insist that the EPC does represent faculty interests and acts fairly. This seems to be simply a matter of internal communication. Some of those who are members of the EPC voice the complaint that meetings are too time consuming (usually one full morning each month).

The Dean's Advisory Committee. The Dean's Advisory Committee is composed of members of women student associations who provide the Vice-President and Dean of Lindenwood College for Women with student attitudes on academic matters. The student officers included are as follows: President of the Student Association, Vice-President for Housing and Judicial Affairs, Vice-President for Public Relations, Vice-President for Academic Affairs, Social Council Chairman, Resident Assistant Chairman, President of Linden Scroll, President of the Day Student Association, and a freshman class representative. Other students may be invited to attend as considered appropriate.

Meetings are held every other week in the Dean's Office. Students are given a review of academic affairs and asked to comment on proposals for change. They may bring to the meeting questions, criticisms, and proposals of their own. The exchange of information and opinions usually leads to discussion of important matters and provide both the Dean and the students with an understanding of the college's academic goals and their successes or failures.

In addition to the exchange of views, the Dean's Advisory Committee undertakes certain projects designed to make the academic program responsive to student needs and opportunities. This year, the committee has helped to implement the convocation program and to initiate work on a Senior Synthesis Series. (See Basic Institutional Data: V:3:i). This latter project, which



will provide several lectures and forums related to life-roles of women graduates, has as one of its objectives the defining of women's education in our times. The expectation is that discussion of such a topic will lead to ideas which may be injected into the academic advising program and curriculum of Lindenwood College for Women.

## Lindenwood College II

The Common Council. In his role as general development officer of Lindenwood College II, the Vice-President and Dean of the College advanced a plan for organizing the internal affairs of the college in such a way that students, faculty members, and administrative officers would come together on a consultative basis to share in the planning and development of both student life and a distinctive academic program. A Common Council was conceived as the central mechanism for achieving this plan.

The Common Council consists of 18 faculty members and 10 students. Appointed as the original planning group for the 1969-70 year, the faculty members of the Council are an especially capable and committed group. They represent a wide range of the academic disciplines, and almost all academic departments have representation. Some of the faculty members are department chairmen; most are not. Many are seasoned in the ways and means of the academic community; others have just been initiated. Student members include the Community Manager, three members elected by the student body, the two student members of the Executive Cabinet, and the chairmen of present student life standing committees of the Common Council. These include the Judicial Board, the Social Coordinate, the Athletic Coordinate, and the Ways and Means Committee.

The Common Council meets every two months to deliberate over important matters that are brought to it by the standing committees of the Council or by individuals within the Lindenwood II community. All meetings of the Common Council are open to faculty members and the students of Lindenwood II.

The 1969-70 year has been consumed with the activities of initial organization. Perhaps the Common Council is only beginning to sense its true mission and purpose. It will not be until the 1970-71 year that a number of new standing committees of the Common Council will bring student, faculty, and administrative talent to bear on the important planning of a special academic life for Lindenwood II. General preparation for this new priority will begin during the spring term of the 1969-70 academic year. Most of the current year, however, will continue to be dedicated to the critical matter of developing student life.

The Executive Cabinet. The Executive Cabinet of the Common Council functions during the interim between meetings of the Common Council. In a very real sense, therefore, the Executive Cabinet is the administrative committee of the Common Council, and all members of the Cabinet are members of the Council.

The Executive Cabinet is chaired by the President of the College and also includes among its membership the Vice-President and Dean of the College, three elected faculty members of the Common Council (one from each academic division), the Community Manager, and two students elected by the student body of Lindenwood II.



The precise roles of the Executive Cabinet for academic planning and decision-making, including its powers and relationships with other decision-making bodies of Lindenwood II, will more clearly evolve as the Cabinet grapples with key issues regarding the future of Lindenwood II. Like its larger counterpart, the Common Council, most work of the Executive Cabinet this year has concentrated on student life development. The Cabinet played a key role in helping to develop the Judicial Code of Lindenwood II, and the Cabinet serves as the ultimate appeal committee for student disciplinary cases that come to it from the Judicial Board.

As presently conceived, the Executive Cabinet will take on more of a long-range planning role in the future, especially as we elevate our sights to the development of a new academic program during the 1970-71 academic year. There is reason to believe that the Executive Cabinet will want to play a significant role in recommending innovative curricular ideas to the Common Council for intensive study, discussion, and ultimate recommendation to the Educational Policies Committee of Lindenwood II for final review. The kind of relationship that ought to exist between the Executive Cabinet and the Common Council cannot be forced, however, by some kind of a priori organizational design. Rather, authority and decision-making relationships will emerge from the experiences of the 1969-70 year from a general consensus over what is desirable and workable.

The Educational Policies Committee. The Educational Policies Committee of Lindenwood College II was created by the faculty to play a similar role to the Educational Policies Committee of Lindenwood College for Women. That is, the committee serves as a formal link between academic planning and review and ultimate faculty decision. Any change that is proposed in the academic program of Lindenwood College II must first be reviewed and recommended by the Educational Policies Committee of Lindenwood II before it reaches the whole faculty for discussion and decision (See Basic Institutional Data: V:6).

After its membership was duly elected and appointed in March of 1969, the Educational Policies Committee of Lindenwood II discharged two official functions. It counseled the President on the appointment of the first Vice-President and Dean of Lindenwood II. In keeping with its academic review function, the committee later recommended that the physical education and Senior Synthesis institutional requirements be eliminated and that the Bachelor of Science degree be reinstated for Lindenwood College II. The faculty accepted these recommendations and also voted to extend the B.S. degree option to the students of Lindenwood College for Women.

The Educational Policies Committee has met very few times during the 1969-70 academic year, due to the fact that the Common Council of the college has not proposed any changes in the academic program for Lindenwood II. The priority of the Common Council for the current year has been with the development of student life programs. A deliberate plan to shift the priorities of the Common Council from student to academic affairs in the 1970-71 year will provide the occasion for a more active role on the part of the Educational Policies Committee of Lindenwood II.



#### D. Profiles of Student Life Governance

##### The Lindenwood Colleges

Many of the governmental processes for student life bring together students, faculty, and administration from Lindenwood College for Women and Lindenwood College II in common endeavor. It is primarily through joint committees that common concerns of The Lindenwood Colleges are discussed and decided. Serving this particular purpose are the President's Council, the Publications Board, the Academic Appeals Board, and the Convocation Selection Committee. Several additional committees of The Lindenwood Colleges are in the planning stage.

The President's Council. Prior to the 1969-70 academic year, the President's Council served as an informal occasion at which relevant topics about campus life and institutional planning were discussed by the President and his key administrative officers. Several representatives from the student government of Lindenwood College for Women were invited to join in these sessions last year, as were two of the original group of fifteen male students.

Over the years, the President's Council has served in an advisory capacity to the President. While this basic purpose remains, the broadened base of student and administrative representation makes the President's Council the leading student-administrative representation committee of The Lindenwood Colleges. The council includes all administrative officers and a large number of student representatives from both colleges. The President of the Lindenwood Student Association and her cabinet are members. Representing the students of Lindenwood College II are the Community Manager, two students elected at large, and one student appointed by the Vice-President and Dean.

The President's Council is a decision-making body when the President so authorizes that function, which is quite often. The discussion of campus affairs, both social and academic, occupy the regularly scheduled bi-weekly meetings. Any member of the President's Council may place an item on the agenda in advance of the meeting. Sub-committee work is quite typical when major problems are brought before the council. Among the many questions considered thus far this academic year were the campus security system, the extension of library hours, residence hall intervisitation, and the opening of additional recreational and snack bar facilities.

It is anticipated that the President's Council will broaden its purpose next academic year to include topics and problems that necessarily make desirable major faculty representation on the council.

The Publications Board. It is the responsibility of the Publications Board to provide written classification of the role of student publications, serve as publisher in lieu of The Lindenwood Colleges, arbitrate disputes between the ideals of freedom and responsibility, and select the Editor-in-Chief for the three campus publications. These publications include The Ibis, the campus newspaper; The Griffin, the campus literary magazine; The Linden Leaves, the yearbook for the colleges.



The Publications Board of The Lindenwood Colleges consists of three student representatives from Lindenwood College for Women, three students from Lindenwood College II, the Editor-in-Chief of the campus publications, the faculty advisor to each of the three publications, and a representative of the administration of The Lindenwood Colleges. A proposed code for the Publications Board is currently under review.

The Academic Appeals Board. It is believed that any suspicion of violation or covert violation of academic responsibility should be a confidential matter between the professor and the accused student. The Academic Appeals Board is merely an appeal body that meets to handle difficult cases only after agreement cannot be reached between the student and professor. A set of procedures for hearing such cases are outlined in the Student Handbook of both Lindenwood Colleges.

The Academic Appeals Board consists of eight members. Four are members of the faculty, two are Lindenwood College for Women students, and two are students of Lindenwood College II. The Vice-President and Dean of each college has access to all hearings, but has not voting authority.

The Convocation Selection Committee. Assemblies, lectures, concerts, plays, and related social and cultural activities are viewed as important extensions of course study and, as such, are an essential part of the educational program of The Lindenwood Colleges. During the long terms, all students must attend at least seven of these activities that have been designated as Convocations. Students must attend two out of four activities that have been so designated during the January term.

Students who fail to meet their Convocation requirement have a half course added to the graduation requirement of 36 courses for each of the long terms and a quarter course during a January term in which the minimum quota is not met.

The Convocation Selection Committee was established to give students the major voice in reviewing and discussing forthcoming events on the calendar of each month and to choose a large number of these programs as Convocations for the month.

Constituting the membership of the Convocation Selection Committee are four elected faculty members, two students from each of the colleges, and the Director of Student Activities, who serves as secretary ex officio.

Planning for Additional Joint Committees. Currently under consideration are two committees that will bring together students from the two colleges in very necessary ways. Each of The Lindenwood Colleges has some kind of social committee that plans student activities. (The Social Council of Lindenwood College for Women and the Social Coordinate of Lindenwood College II are discussed in another section of this Profile of Student Life Governance.) Early in the 1969-70 academic year, some attempts were made to create an all-campus social board; however, the newness of men on campus and the reaction of male students to some of the proposed social programming prevented effective cooperation. It is reasonable to assume, however, that some kind of joint social board will exist for the 1970-71 academic year.



More pressing is the need for a joint Judicial Board of The Lindenwood Colleges to hear those disciplinary cases that allegedly involve students from both colleges. At the present time, each college has its own judicial board, but there exist no provisions for hearing joint cases. A small committee, comprised of members of both judicial boards, is presently developing a philosophy and a set of procedures that accommodate the Judicial Code of Lindenwood College for Women and the Judicial Code of Lindenwood College II. During the interim period, the Dean's Council has very reluctantly handled several disciplinary cases that involved students from both of The Lindenwood Colleges. It is expected that a joint judicial board will be ready to function sometime during the spring term of the 1969-70 year.

### Lindenwood College for Women

Most of the governance of student life at Lindenwood College for Women has depended on procedures and approaches that have been in existence for a number of years. While the number of committees and officers are too numerous to include here, the major governmental programs are carried forward by eight leading committees and programs. These are the Student Association, the Social Council, the House Presidents, the House Vice-Presidents, the Residence Hall Council in each dormitory, the Resident Assistants, the Judicial Board, and the Head Residents.

The Student Association. There is no written philosophy for the Student Association of Lindenwood College for Women at this time. We do plan to compose a definite written statement in the spring. Our main purpose for existence is the same as the purpose of student government at Lindenwood College for Women in the past. We work as an organized vehicle to promote change beneficial for the student body in general. With the addition of Lindenwood II, we have had to review our purpose. We are still experiencing this intensive review.

The Student Association is composed of a Senate (the President, Vice-President for Academic Affairs, Vice-President for Housing and Judicial Affairs, Vice-President for Public Relations, NSA Coordinator, Social Chairman, R.A. Chairman, and Secretary -- the Social Chairman and Resident Assistant Chairman are non-voting members; the President votes in case of a tie) and the representatives. There are two representatives from each dorm (three if they have over 100 residents) and a representative from each class (at this time only the senior class has chosen to elect a Student Association representative.). The Student Council meets every Wednesday evening in the Student Activities Building at 6:30 p.m.

The Student Association does not have clearly defined powers in the area of student government. That is an issue we are pursuing at the present time. Just what powers do we have as far as the responsibility to govern ourselves? This is one of the main problems we will be investigating in a conclusive nature next term.

Student government is strong in that there are people involved who are interested and dedicated to student rights. By the same token, they are not students who feel that confrontation with the administration is the way to make progress. At times this major strength is hindered by the fact that there are many apathetic students and some damaging radical students. Most of the representatives to the Student Association are not conscientious in their jobs. Many just will not do the necessary work. This makes it difficult to make any constructive progress.



During spring term we will have a major change as far as Student Association representation. Many of the dormitories are displeased with the jobs done by their representatives. They will see that they have new representatives. We are hopeful that with some training this new group will be able to make progress. We will also be working on rewriting our constitution. This will be a major part of defining our philosophy.

The Social Council. The Lindenwood College for Women Social Council was established to plan and coordinate activities on-campus as well as off-campus which fall under the realm of strictly social entertainment. Social entertainment may be defined as those activities which are designed to at least partially meet the extracurricular needs of any college community. Viewed from the standpoint that the council was originated with the responsibility for providing social activities designed to meet the specific needs of a woman's college, these activities have consisted primarily in the past of all-campus dances, on-campus films, and the coordination of other off-campus activities with our own campus which we are not able to supply directly. These and other numerous creative events have been and are being furnished by the social council. With the addition of Lindenwood College II, the social council has expanded its activities to include male students in planned social events which hold a direct relation to both colleges.

The Social Council is headed by a chairman. Membership also includes one elected and one appointed representative from each residence hall and the day students.

At the beginning of each fall semester, the Social Council is allocated a budget, based on an allotted percentage of each student's activity fee.

The members of the Lindenwood College for Women Social Council, aware of the changing nature of The Lindenwood Colleges, no longer feel adequate under its present organizational system to satisfy the needs of an ever-growing college community. This realization has led women students to propose several structural changes: (1) Separate social councils for Lindenwood College for Women and Lindenwood College II should continue to exist, each designed to implement those activities which apply exclusively to their own particular college. (2) A joint social council, based upon proportional representation between Lindenwood College for Women and Lindenwood College II, must be created to plan and implement those activities which involve the entire college community. These recommended proposals will go into effect only after they are approved by the students of each college.

House Presidents. Each women's residence hall is provided leadership by a House President, who is elected in the spring term of each year. Those who petition for this office must have a cumulative grade-point average of 2.3 at the time of election.

Each House President is responsible for being on campus during freshman orientation period. At this time, she greets new students, assists them in all ways possible, and provides general leadership for the whole period.



Meetings of all House Presidents are held every other week, or as often as necessary, with the Vice-President for Housing and Judicial Affairs. The purposes of these meetings are to discuss necessary matters which must be brought back to dormitory meetings, to review any problems within the dormitory, and to establish meaningful communication with the Dean of Students' Office.

The House President presides over all dormitory meetings. She is responsible for making certain that all necessary information is carried back to the members of the dormitory. She is also responsible for the election and appointment of house staff members (Secretary, Treasurer, Social Council representatives, Student Council representatives, Hall Proctors, Fire Captain). In addition, the Hall President calls staff meetings when necessary, at which time problems, needs, and general business are discussed. The House President attends all dormitory judicial meetings as an ex officio member, and she is particularly responsible for making sure that all dormitory regulations are understood and adhered to by its members.

House Vice-Presidents. Acting in conjunction with the House President in presiding over each residence hall is the House Vice-President. She has major responsibility as chairman of the Residence Hall Standards Board, and she makes certain that campus regulations, as they relate to the dormitory, are upheld. Her additional responsibilities include: (1) making sure girls sign-in and sign-out correctly, (2) checking to see that girls with "specific permission" (those who have parental permission) take overnights on the designated nights, (3) recording late minutes accumulated by girls who have restricted hours, and (4) in some dormitories planning dormitory parties.

When an infraction of a regulation occurs, the House Vice-President calls the Standards Board together (made-up of dormitory officers) and informs them of the nature of the infraction. If it is of the nature which requires no hearing, the Vice-President has responsibility for informing the girl, by means of a written statement, of her penalty. However, if the girl feels that she has a legitimate excuse, then she may appeal the decision and request a hearing by the Standards Board. Final decision is made by the board. If a case appears to be out of the judicial jurisdiction of the Standards Board, the Vice-President refers it to the Judicial Board of Lindenwood College for Women.

The Residence Hall Council. Membership of the Residence Hall Council (House Staff), in each dormitory includes the President, Vice-President, Student Council Representatives, Secretary, Treasurer, Resident Assistants, Hall Proctors. It is the duty of the Hall Council to implement and uphold the Residence Hall regulations. Their other duties are as follows: (1) Student Council Representatives act as a liaison between the dormitory and the Student Council and report on the issues and information received in Student Council meetings. (2) Social Council Representatives serve in the same capacity, except at Social Council. (3) Hall Proctors, during fire drills, check rooms to make certain everyone is out of the dormitory, etc. The Resident Assistant program is explained in another part of this Profile, and duties of the Secretary and Treasurer are of a traditional nature.



The House Council also shares the responsibility for "lock-up" which requires each girl to take a turn (one week per semester), waiting-up for girls who have restricted hours to come in and then locking the door. House Council members also help in planning dormitory parties.

The Judicial Board. During the 1968-1969 school year, the Honor Board suspended its responsibilities pertaining to the social aspect of the Lindenwood Honor Code. During this period, the Honor Board conducted a study of the honor systems of schools similar in size to Lindenwood. As a result of this study, it was decided that our Social Honor System should be dissolved. It was felt that "honor" could only be defined by each individual and that the Honor Board which acted on cases of infractions of the Honor Code was at the same time acting in a judicial manner. In short, it seems that social honor had become an outdated, abstract notion which did not apply to the majority of Lindenwood students, perhaps because the community had become so diverse in its value orientation.

During the spring of 1969, the Vice-President of Housing and Judicial Affairs, the President of the Student Government, and the present House Presidents developed the Judicial System, based on information received from other schools our size. This system has taken the place of the Social Honor System.

The Judicial Board of Lindenwood College for Women acts on referrals from the Standards Boards of each dormitory, and the Dean of Students. The Judicial Board consists of the Dean of Students, as an advisor, the Vice-President of Housing and Judicial Affairs as chairman and a non-voting member, and six women students who are elected at large but who can hold no other position.

Disciplinary philosophy and procedures are found in the Judicial Code of Lindenwood College for Women.

Resident Assistants. The Resident Assistants are a group of upper-class students who are selected to help new students adjust to the various social and academic policies at Lindenwood College for Women. These students must petition for the position and have a cumulative grade point of at least 2.0. They must also give three references (one professor, one Head Resident, and one student) and fill-out a questionnaire. All this information is brought before a committee consisting of three administrators and three students. This committee selects the students they feel would be most qualified to be a Resident Assistant.

There is approximately one Resident Assistant for every six to eight new students in every dormitory. In the future it is hoped that each Resident Assistant will live not only in the same dormitory as her students, but also on the same floor, making herself more readily available to the students when needed.

The Resident Assistant position is not authoritarian in nature. Each Resident Assistant is there to help the new students or to inform the student where she can get the best help on serious problems. Meetings are held at least once monthly with all the Resident Assistants and the Dean of Students to discuss problems affecting the majority of the new students. Occasionally, at this time, professionals, such as the professional counselor on campus, are asked to come and give their opinions and advice.



Presently, the Resident Assistants are not placed at a convenient location in the residence halls. In some cases she is away from the freshmen for whom she is responsible. The selection process and the placement of Resident Assistants within the hall are being carefully reviewed for the coming year. It is hoped that an intensive in-service training process may be implemented beginning in the spring term, for the coming year.

The Head Resident Program. There has been a definite challenge for a Head Resident to fit into the ever-changing patterns on a college campus. The Head Resident determines, to a certain degree, the atmosphere which prevails in the dormitory, thus affecting the students' attitudes and values of living in a certain type of dormitory. She can be effective in orienting the newcomer and assisting in her adjustment to the living situation.

Head Residents meet and welcome most parents and guests to the dormitory, and she is helpful in establishing a feeling of a smooth-running hall. Her work requires her to live twenty-four hours a day in residence filled with active, busy, self-occupied young people. Her duties involve countless small annoyances, attention to endless detail, and much repetition of effort, all of which demand infinite patience and tact. She must be dressed early in the morning and available until the closing hours at night. Her work requires constant diplomacy and the ability to get along equally well with all, for a major portion of the job involves keeping personal relationships in balance. It is necessary to consider the interests of the total group, and to decide matters in the best interest of the whole.

A very large and important part of the Head Resident's work is involved in the personal contacts within the residence hall. She is a confidante, a sounding board for ideas, a counselor for the unhappy, a trouble-shooter -- all of which means that she is a good listener. Most of all, she keeps the confidences given her and does not discuss one student with another. In a group-living situation, problems and crises arise from friction in personal relationships, often roommate difficulties, and she can be helpful in making a change, or to keep these relationships in balance.

The welfare and atmosphere of the hall is a shared responsibility with the elected officers of the hall. The Head Resident works closely with the President and staff members in seeing that the dormitory is in harmony and acceptable to the administration and to the students living there. She helps to create pride in the dormitory, and she wants it to be a desirable place in which to live.

The personal demands upon the Head Resident are many, and it is important that she organizes her schedule so she gets needed rest and relaxation during the day. Many situations come up during the night which she must take care of. As a counselor, she is available to talk with girls regarding any personal matters when they wish to seek her out and to confer with parents toward a mutual understanding of problems and concerns. It is necessary to create an atmosphere so that students will be willing to discuss problems and will feel welcome. It is absolutely necessary for the Head Resident to maintain a completely confidential relationship with the students and, unless the general welfare of the student or of the college is concerned or it is a matter in which official action might have to be taken or it jeopardizes the college's responsibility to the parents, it is not necessary to make any report of such



confidences. It is important that she encourages the student to do most of the talking so she can be helped to work out her own solution -- not told what to do; it is equally important to encourage a student to speak frankly by not passing judgment on her conduct.

The Head Resident is responsible for the general maintenance of the dormitory and for the welfare of the students in the dormitory. Everything pertaining to maintenance, inside or outside, is reported to the Maintenance Office, and if major repairs or replacements are needed, the request must be made in triplicate with copies left with the Dean of Students and the Maintenance Office.

The Head Resident is the general supervisor of the housekeepers in her dormitory and of the student receptionists assigned to her. She has the direct responsibility of the students in matters of health, emergencies, parental communications, and room changes.

The Head Resident is responsible to the Dean of Students in the matter of reports and emergencies. She knows when students are away from the dormitory overnight and must report in writing when such absences involve an illness or death at home. She must report any accidents or disturbances involving the police, any severe personality disorders, or interpersonal conflicts. She must be able to rate each student in her dormitory before the end of the college year.

She carries a joint responsibility with the House President and House Council to help maintain the regulations for community living, and she may assume full responsibility in the absence of student government officers. She works closely with the House President in a mutual sharing of information and policy matters. Unless the immediate welfare of the student is involved, she reports any known violation of regulations to the House President.

Last, she must understand the attitudes and trends currently characteristic of campus living. In other words, she must "be in tune," in order to have the right rapport with the students.

In Lindenwood College for Women, the Head Resident assumes an additional responsibility outside her dormitory. They are as follows:

Mrs. Davies - Maintaining study atmosphere in the Library -- late hours on Friday and Saturday evenings.

Mrs. Kendig - Alternates with the Library duties.

Mrs. Clymonts - Assists Miss Yonker with Student Assistant Programs. Responsible for their work cards and of maintaining the records.

Mrs. Steger - Head Resident and Head Resident Assistant to the Dean of Students. Responsible for receptions and Coffee Hours on campus and other social affairs. Supervises housekeepers in the dormitories and their work schedules. Assists with Foreign Student orientation and social arrangements.



## Lindenwood College II

The governance of student life takes many forms in Lindenwood College II. The President and Vice-President and Dean have general responsibility for developing student life, but their planning and decision-making authority is widely shared by the Community Manager, the Hall Council, the student life committees of the Common Council, and certain ad hoc committees:

The Community Manager. The community government concept of Lindenwood College II assumes that undesirable student conduct can be effectively handled at the peer level if central responsibilities are shared among certain key student officers. Moreover, it is assumed that a sense of community, and the standards for that community, will not be authentic unless they are internalized by members of the peer group.

As an experimental option to actually creating a dean of men's office during the 1969-70 academic year, a resident student manager shares responsibility with the Dean of the College for certain student personnel functions. Elected by his peers, the Community Manager is supposed to carry heavy responsibilities at the peer level for planning and organizing student life. Especially is he to be responsible as a student dean of men for developing an effective system of peer supervision as the main strategy for achieving community social and academic standards.

The office of Community Manager has not been without its problems during the first year. The planning and decision-making roles of the Community Manager are only beginning to materialize after a long first term of misunderstanding, inadvertent turnover in the office, and failure of the manager and student body to readily grasp the full significance of the community concept. Rather than seeing himself as a member of an administrative team, the Community Manager originally regarded the Dean of the College as an adversary. This unfortunate misunderstanding mid-way through the fall term led to a deterioration of mutual confidence between the dean and the student body.

In retrospect, it seems that the students and the Dean of the College could not have avoided an initial confrontation; it was probably even necessary and desirable. It required controversy, the clear exercise of authority on the part of the dean, and President, and patient clarification of roles and expectations for the community concept to mature as a felt need of the whole college. Thus, it was discovered by all parties that trust cannot be given or demanded; it has to be earned through intimate sharing and sometimes through stressful encounter. That the Community Manager has aggressively assumed his responsibilities since the end of the fall term with the support of most male students speaks well for the future of the community concept and the student who occupies that office.

The Hall Council. In the deliberate absence of adult supervision, the Hall Council is responsible for overall management functions of Ayres Hall and Ayres Hall Annex, the present residence facilities of Lindenwood II. One representative from each floor serves on the Hall Council.

This representative is responsible for calling floor meetings, whenever necessary, and for providing the means for carrying out hall regulations and policy. The Hall Council meets regularly as a body to discuss management problems of the Hall and to recommend policy and procedures to hall residents and to the Community Manager, who is chairman of the Hall Council. The Hall



Council also serves as a judicial board in cases where hall policy or regulations have been violated.

The Hall Council is designed to be the administrative staff of the Community Manager's Office. Because of this close functional relationship, the Hall Council was influenced by the Community Manager during the first term in ways that prevented the council from either understanding or exercising its purpose. The membership of the Hall Council underwent modest change at the end of the term, and the Community Manager's new enthusiasm for his office has enabled the Hall Council to see its own responsibilities more clearly.

In the future, there will be more than one male residence hall, hence more than one Hall Council. Each residence hall will have a Hall Manager, and he will chair the Hall Council. The responsibility for coordinating the work of all hall managers and hall councils will fall with the Community Manager.

Student Life Committees of the Common Council. The Common Council is designed to serve as the college-wide vehicle for bringing together students, faculty members, and administrative officers to share in the planning and development of academic affairs and student life of Lindenwood II. During the 1969-70 year, the Common Council has given highest priority to the organization of student life.

The student life committees of the Common Council include the Judicial Board, the Social Coordinate, the Recreation-Intramural-Athletic Coordinate (RIA), and an acting Ways and Means Committee. Student membership on these committees is determined by a combination of student body election and executive appointment by the Dean of the College. The student chairman of each committee serves as a member of the Common Council. Many of the 18 faculty members of the Common Council also serve on these student life committees, incorporating the idea of shared governance. Faculty membership is determined by way of election by the full membership of the Common Council. The President and Dean of the College serve as ex officio members of all standing and ad hoc committees of the Council.

The membership, purpose, and performance of each student life committee of the Common Council is explained below:

The Judicial Board. Judicial Board membership consists of three elected and two appointed students, one of whom serves as chairman; two elected faculty members of the Common Council; and the Dean of the College, who has voice but not vote. A system of overlapping membership on the Judicial Board will be instituted to provide continuity of experience beyond the 1969-70 academic year.

Development of the Judicial Code of Lindenwood College II occupied Judicial Board members' time during most of the fall term. During the interim period, the Dean's Council reluctantly heard student disciplinary cases. Since the beginning of the January term, 1970, the Judicial Board has jurisdiction in all disciplinary cases that involve alleged violation of Lindenwood College II policy. The Judicial Board also hears cases that are appealed from the Hall Council, which has judicial jurisdiction over hall policy and standards.



The Social Coordinate. Responsibility for all social programming of Lindenwood College II falls with the Social Coordinate. The five elected student members of the Social Coordinate plan entertainment, maintain and supervise recreation facilities in the residence halls, serve as the budgeting agency for all student life committees, and develop the general social identity of Lindenwood College II. The Social Coordinate has made slow but steady progress in accomplishing their purposes during the 1969-70 year.

The Recreation-Intramural-Athletic Coordinate (RIA). The purpose of the RIA Coordinate is to stimulate interest in organized and unorganized recreational and intramural activities, to purchase and maintain all recreational and athletic equipment and supplies, and to develop a long-range plan of athletic activities, including intercollegiate sports.

One faculty member and five elected students constitute RIA Coordinate membership. A wide range of athletic equipment has been purchased and is used regularly. One semi-intercollegiate sport, soccer, was initiated with great enthusiasm and success during the fall term of 1969. Two strong intramural activities, basketball and softball, occupy students' time during the winter and spring months.

For the 1970-71 academic year, soccer will become the first intercollegiate sport of Lindenwood College II. On recommendation of the RIA Coordinate, a part-time member to the non-instructional staff has been added as soccer coach. Basketball will occupy a similar semi-intercollegiate status that soccer had this year. A part-time basketball coach will also be employed, and the college will join a minor intercollegiate basketball league in the St. Louis area during the 1970-71 year.

The long-range planning of the RIA Coordinate suggests that basketball should become the second intercollegiate sport of Lindenwood II. Cross country and another minor sport, such as wrestling, will be added when there is sufficient interest to support them. RIA Coordinate plans highlight the lack of physical education and athletic facilities at The Lindenwood Colleges. The desired program of intramural, recreational, and athletic activities requires new facilities in the future.

Acting Ways and Means Committee. Eight students and two faculty members of the Common Council constitute an acting Ways and Means Committee for the 1969-70 year. The primary purposes of the committee are to observe the workings of the present standing committees of Lindenwood College II and to recommend changes in structure or membership criteria that will make the community government concept more effective and efficient.

The acting Ways and Means Committee is also developing a set of recommendations about its own powers for review by the Executive Cabinet and the Common Council. There has been general reluctance to provide full standing committee status to the committee until its powers are more clearly defined and sanctioned.

Ad Hoc Committees. Certain planning and advisory functions in Lindenwood College II are carried out by ad hoc committees. Three ad hoc committees have been especially active:



The Orientation Committee. Three elected student members serve on the Orientation Committee. Two purposes are served by this committee, these being to evaluate the opening orientation program of the 1969 fall term and to develop recommendations for the 1970 orientation program.

The Admissions Advisory Committee. Six male students assist the Admissions Office of The Lindenwood Colleges. Advisory committee members work particularly close with the Director of Admissions in offering their services to supplement on-campus and off-campus efforts to bring to Lindenwood College II a male student body that has high academic ability in a broad range of the academic disciplines, represents a variety of cultural backgrounds, and wants the special challenge offered by participating in the development of a new college and sharing in the creation of a community concept. The work of the Admissions Advisory Committee is judged to be very effective.

The Retreat Planning Committee. Early in the 1969-70 year, five students were elected to develop an agenda for a January retreat that would bring together students, faculty members, administrative officers, and the trustees of Lindenwood College II.

The committee performed an excellent service. The retreat provided an opportunity for discussing how Lindenwood College II came into being, what its specific relationships are with Lindenwood College for Women, and what future programs it ought to develop. There followed a second day of brainstorming over a variety of topics. A large number of excellent ideas bubbled to the surface, and they are being fed into the next stage of planning.

#### Administrative Organization and Responsibilities

Administrative Offices of The Lindenwood Colleges. Prior to the creation of Lindenwood College II, all administrative offices were jointly organized to serve Lindenwood College for Women. In order to reduce redundancy and prevent the waste of precious human and financial resources, the first step of administrative reorganization requires that a core of administrative offices serve both Lindenwood College for Women and Lindenwood College II.

Thirteen key administrative offices are designed to perform these shared functions for the first year, the Office of President functions as a dual entity. However, the trustees' present responsibilities for developing the boards of both colleges, for providing leadership in the development of academic programs, for assessing major fund-raising and public relations roles, and for meeting the growing pressure from outside The Lindenwood Colleges to place leadership across the State of Missouri in the cause of private higher education -- all of these responsibilities make quite clear the necessity for evolving Phase II of administrative restructuring. (See IV, The Details of Long-Range Planning.) The boards of both colleges are fully aware of this need.



## II. THE PROFILE OF ADMINISTRATIVE OFFICES

### A. Overview

#### Personnel

The administration and staff of the two Lindenwood Colleges is served by the equivalent of 116 full-time members.

Forty, or 34% of the total administration, are either administrative officers or professional staff members in the two colleges. Only seventeen officers occupy central administrative positions, while twenty-three are supporting professional staff members to these officers.

Two-thirds (76) of the total administration serve as secretaries, clerks, or staff members affiliated with the operations of Buildings and Grounds. Nineteen secretaries serve in fourteen administrative offices, and ten clerks are employed in a variety of capacities. By far the largest proportion of the total administration -- 47 people or 40% -- are employed in Buildings and Grounds operations.

Of the seventeen officers who constitute the central administration of the two colleges, more than one-half have come to The Lindenwood Colleges during the present administration. The supporting professional staff members are also relatively new to their positions, although there is a greater distribution in their length of service.

While a number of secretaries have given long and loyal service to Lindenwood, most secretarial staff members have been employed by the colleges for less than four years. The longevity of loyal service to Lindenwood is greatest among staff members who are employed in Buildings and Grounds operations.

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These same workload patterns follow from the President's Office to the other administrative offices of The Lindenwood Colleges. Reporting directly to the President is the Vice-President for Public Affairs, who is responsible for the areas of financial development, planning, public relations, alumnae (and in the future alumni) affairs, governmental relations, publications, and special events for both of The Lindenwood Colleges. The work of this office is carried forward by the Vice-President and his staff, which include the Director of Development, the Director of Alumnae Affairs, and the Director of Public Information. Each of these administrators has his own office and secretary.

The Business Manager of The Lindenwood Colleges also reports to the President. This officer is responsible for all financial administration, staff benefits, purchasing, and physical plant maintenance. The Superintendent of Buildings and Grounds, who supervises the work of forty-seven staff members, is responsible to the Business Manager. The Business Manager is assisted by eight other staff members who provide clerical and secretarial services.

Four administrative officers are responsible for providing central services that support the academic program of The Lindenwood Colleges. Theoretically, the Associate Dean for Special Academic Programs reports to the Vice-President and Dean of Lindenwood College for Women and the Vice-President and Dean of Lindenwood College II. The Associate Dean is primarily responsible for the administration of the January term, Summer School, Cooperative Programs with other educational institutions, and certain general duties that compliment the work of both colleges. He is assisted in this work by an administrative assistant-secretary. Reporting to the Vice-President and Dean of Lindenwood College for Women is the Librarian of The Lindenwood Colleges. She is responsible for the development of all library resources and is assisted in this work by two supporting professional staff members, two secretaries, and twenty student assistants. Although not a member of the library staff, the Director of the Audio-Visual Center provides supporting services that compliment the general purposes of the library. He, too, reports to the Vice-President and Dean of Lindenwood College for Women, as does the Registrar of The Lindenwood Colleges. The Registrar's Office is organized to keep accurate records; to maintain security of records; to furnish record information to administration, faculty, students, and parents; to assist in institutional research; and to collect and store vital statistics. A secretary assists the Registrar in this work. The Dean of Continuing Education and Career Placement reports to the President. Her academic role is one of providing advising to mature men and women who wish to begin or complete a college degree program. This administrative office also makes arrangements for foreign study, travel services related to off-campus experience. An administrative assistant-secretary helps in this work, especially in the area of career planning and placement, a student personnel function of that office.

Three other administrative officers are responsible for providing core services that support the student personnel programs of the colleges. Serving both academic and student affairs is the Office of Admissions. The Director of Admissions for The Lindenwood Colleges reports to the President, and receives policy guidance from a standing Faculty Committee. He is assisted by four assistant directors, who are field representatives, and three secretaries. The Acting Chaplain of The Lindenwood Colleges serves in a quasi-administrative role. While he technically reports to the President of the two colleges, the effectiveness of his work requires that he not be identified with any particular segment of the community. The Acting Chaplain serves in a part-time capacity,



and informal counseling is his foremost activity. The Director of Inter-Cultural Programs for The Lindenwood Colleges reports to the Dean of Students of Lindenwood College, but her role is also quasi-administrative in nature. Her work with culturally different and disadvantaged students, particularly Black students, requires a highly personalized style that is accountable to many publics within the community.

Finally, the administration of The Lindenwood Colleges is greatly assisted by a number of supporting professional staff members. Although she reports to the Dean of Students of Lindenwood College for Women, a full-time staff member provides extensive psychological counseling services to both Lindenwood Colleges. The head registered nurse also reports to the Dean of Students of Lindenwood College for Women, but she is responsible for administering the Health Center services to all students of The Lindenwood Colleges. She is assisted by five registered nurses. A part-time physician to the Health Center also serves students of both colleges.

Administrative Offices of Lindenwood College for Women. In addition to the President, who serves in that capacity for both colleges, there are two central administrative officers for Lindenwood College for Women, the Vice-President and Dean of the College and the Dean of Students.

In a very real sense, these two administrative officers occupy the only traditional offices that have been generally unaffected by the first phase of administrative reorganization. For this reason, they would appear to serve primarily the needs of Lindenwood College for Women.

This is mostly true of the Office of the Dean of Students. The Dean has responsibility for the myriad activities that evolve from four areas of women-student life: residence halls, health services, student government, and student activities. She is assisted by a part-time Director of Student Activities, five Head Residents and one Resident Faculty Fellow, and a full-time secretary. In certain instances, however, the services of the Dean of Student's Office are also available to Lindenwood College II, particularly those that relate to student activities and the preparation of the monthly calendar. The Dean of Students reports directly to the President and is a member of his top council of advisors.

Since all faculty affairs and the present academic program are under the direct auspices of Lindenwood College for Women, the Vice-President and Dean in a very real sense serves as the central academic officer of both Lindenwood Colleges. The Dean is responsible for all faculty personnel affairs, for administering those academic policies and procedures that have been enacted by the faculty of Lindenwood College for Women and for providing leadership in the development of the academic program. The Vice-President and Dean consults regularly with the Associate Dean for Special Academic Programs and the Vice-President and Dean of Lindenwood College II. He is assisted by an executive secretary, and he reports directly to the President.



Administrative Offices of Lindenwood College II. In addition to the President, the Office of the Vice-President and Dean serves the central administrative functions of Lindenwood College II. The Community Manager and Community Ombudsman are liaison officers, and each performs quasi-administrative functions for the college.

The heavy responsibilities of the President's Office for both colleges required that the bulk of internal planning and day-to-day decision-making be done by the Vice-President and Dean of the College. The Office was, therefore, created to serve general "development" purposes. As originally conceived, the Dean was to have spent the majority of his time in planning and conceptualization, a small amount in student affairs, and a gradual responsibility for financial development, especially in the support of new academic programs.

The organization and development of student life has necessarily occupied almost all of the Dean's time during the 1969-70 academic year. A new Community Government philosophy and organization that brings together students, faculty, and administrative officers has been introduced. It is through this vehicle that the planning of a distinctive academic program for Lindenwood College II will transpire during the 1970-71 academic year.

The Vice-President and Dean is assisted by a resident student officer who has been given the title of Community Manager. The Community Manager has certain administrative responsibilities as a student dean of men, assuming many traditional student personnel roles at the peer level. Two secretaries perform numerous duties in the Dean's Office.

Also growing out of the philosophy of Community Government, the Community Ombudsman serves quasi-administrative functions. The current officer is a member of the faculty, and he has no official ties with any member of the administration. His purpose is to assist students with problems they may encounter, for which satisfactory solutions cannot be found through regular channels of administrative action.

#### Problems and Strengths

The attempt to accommodate needs of the new college through an administrative structure that was formerly dedicated to Lindenwood College for Women is in its early stages. However, certain organizational ambiguities still exist. Primarily within the administration of academic affairs is there some role confusion. The Dean of Continuing Education and Career Placement reports directly to the President of the two Lindenwood Colleges, rather than to a central academic officer. The Associate Dean for Special Academic Programs has almost complete jurisdiction over certain programs; at the same time, he is responsible to the academic deans of the two colleges in ways that are not as yet clear. The Director of the Audio-Visual Center reports to the Dean of Lindenwood College for Women, although there is ample reason to believe that the functions of the center belong with the library for more reasons than just the mere sharing of physical space. The newness of the administrative organization has caused some ambiguity between the academic deans of the two colleges. The Dean of Lindenwood College for Women is clearly responsible for faculty affairs, even though faculty personnel costs are partially financed by Lindenwood College II. The Dean of Lindenwood II has been given a mandate to be a general "development" officer for student life and academic planning of Lindenwood II. The Dean of



Lindenwood College for Women also has responsibilities for continuing the development of the present academic program. A second phase of administrative organization has been agreed to and will be implemented by Board action on the part of each college in the spring of 1970, to go into effect in the fall of 1970. The problems identified here are dealt with in the Phase II organizational structure.

A second problem of the administrative offices comes from what can best be described in some cases as fatigue. While the number of staff members who service the central administration is large, there is the very real need for additional assistance if all that is required is to get done. Almost every administrative office is overburdened by the sheer load of routine decision-making. The need for refreshment and personal development activities for key administrators is essential if the present level of work and energy is to be maintained.

For some administrative offices, there is also the need for more physical space. Certain offices need a better location; others need room for storage; still others need room for secretaries and supporting administrative staff that have been added within the last four years. This is particularly true of the officers related to Public Affairs, the Vice-President and Dean of Lindenwood College for Women, and the Associate Dean for Special Academic Programs. Space studies indicate that the Phase II administrative reorganization can be supported by adequate assignment of space for offices.

The very real strength of the administrative offices rests in a particular kind of administrative style. This style is characterized by informality and, to a great extent, the felt need for sharing and communication. Morale is extremely high, there is healthy cooperation and criticism, and the vigor of administrative officers always seems to be present to a sufficient degree that a high level of performance emerges from a given person at an appropriate time. The central administration can be best described as a team of professionals; there is a great respect among the administrative offices for professional knowledge and judgment.

Perhaps the foremost strength of the present administration, however, is in its achievement. Much has been accomplished in a short span of time. There is a strong desire to accomplish more, now that the tools for even longer-range planning are available.

- (a) development of the Board of Directors of Lindenwood College for Women, including the wording of the role and responsibility of the Board, as well as broadening the geographic and functional composition; and the development, from scratch, of the Board of Trustees of Lindenwood College II, of which the President himself serves as a member.
- (b) the provision of leadership in terms of the development of the academic program for the two colleges, a task well under way as a consequence of the thorough reformation of our academic life which has taken place over the past three years, and leadership in the development of long-range planning for the two institutions to look to the distant future, impossible to perform until the necessary facts and decisions relative to the future and particularly to the character of the two colleges had been made.



## B. Profiles of Administrative Offices for The Lindenwood Colleges

### The President's Office

The Office of President of Lindenwood College functions, for the present and for the 1970-71 academic year, in dual capacity, for by action of the Boards of Lindenwood College for Women and Lindenwood College II, the President of Lindenwood College for Women also serves as President of Lindenwood College II without compensation. It was fully understood by both Boards, and is a matter of record in the minutes of those Boards, that the President of Lindenwood College for Women engage in this dual role with the full understanding that the successful development of Lindenwood College II would make it necessary for new forms of administrative structure to be developed and particularly for the new college to have an articulate and symbolic spokesman of its own. The President of the two Lindenwood Colleges also is a member of the Political Science Department of Lindenwood College for Women with the rank of Professor, a rank he held at The George Washington University before coming to Lindenwood College. He teaches not more than one class each year, and the pressures of his office have made it unlikely that he will be able to continue as a part-time member of the faculty. In the 1969-70 academic year he is meeting his teaching obligation by participation in a team-teaching approach to a course entitled "The History of Revolution." The area he covers is one in which he has previously taught.

The Office of the President has its duties and responsibilities roughly outlined in the Bylaws of Lindenwood College for Women. Those Bylaws state that the President shall preside over the faculty and students, "and under the regulations of the Board shall have direct oversight of all the educational affairs of the institution, and acting for the Committee on Buildings and Grounds shall have direct authority over the property of the college plant."

Those Bylaws state further that the President "shall employ, subject to the approval of the Executive Committee, teachers, janitors, engineers, matrons, and all employees, and shall have direct authority over them." The President is required by the Bylaws to report annually in writing to the Board and to present the Board with "his plans and policies for the coming year; he shall analyze the financial and property needs of the college, the financial and student constituency, the attitude of the churches, the efficiency of the faculty, and the helpful power of the alumnae." The present President of the two Lindenwood Colleges believes that at this stage in the life of the two institutions his primary responsibility falls in three categories:

- (a) development of the Board of Directors of Lindenwood College for Women, including the broadening of the role and responsibility of the Board, as well as broadening its geographic and functional composition; and the development, from scratch, of the Board of Trustees of Lindenwood College II, on which the President himself serves as a member.
- (b) the provision of leadership in terms of the development of the academic program for the two colleges, a task well under way as a consequence of the thorough reformation of our academic life which has taken place over the past three years, and leadership in the development of long-range planning for the two institutions (a task in its initial stages, impossible to perform until the necessary data and decisions relative to the future and particularly to the character of the two colleges had been made).



- (c) the assumption by the President's Office of a major fund-raising and public-relations role. Part of the Lindenwood College for Women tradition was one of relaxed and deemphasized fund-raising. While the President in past years gave leadership to the development of the Missouri Colleges Joint Fund Committee, and participated very extensively in the capital campaign to help with the science building, the generous endowment of the college and the traditional attitudes about raising money did not make fund-raising one of the President's primary obligations and responsibilities. The incumbent President believes that fund-raising is one of the chief responsibilities that he must exercise, with the help of the Board, the faculty, the students, and all friends of the college in the years immediately ahead.

#### Personnel Included in the Office

The Office of the President of The Lindenwood Colleges is serviced by an executive secretary who has been with the college many years and served in the Office of the President for all that period of time, and by a secretary who has been in the Office of the President since 1967, and has worked at Lindenwood in several other offices, including the Office of the Dean in previous periods of employment here.

#### When Office Was Established and How

The Office of the President of Lindenwood College for Women was established in the mid-Nineteenth Century by action of the Board. The most recent statement of the functions of the Office of the President are to be found in Bylaws adopted by the Board of Directors of Lindenwood College for Women, May 23, 1913, which have been quoted on the former page. The Bylaws are on file in the President's Office.

#### General Purpose of the Office

The President of The Lindenwood Colleges is the chief executive officer of each institution, responsible for the development of procedures which will bring about appropriate and responsible kinds of decision making, as necessary in a modern academic community, involving faculty and students in this process, but retaining the ultimate responsibility in many areas as required by the Bylaws of the College, and as required by the accountability by which the President is charged. It is the President's responsibility to see that the basic goals and objectives of the Colleges are under continuous scrutiny, that all the colleges' constituencies are given full opportunity to participate in the alteration of basic goals and objectives, and that the Boards of the two colleges are completely informed of the performance of each of the institutions in terms of stated goals and objectives. The incumbent President believes deeply that a liberal arts college should so define its goals and objectives that those who support them will do so with confidence and conviction. This task of clear definition of objectives and careful examination of performance is one which establishes "style" and credibility of a college. It is a matter for everyone's attention, but one for which the President is particularly to be held accountable.



### Strengths and Weaknesses of the Office

A candid evaluation of the strengths and weaknesses of the President's Office at the moment necessitates a frank admission that the President is overworked. The assumption that he could service two Boards, help to recruit membership of the new Board for Lindenwood II, give guidance and direction to the planning activities of two colleges, search out and establish the constituency which will support the new college, and give leadership to Lindenwood College for Women, which like all women's colleges, has been severely shaken by the negative attitudes of young people about sexually segregated colleges--the assumption that one man could give leadership across the board was one that gave that man an almost impossible assignment of tasks. It is agreed by the two Boards, and by the incumbent President of the two colleges, that a new structure and organization relieving the President of this difficult dual role should be instituted no later than the 1970-71 academic year.

The second weakness of the office is the obvious lack of staff service by way of an Assistant to the President who could do much of the basic research that goes into reports, speeches, and other public or internal statements that the President must make, and that buttress the planning functions of the President's Office. Every effort will be made to add such a staff person to the Office of the President of The Lindenwood Colleges for the 1970-71 academic year.

The third weakness at the moment is pressures on the President from outside the institution to give leadership across the State to the cause of private higher education. He serves as President of the Independent Colleges and Universities of Missouri, and as President of the Seven College Consortium (involving Tarkio, Park, Westminster, Webster, Fontbonne, Maryville, and Lindenwood), and has carried a great deal of the burden of alerting the State of Missouri to the tremendous resources of the private institutions not now utilized in any way by the State through appropriate scholarship system, tuition equalization, or contractual arrangements. While all the states surrounding Missouri have moved in some fashion to recognize the role of private education in the higher educational system, Missouri has failed to do this and the President of The Lindenwood Colleges finds himself devoting considerable time to this mission.

The strengths of the office are reflected in what the President believes to be an exceptional group of administrative colleagues, almost all of whom have been recruited within recent years. The relationship among these administrators is healthy; their attitude of cooperation and their willingness to criticize each other and constructively participate in the decision-making process is outstanding. Their morale is very high, although they pass through a very difficult period as Lindenwood College for Women and Lindenwood II make the adjustments necessary to the new program and to the introduction of men to this campus.

### Future Plans and Programs

In 1966-67 the faculty of Lindenwood College for Women undertook the task of rather complete revision of curriculum, adopted a new calendar, emphasized preparation for graduate school as one of the goals and objectives of the college,



undertook the development of the two centers which now begin to function so well-- the Center for the Undergraduate Study of Mathematics and the Communication Arts Department--and then in 1968-69 took the bold step of recommending the introduction of men by the establishment of a coordinate college which in its initial stages would be in a practical sense a division of Lindenwood College for Women. All these steps were taken on the assumption that the enrollment of Lindenwood College for Women could be reestablished at an 800 to 900 figure by 1972-73, and that the enrollment of the new college could, by that time, be at a 500 to 600 figure. Projections, including construction of buildings, acquisition of a new faculty, development of library and laboratory resources, were based on this rather bold concept of growth. The ability of The Lindenwood Colleges to recruit male students has exceeded our planning; the capacity of Lindenwood College for Women to maintain its enrollment has not been in accordance with our basic long-range concepts. Fortunately, at this time, enrollment indicators are very positive for us. Nevertheless, it is a time for thorough reappraisal of the plans which we developed in 1968-69 and for long-range projection, in some detail, for the next five years and in general terms for the next ten. This planning must include reaffirmation of our academic goals and objectives, long-range appraisal of our physical plant needs, where we are fortunate indeed in that they are relatively minor, and the development of plans for a capital campaign to further buttress the endowment of the parent college and to develop capital resources for the new college.

A Director of Development  
 A Director of Alumni Affairs  
 A Director of Public Information  
 Four Secretaries, and  
 A Department of Mailing Services

The position of Vice-President for Public Affairs was established by the President of Lindenwood College for Women in January of 1967. The incumbent began work at the college on March 1, and was formally elected to the position by the Board of Directors on May 15, 1967.

Upon the establishment of Lindenwood College II in February of 1969, the incumbent was reported by the President to serve both institutions as Vice-President for Public Affairs of The Lindenwood Colleges.

#### Responsibilities

The vice-president provides leadership, planning and general supervision within the area of responsibility of the office. Due to the limited size of the staff, and individual productivity levels, he becomes personally involved in many areas that might not be required in a larger setting with more support.

activities of the Development Office, the Alumni Office, and the Public Information Office are contained in separate profiles. In addition to the activities listed, the vice-president serves as the necessary organizer of the Committee for the Executive Session of Lindenwood College (in St. Charles), as Executive Secretary of the Lindenwood College Mothers Club, assistant secretary to the Board of Regents of Lindenwood College II, secretary and bonding agent for the campus committee on lectures and seminars, the campus committee's representative on the Student Publications Board, reviewer of all official college publications, press-log kept, coordinator of responses to questionnaires and inquiries from directory

## The Office of Vice-President for Public Affairs

The chief public affairs officer of any institution is its President. As the staff member responsible for assisting the President in the areas of development, planning, fund raising, public relations, alumnae, campus, community, and government relations, publications, and special events--the Vice-President for Public Affairs coordinates the activities of professional staff members who report directly to him and provides liaison with other individuals and groups both on and off-campus. The purpose of the office is to develop programs and facilitate communication that will help promote understanding and support for the colleges on the campus itself, in the community, and throughout the country.

### Personnel

To achieve these goals with a limited staff requires a team approach to most programs utilizing the varied talents of individual staff members to help resolve problems not only in their own areas, but in related fields as well. The staff consists of:

- A Director of Development
- A Director of Alumnae Affairs
- A Director of Public Information
- Four Secretaries, and
- A Supervisor of Mailing Services

The position of Vice-President for Public Affairs was established by the President of Lindenwood College for Women in January of 1967. The incumbent began work at the college on March 1, and was formally elected to the position by the Board of Directors on May 15, 1967.

Upon the establishment of Lindenwood College II in February of 1969, the incumbent was requested by the President to serve both institutions as Vice-President for Public Affairs of The Lindenwood Colleges.

### Responsibilities

The vice-president provides leadership, budgeting and planning supervision within the areas of responsibility of the office. Due to the limited size of the staff, and individual productivity levels, he becomes personally involved in many areas that might not be required in a larger setting with more manpower.

Activities of the Development Office, the Alumnae Office, and the Public Information Office are contained in separate profiles. In addition to the activities listed, the vice-president serves as the secretary-treasurer of the Committee for the Community Support of Lindenwood College (in St. Charles), as Executive Secretary of the Lindenwood College Fathers Club, assistant secretary to the Board of Trustees of Lindenwood College II, secretary and booking agent for the campus committee on Lectures and Concerts, the administration's representative on the Student Publications Board, overseer of all official college publications, printing buyer, coordinator of responses to questionnaires and inquiries from directory



publishers, and as a consultant to the administration, faculty, and students on matters affecting the public relations of The Lindenwood Colleges.

The incumbent is a member of the President's Council and attends meetings of the faculty and governing boards of the two colleges.

The office is responsible for coordinating arrangements for the annual Parents Day program, Father-Daughter weekend, Commencement, and other events involving the campus and the community. The vice-president represents the president in local civic organizations, and works closely with the Missouri Colleges Fund, the Seven College Consortium, and The Association of Independent Colleges and Universities of Missouri.

During the past year the office was instrumental in the development of a new graphic image for the two colleges, including publications, campus signs, stationery, and other supplies. In this same period the Colleges won eleven awards in national and regional graphics design competitions.

#### Strengths and Weaknesses

The Public Affairs Office benefits from close working relationships with the President's office and the capabilities of a well-trained and talented staff. The major weakness is the dilemma of having to carefully select projects by the urgency of their priority to the goals of the institution and of necessity to neglect programs which could be of benefit to the colleges. Some of our energies are dissipated in internal administrative projects (ranging from the operation of the college station wagon to providing editorial services on materials beyond the immediate purview of the office) which might be more fruitfully spent in work with individuals and groups off-campus (i.e., the press, volunteers, gift prospects, etc.). The staff is small and responsive to institutional needs, but not large enough to perform all the duties that should be performed. The ideas and plans for further strengthening understanding and support for the colleges exceeds our available financial, physical, and personnel resources.

#### Future Plans

Future plans for developing programs designed to increase understanding and support for the colleges are contained in the individual office profiles which follow. Generally these include:

- 1) Improved communication with all constituents of the institutions through college publications and the mass media.
- 2) The cultivation and development of volunteer leadership and the identification and solicitation of gift prospects.
- 3) Increased development and utilization of our campus land and facilities including the development of auxiliary income for educational programs from land not needed for educational programming.



- 4) The development of an accurate and contemporary educational image in the minds of prospective students, prospective faculty members, and other publics important to the future of The Lindenwood Colleges.
- 5) The development of a comprehensive long-range plan for the colleges including academic, physical, and financial requirements and projections.
- 6) The planning and execution of a major capital gifts campaign.
- 7) The continued refinement of administrative operations and procedures.

#### Purpose and Responsibility

Although there have been various fund-raising efforts at Lindenwood College for years, there has not been an over-all coordinated development program. For the past few years, all development work has been one of the many responsibilities of the Vice-President for Public Affairs. After revision in the academic program, and the establishment of Lindenwood College II, the need for increased financial support was recognized, and it was administratively decided that the time had come to establish a planned, full time development program. Thus, this program is just beginning to take shape.

The general purposes of the development office are:

1. To assist in the formation of the future aims of The Lindenwood Colleges.
2. To help define short as well as long term goals to meet the future aims of The Lindenwood Colleges.
3. To help develop volunteer leadership, who, through their commitment to The Lindenwood Colleges, will participate in planning, and help the colleges realize their goals.
4. To identify the best potential sources of financial support, and develop programs which will enable the volunteer leadership and staff to obtain this support.

All gifts to the colleges are processed and acknowledged in the Development Office. This office also maintains files on all donors, and prospective donors, except alumni. Fund raising from this group is primarily the responsibility of the Director of Alumni Affairs, although there has been some consultation with the Director of Development.

Annually, in the spring, a fund raising campaign for the colleges has been conducted among selected residents and business men in the city of St. Charles. Up to this point, the Vice-President for Public Affairs and his executive secretary have worked closely with the volunteer leadership in carrying out this campaign. Other fund raising efforts have been directed to parents and selected individuals, corporations, and foundations.



## The Development Office

### Personnel

The Development Office is staffed by the director and one secretary. The Director of Development joined the staff of The Lindenwood Colleges in mid-August, 1969, after being employed by Washington University as National Director of Alumni Campaigns for the Seventy by 'Seventy Program. The director has a Master's Degree in Social Work and was engaged in social welfare research and planning prior to working in the development office at Washington University. The Development Office secretary has been employed at The Lindenwood Colleges for two years.

### Purposes and Responsibilities

Although there have been various fund-raising efforts at Lindenwood College for Women, there has not been an over-all coordinated development program. For the past few years, all development work has been one of the many responsibilities of the Vice-President for Public Affairs. After revision in the academic program, and the establishment of Lindenwood College II, the need for consistent increased financial support was recognized, and it was administratively decided that the time had come to establish a planned, full time development program. Thus, this program is just beginning to take shape.

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4. To identify the best potential sources of financial support, and develop programs which will enable the volunteer leadership and staff to obtain this support.

All gifts to the colleges are processed and acknowledged in the Development Office. This office also maintains files on all donors, and prospective donors, except alumnae. Fund raising from this group is primarily the responsibility of the Director of Alumnae Affairs, although there has been some consultation with the Director of Development.

Annually, in the spring, a fund raising campaign for the colleges has been conducted among selected residents and business men in the city of St. Charles. Up to this point, the Vice-President for Public Affairs and an executive secretary have worked closely with the volunteer leadership in carrying out this campaign. Other fund raising efforts have been directed to parents and selected individuals, corporations, and foundations.



The colleges have received most of their support from corporations through solicitations made in behalf of the Missouri Colleges Fund, an association of sixteen small private colleges in Missouri. Each year the Director of Development, as well as the President and Vice-President for Public Affairs, are required to make solicitations of corporations for a specified number of days.

With the establishment of a full time Development Office, more intensive efforts are being made to strengthen this program. As a first step, a planning committee is being organized. This committee is charged with the responsibility of evaluating where the colleges are today, and helping them define their future role and program. An assessment of the financial resources needed to meet these goals will be made, and a set of priorities will be established. This committee is just beginning to function.

An examination of past and current contributors to the colleges has been made. Staff is making an effort to determine the best potential sources of future support for the colleges. Foundations are being contacted and their awarding of grants is being analyzed. Staff has worked with some faculty in preparing proposals to foundations. Policy statements regarding solicitations and recording of gifts are being evolved.

#### Strengths and Weaknesses

As with most new programs, the Development Office has been trying to establish its identity and to develop a set of priorities which are consistent with its stated purposes. Because of several other assignments, and the fact that there has been no firm on-going program with which to relate, it has not been possible to stay on a direct course.

A prime factor to which much attention will need to be directed, is the creation of a core of effective and concerned volunteer leadership. For many years, Lindenwood College for Women has operated with a surplus of income over expenditures; consequently, there was little felt need to evolve an aggressive development program. In recent years, there has been only one effort to raise a substantial sum of money--funds for the Howard I. Young Hall of Science. This effort was unsuccessful in obtaining all the funds needed. One of the primary responsibilities of the board is to raise funds, and more attention must be given to the composition of the boards of the colleges in relation to this objective. Currently, both are too small and from neither board has there emerged a strong leader with the propensity for raising substantial funds for either college. The development committee of the women's college has not been active and a companion committee for the men's college is still in the formative stage.

Aside from alumnae and selected citizens and businesses in St. Charles, Lindenwood College for Women has no strong constituency for support. Because of its historical association with the Presbyterian Church, persons who are affiliated with this church group traditionally have been thought to be prime potential supporters of Lindenwood College. With The Lindenwood Colleges becoming less identified as a Presbyterian institution, other potential sources of support need to be identified and cultivated.

With regard to the Presbyterian Church, it should also be noted that, because of decreasing contributions to the church nationally, future support from this



source will undoubtedly decline.

Except for bequests and a few isolated gifts, Lindenwood College has a record of primarily obtaining relatively small gifts from its constituency. More potential sources of major support need to be identified and means devised for getting this support.

During the next few years it is imperative that The Lindenwood Colleges develop a solid program which can result in strong support for the colleges. There needs to be much more involvement of volunteers. Plans and materials have to be developed for a meaningful deferred giving program. Corporations, foundations, individuals, and parents, also need greater attention as potential sources of support.

Development of Office

The expansion of personnel in the Development Office to implement these programs will be dependent, in part, on the assessment of potential donors, and the various sources of support. The ability to interest and motivate influential leadership in the cause of The Lindenwood Colleges is the key to the future of this office. The help of concerned volunteers can make the program function effectively.

The Director of Alumni Affairs, as appointed by the President of the College with the concurrence of the President of the Alumni Association and the Alumni Council.

The Office of Alumni Affairs is responsible to the Vice-President for Public Affairs and acts as a liaison between the college and its alumni.

General Purpose

The purpose of the Office of Alumni Affairs is to promote the interests of Lindenwood College for alumni; to establish and maintain a mutually beneficial relationship between the college and its alumni; to publicize and interpret programs of the colleges; and to work with volunteer alumni leadership in raising funds for the colleges.

Responsibilities and Programs

The specific responsibilities and programs of the alumni office include the following: the maintenance of records and addresses of all former students who attended Lindenwood College for more than one year or longer; the development and operation of the Alumni Annual Giving Program; fostering the formation and organization of local alumni clubs; directing the planning of class reunions with the assistance of class secretaries; directing the plans for the annual meeting of the Alumni Association and Alumni Reunion Day; cooperation with the Director of Admissions in the collection of voluntary help for the recruitment of students; the editing of a newspaper, distributing course news, alumni association news and class news, writing or approving W.A.A. alumni briefs each year; recruiting of volunteers for all projects of the Alumni Association; maintenance of campus roster for all students at Lindenwood College for Mount and at Lindenwood II, until such time that the new college has its own alumni office; directing all programs of the Alumni Association as developed.



## The Office of Alumnae Affairs

### Personnel

The staff of the Office of Alumnae Affairs includes the director and one full-time secretary. Additional part-time staff includes two student assistants who each work five and one-half hours per week during the academic year under the auspices of the Student Work Program. Additional student help is hired when needed for special projects. It is hoped that within the next year a full-time records clerk can be added to the staff.

### Establishment of Office

Prior to 1961 the responsibilities of the Office of Alumnae Affairs were carried on by the Office of Public Relations. The office as a separate entity was established in 1961 by the authority of the President of the College. An Alumnae Executive Secretary was hired at that time. The Alumnae Executive Secretary, now the Director of Alumnae Affairs, is appointed by the President of the College with the concurrence of the President of the Alumnae Association and the Alumnae Council.

The Office of Alumnae Affairs is responsible to the Vice-President for Public Affairs and acts as a liaison between the college and its alumnae.

### General Purposes

The purpose of the Office of Alumnae Affairs is to promote the interests of Lindenwood College for Women; to establish and maintain a mutually beneficial relationship between the college and its alumnae; to communicate and interpret programs of the colleges; and to work with volunteer alumnae leadership in raising funds for the college.

### Responsibilities and Programs

The specific responsibilities and programs of the Alumnae Office include the following: the maintenance of records and addresses of all former students who attended Lindenwood College for Women for one year or longer; the development and operation of the Alumnae Annual Giving Program; fostering the formation and organization of local alumnae clubs; directing the planning of class reunions with the assistance of class secretaries; directing the plans for the annual meeting of the Alumnae Association and Alumnae Reunion Day; cooperating with the Director of Admissions in the solicitation of volunteer help for the recruitment of students; the editing of a newspaper, containing campus news, alumnae association news and class news, mailed to approximately 9,000 alumnae twice each year; recruiting of volunteers for all projects of the Alumnae Association; maintenance of current roster on all students at Lindenwood College for Women and at Lindenwood II, until such time that the new college has its own alumni office; directing all programs of the Alumnae Association as developed



by the Alumnae Council; directing Alumnae Awards Program-- an outstanding alumna is selected each year to be honored for her professional accomplishments and/or her contributions to Lindenwood College; fostering the interests of students, particularly the seniors in the activities of the Alumnae Association; assists the campus Encore Club (membership includes those students who have relatives who have attended Lindenwood); tea for alumnae parents held on Parents' Day; any publications, literature or correspondence necessary for programs of the Alumnae Association is a responsibility of the Office of Alumnae Affairs; the Director of Alumnae Affairs serves as ex officio member of all standing committees of the Alumnae Association, except the Nominating Committee to whom she is available for consultation, and is a member of the American Alumni Council.

Over the last three years, the following new programs have been added:

- Alumnae Newspaper (mailed twice a year).
- Publication of Alumnae Directory, first one since 1936.
- Class fund agent program.
- Alumnae Council host to barbecue for freshman class.
- Annual dinner for senior class.
- Dinner for donors of \$100 or more, held at the President's Home.
- Operation Minibus project to raise funds for the purchase of a twelve-passenger bus for college use.
- Alumnae College -- a continuing-education-type program held on Alumnae Reunion Day.

#### Problems

The Alumnae Association, as it is presently structured, is still a young organization (11 yrs. old) and is going through rather difficult growing pains. Its growth has been hampered by a number of factors, the major ones being:

1. For many years students and alumnae were led to believe that Lindenwood College had such a large endowment that their financial support was not needed.
2. The retention rate of the student body has traditionally been poor and has, consequently, left its mark on the effectiveness of our alumnae operation. Our alumnae body of 13,000 has only 2,200 graduates. Of the graduates only 15 per cent contribute to the Annual Giving Program and the giving range of non-graduates varies from 8 to 11%. The percentage of all alumnae donors in 1968-69 fiscal year was 9%.
3. The lack of strong alumnae volunteer leadership is an area of concern in planning for future growth in programming and fund raising.

#### Future Plans and Programs

The Alumnae Office will spend a great deal of time within the next few years building on the foundation we have begun and educating our alumnae as to the needs of Lindenwood College.



Specific plans and programs for the future depend a great deal upon a significant increase in our office budget and the hiring of an additional full-time staff member. The immediate future includes the development of a senior class pledge program (spring 1970); nomination of alumnae to the Board of Directors of Lindenwood College (presently have three on the Board of Overseers); cultivation of strong alumnae leadership; updating of office records; enlarging the scope of alumnae involvement in the recruitment of qualified women students; enlarging the scope of Alumnae Club scholarship programs; greater faculty involvement in Alumnae Club Programs; a nationwide Lindenwood College Alumnae Day to be held in major cities where we have an active alumnae group; and revising the constitution of the Alumnae Association.

The office was established in August, 1968, when operations of the college's News Bureau and Publications Department were combined. The News Bureau had been headed by a full-time director who performed not only editorial tasks with the help of student assistants; the Publications Department had been directed by an officer employed part-time.

### Purpose

The purpose of the office is to tell the exciting story of The Lindenwood College - its people, programs, and developments - to various public audiences: the local, state and national communities, and students, parents, faculty and alumnae. The goal is an informed awareness and involvement of the college which should aid student recruitment, attract increased financial support and provide a climate of acceptance and appreciation in which the college can flourish and grow.

### Responsibilities

The office is responsible, first, for presenting The Lindenwood College in the news media. The range of these media includes broadcast, by Charles, radio, television, state and national newspapers; local and metropolitan radio and television and newspapers; national and national magazines. In the office the office works: (1) news releases, spot announcements, feature stories, speeches, independent articles and any photographs necessary to accompany material; and (2) editor for news and feature articles and editor and following program. When the editorial material are regularly sent to other colleges and universities, national publications and professional journals and magazines. The office is responsible also for the production of the college magazine, expanded from 12 pages in May, 1968 to 48 pages in December, 1969. The Director, as editor, plans the magazine and writes all editorial except reprint articles and those by faculty, students, administration and alumnae.



## The Office of Public Information

### Personnel

The Office of Public Information is staffed by a full time director and, since April, 1969, a full-time secretary. The Director holds a master of arts degree in English from Stanford University and was Assistant Publications Editor at St. Louis University before appointment to Lindenwood in August, 1968.

The office was established in August, 1968, when operations of the college's News Bureau and Publications Department were combined. The News Bureau had been headed by a full-time director who performed her own secretarial tasks with the help of student assistants; the Publications Department had been directed by an editor employed part-time.

### Purpose

The purpose of the office is to tell the continuing story of The Lindenwood Colleges -- their people, programs, aims and development -- to various publics including the local, state and national communities; and students, parents, faculty and alumnae. The goal is an informed awareness and endorsement of the colleges which should aid student recruitment, attract increased financial support and provide a climate of acceptance and appreciation in which the colleges can function and grow.

### Responsibilities

The office is responsible, first, for promoting The Lindenwood Colleges in the mass media. The range of these media includes hometown, St. Charles, metropolitan, state and national newspapers; local and metropolitan radio and television; and metropolitan, regional and national magazines. To the media the office sends: (1) news releases, spot announcements, feature stories, speeches, informational articles and any photographs necessary to accompany material; and (2) ideas for news and feature articles and radio and television programs. News and promotional material are regularly sent to other colleges and universities, religious publications and professional journals and magazines. The office is responsible also for the production of the college magazine, expanded from 12 pages in May, 1968 to 48 pages in December, 1969. The Director, as editor, plans the magazine and writes all material except reprint articles and those by faculty, students, administration and alumnae.



### Strengths and Weaknesses

The strengths of the office are: professional organization and execution; productive promotion; integrity-based relations with media representatives; effective expansion of services; and success in a developing program to involve all segments of the college community in publicity projects. Through weekly departmental meetings and regular conferences with the Vice-President for Public Affairs, the office is brought in on administrative planning and/or informed in advance of pending decisions. This informed awareness helps the office to pursue its objectives with greater confidence and effectiveness.

The weaknesses are: (1) lack of professional personnel to implement communication programs especially on the regional and national levels; (2) insufficient office space and facilities; (3) unsatisfactory office location; and (4) absence of long-range planning of public information projects with other administrative officers and offices of the college. The Director is a member of the President's Council and invited to attend faculty meetings, but has not had time to participate in these meetings as frequently as would be desirable.

The office needs additional professional personnel to perform its expanding services and ever-increasing responsibilities, including a total publicity program for Lindenwood College II. The office needs space for additional file cabinets; cases for reference materials and current publications; and increased storage and work facilities. The Director should have a private office in which to conduct publicity interviews with students, faculty, administration and alumnae; confer with media representatives, and conduct important and often confidential business over the phone without interruption and office noise. The office should be located nearer to mimeograph machines, the mailing room and post office.

### Plans For The Future

With an expanded professional staff and enlarged facilities the office should pursue its objectives through a program involving all phases of communication including publicity, publications, audio-visual materials, exhibits, speakers bureau and radio and television programs.

Publicity should be increased on the state, regional and national levels through (1) news and magazine articles written and placed by the office's professional staff; (2) radio tapes, slide presentations and films produced on campus or professionally and disseminated by the office; and (3) exhibits for display at airports, educational and business institutions and other public places. The audio-visual materials should be made available to the admissions, alumnae and development offices.

The publications operation of the office should be expanded. The magazine should be issued three or four times a year and sent to more business executives and professional men and women (doctors, dentists, educators, etc.). The alumnae newspaper and the news bulletin should be produced by the Office of Public Information. Two new publications should be initiated: (1) a monthly calendar



of public events to be sent to groups and individuals in St. Charles and St. Louis; and (2) a faculty-staff newsletter for internal distribution.

All brochures should be produced by the Office of Public Information working with a professional designer and photographer from information provided by department heads, administrators, or other personnel involved.

A speakers bureau should be established, utilizing special talents of faculty, administration, alumnae -- and students. A brochure listing topics and speakers should be sent to local and metropolitan organizations.

Finally, a clipping service should be employed so that copies of any material printed on Lindenwood's people and programs would be sent each month to the Office of Public Information. The clippings help indicate the range and success of printed publicity and help pinpoint areas of the country where efforts need to be expanded or intensified. An effective public relations technique, employed by many colleges and universities, is to send a clipping and a congratulatory note to the alumna, trustee, faculty member or student mentioned in the article.

- A. Publicity
- B. Construction
- C. Insurance
- D. Administration of Health Benefit Program
- E. Welfare Aid (Administration of F.I.C.A.)
- F. Auxiliary Enterprises
- G. Physical Plant

The Department of Buildings and Grounds reports to the Board of Trustees. The main responsibility is to maintain the physical plant in operating condition. The responsibility of all signs is under the jurisdiction and control of the physical plant department. The responsibility of this department includes maintenance of buildings, maintenance of grounds, parking, air conditioning, electrical systems, physical plant, physical plant services, and security.

In the present time there is lack of clearly defined lines of authority and responsibility within this area. This becomes apparent just recently when the Department of Buildings and Grounds was notified and every line was notified that a period of six months. There was no one person who was able to take charge of the department and, as a result, the Department Manager had no control over the physical plant and the physical plant services.

Therefore, a clear line of authority is probably a responsibility of the Buildings and Grounds Department. The present time a study of the security system is being made by the physical plant department and it is felt that some steps should be taken to improve the physical plant and to have the security officer report.



## The Business Office

The Business Office staff includes a Business Manager, Assistant to the Business Manager, Secretary to the Business Manager, two cashiers, one accounting assistant, and one accounting clerk.

The Business Officer attempts to administer the physical and financial programs in such a way as to assist in achieving the educational aims and objectives of The Lindenwood Colleges and at the same time maintain fiscal integrity and economy.

The responsibilities of the Business Office are as follows:

- A. Accounting and Financial Reporting
- B. Payroll
- C. Purchasing
- D. Construction
- E. Insurance
- F. Administration of Staff Benefit Programs
- G. Student Aid (Administration of N.D.S.L.)
- H. Auxiliary Enterprises
- I. Physical Plant

The Superintendent of Buildings and Grounds reports to the Business Manager. His main responsibility is to see that the physical plant is operating at maximum efficiency at all times in order that the objectives and goals of the school can be achieved with minimum delay. The responsibilities of this operation entail custodial services, maintenance of buildings, maintenance of grounds, heating, air conditioning, utilities systems, physical plant jobs, physical plant services, and security.

At the present time there is lack of clearly defined lines of authority and responsibility within this area. This became apparent just recently when the Superintendent of Buildings and Grounds was injured and away from his position for a period of one month. There was no one person who was able to take charge of this operation and, as a result, the Business Manager had to become involved in some rather routine but time-consuming problems.

Security, a full-time position, is presently a responsibility of the Buildings and Grounds office. At the present time a study of the security system is being made by an outside consultant to determine what steps need to be taken to improve the system and to whom the security officer should report.



In spite of the lack of clearly defined lines of authority and responsibility, and the burden of the security systems, the Buildings and Grounds operation manages to do an outstanding job in view of its total staff.

The Business Manager, in addition to the prior listed responsibilities, is directly responsible for the development of an annual budget. This is done in cooperation with the other administrative officers. He attends all Finance Committee meetings of the Board, as well as all Board Meetings of The Lindenwood Colleges. The Business Manager is a member of the President's Council, which consists of students and administration. He also meets with the President and other administrative officers to review and discuss all significant matters involving the administration of the institution.

The Business Office, due to the size of its staff, and the development of Lindenwood College II, finds itself in a rather difficult situation. A major portion of time is spent doing the day-to-day tasks, and little if any time can be allocated to the development of systems and procedures. Presently there is a serious lack of written policies and procedures. We are presently realigning the areas of responsibility within the Business Office. Until the very recent past there were several areas of overlapping responsibility. Some still exist, such as the administration of the staff benefit program.

Prior to the serious consideration of automation, more basic problems such as mentioned above must be resolved.

Finally, one of the most important duties of the Business Officer is that of Financial Long-Range Planning. Presently a three-year budget is being prepared with the prospect of expanding it to a five-year budget.



## Office of Associate Dean for Special Academic Programs

The Office of Associate Dean for Special Academic Programs is a somewhat remote outgrowth of Lindenwood College's curriculum changes in the past four years. The present incumbent was originally appointed Assistant Dean in the spring of 1965 and assigned the role of developing the college's freshman program, which eventually became the Lindenwood Common Course. When the coordinate college concept was instituted in 1969, this officer became the Associate Dean, with some self-contained responsibilities for academic programs which the two Lindenwood Colleges share. In that sense, there is little day-to-day activity as an associate of either of the two Deans. The office is staffed with one Associate Dean, who devotes, theoretically, one-third of his time to these responsibilities. He also serves as professor and chairman of the History Department. The entire routine work of the office is done by a full-time secretary, who is able to carry on at least 90% of the office activity. There are three major areas in which this office operates, together with the inevitable collection of miscellanea.

### The January Term

This office is responsible for the academic directions of the January Term. This includes the ex officio chairmanship of the January Term Committee, composed of students and faculty, which sets policy for the term and accepts course proposals from departments for January courses. Implicit in this is the obligation to conceive of new January programs and implement them with the cooperation of the various departments. An example of such a cooperative course is the program in "Revolution," being taught by four instructors in January, 1970. Since this is a new activity, the Associate Dean chose one part of the course in which he could participate.

For the January Term, the Associate Dean's Office handles the actual enrollment of students, the process of course change, and good deal of the counseling of students in course selection. For off-campus courses in January, the January Committee evaluates proposals for departments and faculty members, and will, for 1971, attempt to initiate programs of its own.

We must handle much of the liaison with the other 4-1-4 colleges for off-campus courses and process applications of students wishing to come to The Lindenwood Colleges for January courses.

### Summer School

The Summer Session is rather a new term at The Lindenwood Colleges. We are preparing our fourth such session. For this, the Associate Dean's responsibilities are more comprehensive. Because the Summer Session is rather small (fewer than 300 students last summer), we must put together an economically feasible schedule that will be useful to our own students and to a large number of older people, mostly teachers, who come here for summer courses.



In this sense, with consultation, the Associate Dean must choose courses and select faculty, both on-campus and visiting, to staff them. We arrange the schedule, process the mailings and advertising, and enroll the students. The normal sorts of dean's permissions for absences, for course substitutions, and the like, must be made in this office in the summer.

### Cooperative Programs

The Lindenwood Colleges participate in a rather informal consortium with three other liberal arts colleges in the St. Louis area: Webster College, Fontbonne College, and Maryville College. The Associate Dean is the Lindenwood coordinator for this program. Several aspects of this consortium are presently funded under Title III of the Higher Education Act of 1965.

In this capacity, acting with the three other coordinators, the Associate Dean participates in cooperative curriculum studies (we have four such programs at present), arranges amplified telephone connections with other campuses (we have shared many of the programs of the Lindenwood Common Course), promotes the visits of scholars to our campus, and does some cooperative teaching. We must also prepare further Title III grant proposals.

### Miscellaneous Responsibilities

Inevitably, some miscellaneous duties are attached to every office. The ones that have adhered to this one are basically these:

1. Standing-in for the Dean in some instances. During the absence of the Dean of Lindenwood College, the Associate Dean sometimes sees students on routine business, gives permissions, and the like. The circumstances of proximity dictate that this is a function that can be easily played only with the Dean's office.
2. Ex Officio committees. The Associate Dean must serve on some committees, particularly those relating to off-campus study, as a function of the January responsibilities. He also heads the Accelerated Degree Program and advises students who participate in it.
3. Loan Fund. The office handles the small-loan fund for Lindenwood College II. This is done entirely by the Associate Dean's secretary.
4. Deans' Council activities. The Deans as a group perform duties relating to policy-making and, on occasion, discipline.
5. Night courses. We promote night courses within the schedule.

### Strengths and Weaknesses

In assessing the strengths and weaknesses of this office, we can point to a few items that eventually will be resolved:



1. There is a certain tension involved in both teaching and administration. It imposes differences of outlook; relationships with one's colleagues are also muddled.
2. There is some difficulty in doing an administrative office part-time. Parkinson's Law tends to operate and convince us that we are overworked.
3. The lines of authority between this office and that of the two Deans is obscure. Since duties are mostly self-contained, the Associate Dean has no clear line of direction from either of their offices. He operates somewhat in limbo.
4. For practical reasons, another office handles much of the detail work of transportation arrangements, housing, and the like for off-campus work in January. We sometimes run into duplication of efforts, but this has not been a serious problem.

None of these difficulties is insurmountable or has caused serious problems. In the mere operation of time they will work themselves out. This is the first year the Associate Dean's Office has operated.

In the next year, we must begin to operate on a more creative level in planning and implementing the January Term. So far, we have been mostly a mechanical operation.

We should like to explore the entire sector of community service through night and weekend courses. Little has been done here, though we have a number of townspeople who do take classes here in the evenings. With the growth of St. Charles City and County, there is much scope for this. The Lindenwood Colleges should become a local service agency in this regard.



## Profile of the Library

### Personnel

The present staff of The Lindenwood Colleges Library consists of five full-time personnel (three professional and two non-professional) and twenty student assistants. The full-time personnel are the librarian (B.A., B.S. in L.S., M.A.), two assistant librarians (both with an A.B. and M.A.), and two secretaries (both have a baccalaureate degree). Of the twenty student assistants, thirteen are women and seven are men. Nine of the women have worked in the library for at least one year previously.

The three professionally trained librarians have full academic rank parallel to that of the faculty with comparable training and experience. The two untrained members of the staff have the same standing and privileges as the secretaries in the other administrative offices.

Although nothing definite has been planned for the future, it would be desirable to add two more persons on the staff this coming year -- one a professional and one a non-professional. If it is not possible to add a full-time professional member to the staff, it will be necessary to have at least another non-professional person. With the increase in budget, it has meant more work both in checking the orders and in typing them, so that this additional person is needed.

### Purpose

The primary purpose of the library is to provide the books and other materials necessary to carry out the teaching and learning experiences of the college, to have them arranged in some definite order, and to furnish adequate housing for them. As new media become available for use by students and faculty, they should be -- and are being -- added to the library. Secondary purposes of the library are to furnish some research material for the faculty, and supplementary reading, listening, and viewing materials for the students.

The staff's training enables them to assist anyone of the college community -- student, faculty, or administration -- in locating needed material whether in this library or in other libraries.

Personnel and library materials are generally housed in an adequate manner. We have enough stack space for the books and periodicals so they are readily accessible. Also, there is sufficient seating space for all who desire to use the library. There are a variety of kinds of study places -- individual study carrels, small tables, and large tables.

Since the main purpose of the library is to provide books, etc., for the college community, they must be arranged in such a way that they are readily available. The Library of The Lindenwood Colleges is classified according to the Dewey Decimal Classification system and uses the Library of Congress subject headings. Library of Congress cards are ordered for all books.



The library budget is allocated among the various departments. This is done by the library committee, which is made up of five members of the faculty and two members of the library staff. The librarian provides guidelines for use. We attempt to purchase books at regular intervals. Each department in the college is budgeted a specific amount of money by the library committee of the faculty. Faculty then submit their requests for books to the librarian. When the books have been catalogued, the faculty member ordering the book is notified that it is ready for use. Books needed for special projects are catalogued as soon as they are received. All new books are put on special shelves before they are put on the regular shelves.

This year, for the first time, we are including audio-visual material in the library. So far, the only material we have is records. A modest amount has been budgeted in the library for purchase of records. The records formerly kept in the Music Department are gradually being brought to the library and catalogued.

We are also attempting to build up the microfilm collection. We began by obtaining back issues to some of the periodicals to which we now subscribe. The New York Times is also on microfilm. Three readers are provided for the microfilm. One of these will also make prints of the microfilm material.

The library is open some 100 hours per week for the use of students and faculty. At least one professional is on duty 85 hours per week.

At present we have ample space for books, reading, and office personnel. This is true only because we opened a new wing in the fall of 1968. Stack space has been provided for 150,000 books.

There are seats for some 325 in the various rooms. Some of this seating may have to be sacrificed when we attain the maximum shelving in the building. We have all types of seating, from comfortable lounge chairs to the straight chair in the individual study carrels.

#### Strengths and Weaknesses

The strengths and weaknesses of the library program can be divided into three divisions: personnel and services, book collection, and physical plant. The personnel is well trained and conscientious in carrying out the duties given them to do. The hours for the trained staff average about thirty-nine hours per week.

Since we do not have a reference librarian as such, it is good for the trained personnel to be seen away from their desks in the offices. We have found this encourages students to approach us with reference questions. We attempt to spend some time each day at the circulation desk or catalog.

The faculty have been generous with their praise in the way which the library operates -- in giving services to faculty and students alike. They seem especially appreciative of the personal attention given any faculty or student who comes and asks for any material or help of any kind. We have made it a policy never to be too busy to drop what we are doing and help those who need it.



The library budget is allocated among the various departments. This is done by the Library Committee, which is made up of five members of the faculty and two members of the library staff. The librarian provides guidelines for the use of the committee. We hope to have student members on the committee in the future. The faculty are encouraged to send in their book requests. We attempt to send orders as soon as possible after the faculty requests them, but only after a search to make sure the book is not already in the library. Faculty are notified when the book is catalogued and ready for use. If, for any reason, a book is not obtainable, the faculty member is also notified and either a search is instituted for an out-of-print book, or a different title is ordered. Books which are marked "Rush" are given preferential treatment. Statements are sent out every few months telling the departments how much is on order, how much has been spent, and how much more they have from their budget to spend.

The greatest weakness in the personnel and services is the length of time it takes to get the books catalogued after they have been received. There is a backlog of cataloguing at the present time, and we regret this situation. There are two possible reasons for the present backlog. Last year (1968-69), one of the cataloguers was granted a semester's leave of absence in order to finish her master's degree. This semester, one of the cataloguers has been teaching one of the courses in library science. Since this was a new course, it took her more time than we anticipated to prepare the materials for teaching.

We could use another trained person on the staff, and if the library budget continues to increase, we will have to have such a person. This addition should be either in acquisitions or reference. It could be a combined position. Such a move would require another secretary, also. Even now we could use another full-time or part-time secretary or typist.

The one service which is lacking in the library is the need for some sort of course in instruction in the use of the library. At the present time, no student in the college is given any instruction in either the use of the library or in bibliographic methods. We have suggested to the faculty that the library staff is willing to visit any class and discuss the use of the library with them. A few of the faculty have taken advantage of this offer. The librarian has, from time to time, suggested that steps be taken to remedy this situation, and she now has before the Educational Policies Committee such a proposal. The only thing which has been done to assist the student is a handbook which is put in the hands of the students. The first one was issued in 1968 and the second one in 1969. Copies are available.

The book collection also has strengths and weaknesses. The strongest areas of concentration are those in which the faculty were most active in their request and buying policies. In years past, if faculty members did not request books in certain areas, none or very few were purchased by the librarian. As a result, the reference section and periodical collection were especially weak. Steps have been taken over the last three years to remedy this situation, and the collection has been strengthened considerably.

At present we need to add more titles to the periodical collection and, in doing so, to add back issues of these titles. The one or two indexes needed are the Art Index and possibly the Public Affairs Information Service. But an index is good only if it is backed up by an adequate collection of material.



Too, a study must be made of the entire processing procedures. Both the book budget and the staff have been increased in the past three years. At present, the book ordering is done by the entire staff, dropping whatever they are doing to get an order out. The work of ordering books should be turned over to one person to work at it continually -- either in the form of an acquisitions librarian, or an intelligent assistant to the librarian. A good non-professional could systematically search all orders and carry the entire process through from beginning to end.

Perhaps our foremost strength is to be found in our physical surroundings. With the completion of the two wings to the library in 1968, we have adequate space for the next few years. There is a harmonious blending of the old part of the building, which is Gothic in style, with the new, which is along modern lines. All new furniture has been purchased for both the old and new parts of the building, and this helps to tie the two parts together.

The three most pressing needs in the near future are a reserve book room, more office space, and a place to house the audio-visual materials, if and when they are purchased and placed under the jurisdiction of the librarian. There are two rooms on the ground floor of the library which could be used again for library purposes without much alterations. It would mean more personnel to supervise these rooms as they are not now connected with the library proper.

We feel we are fortunate to have the mechanical equipment that has been added to the library recently. There are three microfilm readers (one a reader-printer), one book copier, two listening tables having both record players and tape decks, portable record players, and a projector with rear view screen attached. Any of the portable equipment may be used either in the library or in a classroom.

We are also fortunate in the number of individual study carrels that are available for students and faculty. There are thirty-six carrels for student use and five larger ones for use by the faculty. In addition, there are four study rooms seating six and equipped with a blackboard which may be used for groups of students studying together or for small seminar classes. Audio-visual equipment may also be set up in these rooms.

One final problem that has affected the library is the change in courses over the last few years. The library often learns of a new course only after a faculty member arrives on campus in the fall and expects to find material ready for him. It would be wise to have the librarian on one of the planning committees so she may be more aware of the direction in which the colleges are moving.

#### Future Plans

Future plans for the library should carefully consider the following: Some have been touched on in discussing the weaknesses of the library program.

1. Establish an active and well-run audio-visual program.
2. Set up a course on the use of the library.
3. Organize a curriculum laboratory.



4. Reclassify certain sections of the collection.
5. Survey the book collection and build up those sections which are especially weak.
6. Strengthen the periodical collection by adding new titles and buying back issues of these and other titles now subscribed to.
7. Continue the courses in library science and strengthen the program.
8. Establish a regular inventory program.
9. Add additional personnel to the staff -- both professional and non-professional.
10. Buy micro-fiche for research purposes.
11. Study whether or not the computer could or should be used in the library.

Even a hasty reading of the above plans demonstrates that increases are needed in the budget of the library. This is true, even though dramatic revision of the library budget has occurred over the last several years.

### Special Projects of the Office

The office is required to keep accurate records, maintain security of people, provide access information to administration, faculty, students, and parents, and collect and store vital statistics.

### Special Responsibilities

1. To make the class schedule for the year
2. To assign classroom space
3. To make the distribution schedule for each long term
4. To supply faculty with the necessary materials for preparing class materials and grade assignments
5. To prepare a permanent record and a cumulative price record for each student
6. To furnish transcripts of the permanent records when they are requested by students or alumni
7. To keep the distribution of material up to date
8. To locate and retrieve vital information when there is a need
  1. Emergencies
  2. Distribution of new and returned records by classes



## Office of The Registrar

### Personnel

The registrar and the secretary to the registrar comprise the staff of this office. The registrar has an M.A. degree. The secretary, who is working toward a degree on a part-time student basis, has junior classification at Lindenwood. There are no plans to increase the staff at present.

### When Office Was Established

The 1925-1926 college catalog is the earliest one that lists the registrar under the Officers of Administration. However, the records were carefully kept before that time. Official transcripts are on file from 1903-1904 to the present time and records are available in book form as early as 1880. Excellent General Reports date from 1921, the first year that a Bachelor's degree was awarded.

### General Purposes of The Office

The office is organized to keep accurate records, maintain security of records, furnish record information to administration, faculty, students, and parents, to assist in institutional research, and to collect and store vital statistics.

### Specific Responsibilities

- A. To make the class schedule for the year
- B. To assign classroom space
- C. To make the examination schedule for each long term
- D. To supply faculty with the necessary materials for reporting class enrollment and grade information
- E. To prepare a permanent record and a cumulative point ratio card for each student
- F. To furnish transcripts of the permanent records when they are requested by students or alumni
- G. To keep the microfilming of records up to date
- H. To secure and tabulate vital information each term regarding:
  1. Enrollment
  2. Distribution of new and returned students by classes



## Office of Continuing Education and Career Planning

3. Distribution of students by residence
4. New students with advanced standing
5. Class percentages of student body
6. High school rank in class of entering freshmen
7. Number of academic classes, with enrollment of each class
8. Grade distribution
9. Faculty teaching loads
10. International students
11. Geographic distribution of students
12. Grade point averages by residence halls and day students
13. Class averages
14. All school average each term
15. Graduating seniors with grade point average and major
16. Degrees granted by returned credit

I. To check senior records for degree requirements

J. To prepare an annual Report to the President

#### Strengths and Weaknesses

The fact that much of the information that is needed for projects such as this NCA Study is on file in the registrar's office is one of its strengths. Also, the faculty-staff relationship and cooperation that makes possible the smooth operation of the office is of great value.

The chief weakness is the lack of staff for constructive planning and development of new programs.

#### Future Plans and Programs

With a staff of two responsible for the things listed above, there is not adequate time to develop extensive plans and programs. Until staff is increased and/or mechanization is introduced into the operation, this condition will continue to exist. The hope is that there will eventually be time for more creative and less routine work.



## Office of Continuing Education and Career Planning

### Personnel

The staff of this office is composed of the Dean of Continuing Education and Career Planning, who holds a Master of Arts degree from the University of Chicago, and holds membership in several professional organizations, including the American Personnel and Guidance Association, American College Personnel Association, Midwest Placement Association, the National Association of Women Deans and Counselors, and International Personnel Women. An administrative assistant who is working toward a degree at Lindenwood College serves as the second member of the staff.

### Purposes

Of the two functions of this office, one has a long history, the other a shorter and more recent history. In 1948, the placement function was organized as a central office in what is now the Office of the Dean of Students. It became a part of the Office of Continuing Education in 1968 when the Dean of Students became the Dean of Continuing Education. Her function under this title, again, was not new. Testing and counseling the mature women students has been one of her responsibilities since 1962.

Placement, involving off-campus and summer employment, senior job placement, and counseling for graduate study, is one of the essential responsibilities of a college. Concomitant to this is the necessity to provide for career counseling, which should start in the freshman year.

The program of Continuing Education is the direct result of the increased interest in and demand for higher education on the part of mature women who are now realizing that they "must prepare for at least three decades of life after 40." Lindenwood was in the vanguard of this movement and is among the very few small colleges to establish an office and to appoint a counselor whose responsibility it is to work with and encourage women to begin their work toward a degree or to complete an interrupted academic program. Beginning this year, the program included men desiring an education either to upgrade their positions or to plan for a second career.

Now, turning to implementation: Senior placement registration is held early in the fall, after which time interviews are set up to discuss both the student's immediate goal and long-range objectives. Students are given the responsibility for requesting recommendations, and placement procedures are outlined. Job opportunities are discussed or plans are made for graduate study. For the remainder of the year, the administrative assistant gives at least two-thirds of her time to assembling credentials and sending them to graduate schools and prospective employers. There is a small recruiting schedule. Interviewers come chiefly from nearby industrial corporations, the American Red Cross, government agencies, and directors of personnel from St. Louis and St. Louis County, and St. Charles and St. Charles County school districts.



In addition, the office maintains a library of occupational material and national directories. A monthly newsletter which goes to all students keeps them informed of current opportunities both for senior and summer employment. The office cooperates with the Seven Women's Colleges and has just completed a statewide survey of job opportunities for college women. This year we have registered students wishing part-time, off-campus work and have been able to place several students within the greater St. Charles area.

As far as the functioning of Continuing Education is concerned, the specific responsibilities include counseling and registering all students 25 years of age and older. An impetus was given to the program in 1968 through a trial administration of the College Level Examinations which were offered without charge to the public in St. Charles. A number of students entered Lindenwood's program with advanced standing as a result of this. Publicizing the program through the news media has also made the community aware of this service. A follow-up study of the adult graduates over the past eight years provided some real guidelines for further improvement of the program. A letter was also sent to all alumnae in the greater St. Louis area who left college before graduating urging them to consider returning to Lindenwood to complete their degree.

#### Strengths and Weaknesses

There are certain strengths and weaknesses evident in both areas of operation, tangible and intangible. Seniors seem most appreciative of the services rendered them; alumnae are using the service in increasing numbers; the good will of those schools and companies to which our graduates have gone is more than evident by their eagerness to interview the new crop of seniors year after year. A consistent practice of follow-up of our graduates at one, three, five, and ten-year intervals has been of service to the placement office as well as to the college. A "Lindenwood Profile" covered the years, 1949-1958; another ten-year profile is nearly completed.

On the other hand, we need in placement a "leg man" to go out into the greater St. Louis area and local community to find more opportunities both for graduate employment and off-campus, part-time employment. This is especially true in the latter case because there are built-in difficulties for obtaining part-time work opportunities such as a small community with limited possibilities, poor public transportation, heavy academic demands, the interruption which comes because of college vacation periods, etc. We also need to find ways to bring those underclass students who do not have well-defined goals into the office for discussion and testing in order to help them make a life-plan. Seemingly, mere "availability" and notices in our newsletter do not make enough of an impact.

Looking at the continuing education program, our figures show a steadily increasing enrollment, and adult students, both last year and this year, have seemed to appreciate the opportunity to drop in and discuss their concerns with someone who is readily available and interested in their welfare. The fact, too, that this office is willing to advise with adults in the community without charge, is one small effort in creating good will toward Lindenwood on the part of the citizens of St. Charles.



One of the weaknesses, however, is that we have not yet found the means to provide adequate tutorial help (or non-credit courses) to assist adults in bridging the gap from their traditional educational background (often of many years standing), to the innovative academic programs of the present. There has also been limited response to non-credit courses and evening classes offered to the community. We need to find a way to determine whether or not there is a need for these and, if so, to what type of courses the public would respond.

#### Plans for the Future

Thus, as we look to the future, we must make this a priority. Certainly there are innovative programs which should be attractive and challenging; Lindenwood's KCLC-FM station could make possible taped lectures for those mothers whose children are still of pre-school age. We need to think in terms of financial aid for part-time adult students and of inexpensive child care facilities. As far as placement is concerned, it is evident that we must expand as the college expands. Additional placement counselors may well be needed, especially if we go into work-study or cooperative programs. A special placement counselor for Black students is being urged in some institutions; this, too, may be a factor in our future considerations. With continued growth in the male enrollment, the recruiting schedule will increase and with it a need for interview facilities. It is equally important, however, that as the demand on the placement service grows, the administration does not lose sight of the need for a professional woman placement counselor who will be cognizant of the discontinuities of a woman's life and her multiple roles.



## The Audio Visual Center

### Staff

The Director of the Audio-Visual Center is also in charge of the language laboratory and divides his time between these two activities. He is assisted by two student assistants who give a total of eleven hours per week.

### Center Objectives

1. To promote new techniques in the teaching programs of the various departments of the institution.
2. To develop, by example and by interdepartmental effort, inventive multimedia programs for use at The Lindenwood Colleges and elsewhere in the state, these things to be general in nature, posing questions more than giving answers.
3. To develop and operate an auto-instruction room as per our commitment under Title III in 1966.
4. To operate a "lend out" service to the various instructors for short term instructional use.
5. To assess the short and long term needs for equipment and materials, to shop for these things and receive them.
6. To keep equipment serviced and under some sort of surveillance.
7. To inform, demonstrate and instruct teachers, and the involved students in the use of equipment and materials.

### Center Strengths and Weaknesses

The work of the Audio-Visual Center falls into two broad categories: (1) Operation as a loan center for equipment and the attendant repair and maintenance; (2) Use of audio-visual equipment in innovative ways and the promotion of such materials among the departments and programs of the Colleges. This involves cooperation with the faculty in the use of equipment and materials.

The Director, at present, must function in a variety of roles, ranging from custodian of equipment to trouble shooter for mechanical difficulties. This necessity has limited his involvement in bringing about innovation in the use of audio-visual facilities.

The need for the immediate future lies in moving more extensively into the promotion of audio-visual approaches to teaching. As the Communication Arts program and the new Media Center develop, there will be areas of cooperation which have not been available in the past.



## The Facilities Office

The Audio-Visual Center is located on the terrace level of the library where there is one large room (1060 square feet) where equipment is stored and serviced. This room could be used as an auto-instruction laboratory. In addition, there are two small storage closets or work-rooms, and an office for the Director. The remaining rooms in this area are related to the language laboratory.

Present equipment includes: 2 8mm single concept loop projectors, 5 Mark IV Fairchild loop projectors, 1 16mm film editor, 5 slide projectors, 7 reel-type tape recorders, 4 cartridge-type tape recorders, 1 35mm still camera, 1 copy-stand, 1 set of copy-lights, 1 exposure meter, 2 photo tripods, 2 light stands, 1 slide and filmstrip projector, 20 headsets, 2 16mm movie projectors.

## General Purpose of the Office

The Admissions Office of The Linderoed College is responsible for the identification, selection, and enrollment of sufficient numbers of qualified students to insure institutional, academic, financial, and social viability.

## Responsibilities and Programs

The Admissions Office maintains a mailing list of approximately 5,500 secondary schools and junior colleges, mostly between 900 and 700 secondary schools annually, and works with alumni and church organizations in an attempt to identify potential candidates for the college.

During the past year, the Admissions Office of The Linderoed College has conducted a general mailing to 24,000 college-bound students throughout selected sections of the United States and has mailed a bulletin board piece containing a general reply card to all of the high schools and junior colleges on the mailing list. Approximately 7% of the 24,000 students contacted by the general mailing indicated some interest in the college, and the professional admissions staff and faculty have been asked to contact these students on an individual basis in an attempt to determine their interests, needs, and what offices, or their high schools, or at the Linderoed campus. The bulletin board piece has resulted in 1,000 responses in four states across the country, and the Admissions staff is currently involved in an intensive follow-up campaign on these students.

The Admissions Office has the further responsibility of administering financial aid to all freshmen and transfer students entering Linderoed for the first time.



## The Admissions Office

### Personnel of the Office

The personnel of the Admissions Office includes the Director of Admissions, five Assistant Directors of Admissions, three full-time secretaries and regularly two students designated as clerical assistants. Additional part-time secretarial staff and outside secretarial services are employed during peak mailing periods. Additionally, the Director of the Child Development Laboratory, the Alumnae Director, faculty members and others are called upon to perform part-time duties for the office. There is a provision in the organizational structure of the office for an Associate Director of Admissions and a student intern. Both of these positions are unfilled at this time.

### General Purpose of the Office

The Admissions Office of The Lindenwood Colleges is responsible for the identification, selection, and enrollment of sufficient numbers of qualified students to ensure institutional, academic, fiscal, and social viability.

### Responsibilities and Programs

The Admissions Office maintains a mailing list of approximately 5,800 secondary schools and junior colleges, visits between 500 and 700 secondary schools annually, and works with alumnae and church organizations in an attempt to identify potential candidates for the college.

During the past year, the Admissions Office of The Lindenwood Colleges has conducted a general mailing to 24,000 college-bound students throughout selected sections of the United States and has mailed a bulletin board piece containing a tear-off reply card to all of the high schools and junior colleges on the mailing list. Approximately 7% of the 24,000 students contacted in the general mailing indicated some interest in the college, and the professional Admissions staff and faculty have been called upon to contact these students on an individual basis in an attempt to interview them in their homes, hotels in major cities, at their high schools, or on the Lindenwood campus. The bulletin board piece has resulted in 1,005 responses so far from students across the country, and the Admissions staff is currently involved in an intensive follow-up campaign on these students.

The Admissions Office has the further responsibility of administering financial aid to all freshmen and transfer students entering Lindenwood for the first time.



### Problems

During Lindenwood's transition from a traditional women's college to an institution with an innovative program and a coordinate men's college, it has been necessary for both personnel and policies of the office to remain fluid. This has made it necessary for us to attempt to attract new clientele and to identify those who would be interested in our kind of a program and our kind of an educational institution. In doing this, we inadvertently alienated some of our traditional clientele before it was possible to fully establish a new clientele. During this transitional period, the employee turnover rate in the Admissions Office has been abnormally high. Because it has been necessary to function with new personnel who are in the process of being trained about both admissions and the college, it has been necessary for the Director of Admissions to spend far too much time away from the office. Lack of consistent long-range planning on the part of the institution has made it necessary for the Admissions Office to be administered on a crisis basis. Long-range enrollment goals actually have not been established. Admissions goals have been increased by 60% between September and January.

### Future Plans and Programs

Future plans and programs of the Admissions Office must be tied to long-range planning of The Lindenwood Colleges. Such planning will be conducted during the 1970-71 academic year.

As the current Admissions staff members develop their professional expertise each is being assigned specific areas of responsibility. All Admissions personnel have been moved to the St. Charles area, and this policy will be continued. This enables each member of the professional staff to maintain an interest in the students who have enrolled and to develop a more personal relationship with the faculty. In time, they will become a member of the Lindenwood community rather than individuals looked upon as being traveling salesmen. It is planned that the Admissions operation will become more solidified in the future and the professional staff will become increasingly involved in both planning and decision-making.



## The Office of Acting Chaplain

### Background and Purpose

In order to gain a useful perspective on the office of Acting Chaplain at The Lindenwood Colleges, it is helpful to have some historical perspective.

Until recently Lindenwood College had certain legal ties with the Presbyterian Church in the U.S.A. and, while no attempt was made by the church to control or dictate policy to the college, there were nevertheless certain expectations and traditions relating to religious observances on the campus. Chapel was required and a faculty member who chaired the department of religion and philosophy was designated Dean of the Chapel and made arrangements for speakers and services.

In the 1967-68 academic year chapel attendance was made optional and, as was happening and had happened across the country, attendance dwindled to a mere trickle. In the spring of 1968 an all-day conference was held to think through the needs of Lindenwood College. Participation in this conference by all segments of the college -- students, faculty, administrators, and trustees -- led to a notion of a "man on a bicycle" as the kind of image needed for a Chaplain at Lindenwood. Involvement with students in the issues which deeply concerned them was seen as crucial. In addition, it was hoped that the Chaplain would be a liaison between administrators, students, and faculty and it was decided, therefore, that the Chaplain should not be identified as part of the administration, faculty, or student body. This kind of freedom has enabled the Chaplain to act as a kind of ombudsman on several occasions. In addition, it is hopefully true that the Chaplain has to some degree been able to interpret the life and struggle of the contemporary church to the academic community and the strikingly parallel struggle of the academic community to the church.

In terms of time and modes of ministries it is probably most accurate to state that the chaplaincy at Lindenwood has since its beginning in the fall term of 1968 been predominantly a pastoral mode. Individual counseling has consumed the largest portion of the Acting Chaplain's time on campus, though serving as a consultant to the Student Interfaith Network is also one of his chief responsibilities and one which does require some time.

### Strengths and Weaknesses

The greatest weakness in the office of the Acting Chaplain is that other legitimate modes of ministry in addition to the pastoral role are largely untouched due to lack of time. The interpretive and prophetic modes of ministry are only barely discernible. This is a rather important area of the ministry at The Lindenwood Colleges which needs development.



Steps have been and are being taken to strengthen student leadership in these areas of interpretation, worship, and calling into question the values of the social order and the college as it relates to this order, this last mentioned area being an exercise of prophetic ministry.

Needs for the Future

Nonetheless, a great deal remains to be done. The student structures need to be re-examined and strengthened or replaced. An entire re-thinking of ministry at The Lindenwood Colleges needs to be undertaken and some method of evaluation needs to be built into the office of Acting Chaplain if its full potential is to be realized.

Plans are presently in the very early stages to develop such an evaluation and to lead into some new and boldly experimental approaches. Certainly the assumptions that a campus minister or Chaplain is to provide "a home away from home" for student worship and joins the college in acting in loco parentis, are assumptions which render ineffective any chaplaincy. We need to plan boldly and with new ideas and vision, and to this end we are committed.

With regard to the students themselves, the responsibility of the office would be serving as advisors and personal advisers to faculty-student, student-student, and faculty-student as they adjust to the various phases of the Lindenwood system. This advising/mentoring function is typically of a very practical nature. It brings the student to adequate, but definite contact with other students, the faculty, the administration, the financial aid office, the business school, the various social organizations in class changes, and the various departments and schools. Finally, the director oversees the regular flow of a clear library budget that is necessary for students in the classroom and for their books, supplies, clothing, or a similar study allowance.

Summary of Needs

The strength of the program has been the freedom and flexibility with which it has been allowed to function. Such flexibility is crucial when dealing with the sophisticated kinds of problems which the inter-cultural program student brings with him to the Lindenwood colleges. It is to be encouraged that the ability of the director to continue to provide the means to effect some kind of relief or change and not just listen to a student's troubles. The office is a place where something can actually be done about the real problems of students who deal with their own environment.



## The Office of Inter-Cultural Programs

### Personnel

The Office of Inter-Cultural Programs consists of a full-time program director, who is also an instructor in the Department of English, and one student assistant. The office was instituted in the fall of 1968 as part of a partially funded proposal submitted to the Ford foundation which was to have supplied broad supportive services to economically and/or educationally disadvantaged students.

### Purposes

The broad purposes of the Office of Inter-Cultural Programs is to aid the college in its general mission of achieving cultural and ethnic balance in every area of campus life: course offerings, library acquisitions, student enrollment, faculty selection, etc. Responsibilities of the director include advising administrators and faculty about the needs and special problems of students with backgrounds -- educational, ethnic, cultural, economic -- not typical of the student usually matriculated at The Lindenwood Colleges. There is also the responsibility of aiding the administration in the search for additional funds to support the Inter-Cultural Program with gifts from local residents, churches, social groups, and grants from the national government and foundations.

With regard to the students themselves, the responsibilities of the office consist of serving as academic and personal advisor to forty-five Black, white, Greek, and Puerto Rican students as they adjust to the various facets of the Lindenwood milieu. This advising/counseling function is typically of a very practical nature. It brings the director, as advocate, into direct contact with other administrators (the academic deans, the director of admissions and financial aid officer, the business manager) to request special considerations in class changes, campus work opportunities, and scholarships. Finally, the director oversees the expenditure of a discretionary budget that is earmarked for students in the program who may need books, supplies, clothing, or a minimal weekly allowance.

### Strengths and Weaknesses

The strength of the program has been the freedom and flexibility with which it has been allowed to function. Such flexibility is crucial when dealing with the multitudinous kinds of problems which the Inter-Cultural Programs student brings with him to The Lindenwood Colleges. Not to be overlooked either is the ability of the director to execute, to possess the means to effect some kind of relief or change and not just listen to a student's troubles. The office is a place where something can actually be done about the real problems of students who clash with their new environment.



A weakness of the office can be seen in the fact that the director has no administrative authority in the usual sense. The size and growth of the program are wholly determined by persons and factors outside the office. And while the program functions quite well in this manner, its success must be seen to depend on the continued willingness of other administrators to use their authority in ways which are beneficial to the Inter-Cultural Programs' students as recommended by the director.

#### Future Plans

It is the goal of the office to achieve the ethnic and cultural balance throughout campus life that was mentioned previously. In this, the second year of the program, it is possible to make more accurate determinations about the true cost per each "Programs" student and to ascertain how many The Lindenwood Colleges can accept. With regard to ethnic studies, the program looks to the activities of the Seven-College Consortium and the new media center to supply courses and resource materials. Finally, the office hopes to help bring to Lindenwood a representative group of full-time minority group faculty members.



## The Counseling Office

### Personnel

The staff consists of one full-time professional counselor. Students have the services also of the Director of Inter-Cultural Programs, the Acting Chaplain, and the Dean of Continuing Education and Career Planning (vocational and graduate school counseling).

The Counseling Office was established in the fall of 1967, by action of the President. For the two years preceding this, the present Counselor gave part-time counseling assistance in the Office of Dean of Students.

### Purpose

The Counseling Office functions to enhance and facilitate the personal growth of young men and women in their college years. Its efforts are directed toward preventive emotional health. It sees this sense of well-being as an important factor in providing an optimum educational experience for the individual student.

Specific responsibilities, beyond this general purpose, have been detailed elsewhere (See Basic Institutional Data III:C.2.).

### Needs and Future Plans

Resources are available, if in a somewhat scattered way, to meet the expressed needs of students. Wider use of the counselor is desirable. Wider recognition of the value of counseling by faculty members would also be helpful. And a structure that would centralize the direction of all counseling services -- or at least authorize coordination -- is greatly needed.

No expansion of existing services is planned for the immediate future. The Counseling Office operates without the benefit of a secretary, and given the present highly satisfactory physical location of the office, prefers to continue so. The Counseling Office should be given some budgetary attention, for the expense of office and testing materials, and the purchase of books for the counselor and for consultation by students.

### Specific Responsibilities and Programs

1. Offer individual services
2. Clinic for consultations
3. Conduct group sessions, physicals
4. Work with physical education department in regard to activity restrictions and exercises
5. Supervise staff of patients
6. Screen patients for doctor to examine
7. Meet with emergency calls in dormitories and elsewhere



## The Health Center

### Personnel

Health Center personnel include one physician, who is on call 24 hours a day and who also holds clinic hours daily; and five registered nurses, one for day duty and four for rotating duty, weekend duty, and night duty.

The registered nurse on day duty is a graduate of St. Joseph School of Nursing, Joliet, Ill. Post-graduate work was taken at Cook County Hospital in Chicago, Illinois, in pediatrics. She has been a surgical nurse for ten years and is presently in her 14th year as health nurse at Lindenwood College.

In 1956, Lindenwood began offering the B.S. degree in Nursing Science. By arrangement with Deaconess Hospital, in St. Louis, a Lindenwood student wishing an R.N. would enter Deaconess School of Nursing after her freshman year, take her three years training and return to Lindenwood for her senior year. Lindenwood also accepted graduates of the School of Nursing as juniors working toward their B.S. degree.

These nurses had the opportunity, depending on their recommendations in the nursing arts, and their general qualifications, of coming to Lindenwood on full scholarship -- room, board, and tuition -- for serving in the Health Center, and rotating service weekends and night duty. This program began with three nurses and expanded to four a year.

### General Purposes

- A. To maintain a state of optimum health, both physical and emotional, among the student body and staff.
- B. To indoctrinate each student with proper health attitudes and to instill good habits of personal and community health.
- C. To discover physical and emotional problems in an early stage when they may be corrected, and to prevent loss of time and promote the pursuit of academic work by maintenance of health through the prevention of illness.

### Specific Responsibilities and Programs

- A. Offer bedside service.
- B. Clinic for outpatients.
- C. Evaluate pre-entrance physicals.
- D. Work with physical education department in regard to activity restrictions and excuses.
- E. Supervise diet of patients.
- F. Screen patients for doctor to examine.
- G. Meet any emergency calls in dormitories and classrooms.



- H. Give medication authorized by college physician.
- I. Work with head residents and Dean of Students.
- J. Keep records.
- K. Immunization for foreign travel. Allergy vaccines.

### Strengths and Weaknesses

#### Strengths:

- A. A competent staff which covers 24 hours of service per day. Local physician on call 24 hours a day plus daily clinic visits.
- B. 12-bed infirmary and local cooperative hospital.
- C. Food service delivers meals needed.
- D. All illness handled in Health Center by regulation as quoted in the handbook.
- E. Immediate cooperation between Business Office in all needs in upkeep and purchases.

#### Weaknesses:

- A. Lack of enforcement of pre-admittance physicals.
- B. Lack of communication among people working with the same student problem.
- C. We need a division of authority; in many cases the Health Center is held responsible for policies for which they have had no part in the original planning.
- D. At present a weakness--only three rooms for male patients.
- E. The health center staff is not involved in the orientation program at the beginning of the school year.
- F. Be permitted to check swimming pools for bacteria and chlorine. Physical Education Department is held responsible for being familiar with oxygen and resuscitation equipment.
- G. Medical staff should be permitted to check the kitchen, the pre-employment physicals of the kitchen help; the food handlers should report illnesses and present medical reports from their physicians before resuming work.
- H. A student health committee is needed.



Future Plans and Programs

- A. There is a question of the continuation of the Deaconess-Lindenwood affiliation because of a possible change of program at Deaconess. The campus planning involves a new Health Center or expansion of the present facilities, or it may be necessary because of difficulties in staffing the Health Center in these days of shortage of doctors and nurses to evolve a new health program.
- B. The staff at the Health Center is a part of administrative planning and decision making but operates solely as an adjunct of the office of the Dean of Students.
- C. There are a number of policies that infringe on the responsibilities of the Health Center, and it would be helpful if we could be more closely related. For example, any decision by the admissions office concerning pre-entrance examinations and forms are important to our greater effectiveness.



C. Profiles of Administrative Offices for Lindenwood College for Women

Office of Vice-President and Dean of the College

The office of Vice-President and Dean of Lindenwood College includes the Dean, who also serves as Professor of English, teaching one course each long term; and an executive secretary. The office serves the administration, faculty, and students as the focus for certain kinds of decisions, as a locale for certain kinds of records, as a center for certain kinds of information, and as a source for certain kinds of initiative--these services enumerated as follows:

A. Decision-making

1. The Dean meets monthly with the Educational Policies Committee to consider proposals from the faculty and to initiate studies, both of which are related to curriculum, academic advising, and academic requirements.
2. The Dean implements the policies of the college concerning academic standards, record keeping, waivers or requirements, instructional and advisory assignments, and admission and retention of students.
3. The Dean is largely responsible for determining the budget for instructional costs, departmental supplies and equipment, faculty travel allotments, and programs meant to supplement or promote the academic program.
4. The Dean assigns faculty offices and, in cooperation with the Registrar, helps in determining how space and facilities can be best used.
5. The Dean, in cooperation with the President, the Dean of Lindenwood College II, and Department chairmen, plays a major role in deciding on faculty appointments, promotions, and retention.

B. Record-keeping

1. The Dean maintains the central files for student and faculty personnel and for correspondence relating to the academic life of the student and to the recruitment, advancement, and retention or release of faculty.
2. The Dean maintains records of convocation attendance and of independent study descriptions, the latter serving as back-up information for the independent study courses listed on the transcript.

C. Information-dispersal

1. The Dean informs students of academic regulations and that information concerning class attendance, academic standards, schedules and calendar which relate to the college as a whole.



2. The Dean maintains the faculty manual, arranges and distributes the agenda and minutes for Educational Policy Committee and general faculty meetings.
3. The Dean keeps faculty, students, and parents--as appropriate--informed of probationary and other matters related to academic standing.
4. The Dean receives and distributes information which explains and promotes a full understanding of the academic and related programs. This is done through newsletters and memoranda.
5. Through meetings with an advisory committee made up of students, the Dean keeps students informed of faculty and administrative decisions and policies.
6. The Dean is responsible for the instructional and general academic content of the college catalog.

D. Program-initiation

1. Because matters of academic budgeting, recruiting, decision-making, and planning are partially centered in the Dean's office, there is continual opportunity to innovate and vary the college programs. Through the Educational Policies Committee, the Dean can receive ideas and problems from the faculty and with the participation of the committee and other faculty or administration members, he can work toward plans which will implement or solve them. Through the Dean's Advisory Committee, the student leaders who meet regularly with the Dean, he can receive the concerns of students and initiate responses which will put their ideas to work and resolve insofar as possible their difficulties.
2. By virtue of his contact with the entire academic community and his understanding of the college mission, the Dean, through budget, personnel, and scheduling support, promotes those innovations and programs which promise to strengthen and vary the college program as a whole.

The Dean's office has a considerable volume of clerical work and varied responsibilities, so extensive that it is not possible to do them all effectively within the time of what might be called a normal work week. There is more overlapping and duplication of work done in other administrative offices than there should be. Both of these problems, however, can be solved within a year or so. The present Dean has been in office only since June of 1969. The development of Lindenwood College II and the office of Associate Dean for Special Academic Programs has led to overlapping not yet worked out. Files are being reorganized and procedures adjusted for more efficient operation. The task of the next few years is to regularize as much as possible the routine of the office and to keep the Dean's office-door open to students and faculty so that his work is visible and his assistance accessible.







## Office of the Dean of Students

Personnel of the Office

Secretary. The secretary is an important public relations person in the office of the Dean of Students. Among her responsibilities are taking dictation and typing of letters, general office management, telephone receptionist, mimeographing and duplication of letters, forms, and bulletins. She is basically in charge of women student housing, and the rooming of upperclassmen in the spring, and the rooming of freshmen and new students in the summer, working very closely with the Head Residents. She mails out newsletters and information to new freshmen, returning students, day students, Continuing Education students, and to parents. Other responsibilities of the secretary are the following:

- Issuing automobile permissions.
- Mini-bus (College-owned vehicle), schedule drivers, sell tickets.
- Student Loan Fund (small loans on a short-term basis).
- Daily Residence Report printed for all Faculty and Administration.
- Master College Calendar scheduling for use of buildings and rooms.
- Publishing monthly calendar--1,200 copies for all-campus community and interested College patrons, plus seventy-five calendars mailed each month.
- Guest Room reservations in McCluer Hall and Irwin Hall.
- Two student assistants whose jobs consist of mimeograph work, duplicator work, typing, and general office work.
- Work record cards for student assistants and bus drivers.
- Sign-in and sign-out of entertainment equipment (coffee pot, etc.)
- Ordering supplies for office.
- Inventory.

Activities Director. The director of Student Activities is at present a 3/4-time job held by a Master's degree student who is continuing graduate studies at St. Louis University. Among her responsibilities are the following:

- Arrange mini-bus charters.
- Sell mini-bus tickets to students taking the regular run.
- Find and post information for bulletin board for activities around town, including trips, special events, film series, social events on different campuses, and musical groups that are performing.
- Advertise for Lindenwood Film Series.
- Buy tickets for students for events in town.
- Charter regular school bus anytime there are enough students to go to an event (minimum of 33).
- Pass out Residence Reports.
- Advertise different speakers and entertainment that are coming to campus.
- Arrange student trips (Football at Mizzou, Rolla Mixer, Nassau at Thanksgiving, "Hair" in Chicago, skiing in Aspen for Spring Break).
- Go to all Social Council meetings and organize events with students.
- Arrange where dances will be held and what bands will play, with the Chairman of the Social Council.
- Send away for information on student travel and help to form Intercollegiate Activities Association with other colleges in the St. Louis area to promote entertainment, film series, lecturers, and student travel at cheaper prices.



- Get newspapers from all local colleges and read them so that important events can be publicized.
- Help individual students with connections for travel.
- Arrange for students to go to dances from campus, and personally attend dances and other functions.
- Make arrangements for two fashion shows--publications manager.
- Set up Christmas caroling in the St. Charles area.
- Help with the Dean of Students for the foreign students to go to different families for dinner on Sunday nights.
- Plan different interest groups' trips into St. Louis and take the students to them.
- Tour of the St. Louis area in the beginning of the year to familiarize the students with the City.
- Take students to doctor's appointments when necessary.

### General Purposes of the Office

Never has the role of the Dean of Students been so complex, partly because never in history have college students had such potential or such driving energy toward being heard and toward being a part of the implementation of social change both on campus and in the country. They have become much more involved in the planning which takes place in the institution, especially in the development of the social area. They want to be a part of the regulations which will structure their lives within the institution, and they seem to be very concerned with personal relationships and opportunities to promote these. The Office of the Dean of Students is greatly influenced by the changing needs of the students. The role of the Dean is generally a supportive one, with strong moves to be educative rather than punitive, and to work closely with students in the formation of College policy and the implementation of same.

Among the primary goals of the Dean of Students Office is the encouragement of spontaneous student-initiated leadership and activity on the campus, with a move toward macroscopic involvement and awareness of social issues and international concerns of the day, which, when channeled into the residence halls, activity buildings, cafeteria, and all areas outside the classroom proper, become adjuncts to the formal learning situation. The Dean of Students Office is concerned with student life outside the formal class, including social, cultural, and academic campus. There is also the concern with the personal adjustment and well-being of the student, as well as her involvement in the movement of the College through leadership opportunities in student government and organizations, and to encourage responsible action on the part of students in engaging themselves in creative thinking and skillful implementation of change on the campus.

### Specific Responsibilities and Programs of the Office

Student personnel work at Lindenwood College is based upon the educational philosophy that all needs of the individual student must be recognized, studied, and integrated during her college experience. Three areas of student life are the direct responsibility of the Dean of Students. They are as follows:



1. The Residence Halls
2. The Health Services
3. Student Government

The Dean of Students has general supervisory responsibility over student counseling, extra-curricular activities, and the social life of the campus. In addition, the responsibilities of her office include the following general services:

The Calendar. The calendar for the academic year is published in the catalog. The monthly calendar is distributed through the Office of the Dean of Students and, as much as possible, all items for the calendar are given to the office a month in advance.

Daily Residence Reports. Students whose names appear on the daily residence report are normally excused by members of the faculty when (1) there is a death or serious emergency in the family, (2) there is illness certified by the Health Center, or (3) the student is away on a field trip or conference. The conditions of absence are always noted on the report. In all cases of absence, the final decision on whether a student is to be excused is made by the faculty member.

Arrangements for Off-Campus Activities. Arrangements for transportation and cultural events may be made in the Dean of Students' Office. Buses for field trips, airline reservations for week ends and vacation periods, and special tours and trips with a national tour agency are arranged, upon request, by the Director of Student Activities. Plays, concerts, and other special events are also arranged by the Director of Student Activities. Tickets for such events must be ordered and paid for at least ten days prior to the performance.

Arrangements for On-Campus Activities. The use of the Auditorium, Chapel, Fine Arts Parlor, Memorial Lounge, and the conference rooms in Young Hall of Science and in the New Fine Arts Building must be cleared through the Office of the Dean of Students. The supplies for special teas and receptions must be cleared through the Executive Hostess, who is Assistant to the Dean of Students. Other equipment, such as chairs, tables, etc., must be arranged for through the Office of Buildings and Grounds.

Student Loan. This is available to students for emergency purposes throughout the year.

Sponsors of College Organizations. Each class and club at Lindenwood has a faculty sponsor who works with the group in planning programs and social events. The sponsor is not expected to carry the burden of responsibility in the activities of any organization or to direct the student members; rather, the sponsor serves simply as an adviser in order to provide continuity and help when it is needed. Faculty sponsors are selected in any one of three ways: election by the group itself; appointment by the chairman of the department; appointment by the administration.

Inasmuch as student organization books are also subject to audit, it is important that each sponsor exercise control over the proper handling of money so that all expenditures are covered by receipts and the books balance at the end of the year.



Student Activity Fund. The Student Activity Fund receives its financial resources from the \$50 student activity fee, which is included in student expenses for the year. This fee covers admission to the concert-lecture convocations, all-college social events, membership in the Lindenwood College Student Association, the Student Interfaith Network, funds for student conferences, and subscriptions to the Ibis and Linden Leaves.

### Strengths and Weaknesses of the Office

An Assistant Dean is needed to take over responsibilities for student activities, organizations, and student government.

The Dean now serves as coordinator of Counseling Services. A coordinator is needed who would meet regularly with the Dean regarding the counseling area.

There is very little time for the Dean to be out of her office and on the campus in an informal way to meet and talk with students. There is also little time to spend in the Residence Halls.

Due to many, many appointments, the Dean is rarely available to students on a "walk-in" or "informal" basis.

Assistance is needed for the inservice training of officers, student leaders, and the implementation of an extensive training or orientation retreat. This could be done by an assistant.

### Future Plans and Programs

To better serve students in an attempt to be creative in providing them with the best possible cultural, social, and intellectual opportunities for personal growth in campus life outside the formal classroom.

Better off-campus transportation.

Housing for married students.

Greater opportunity for off-campus activity.

More creative activity in the Residence Halls.

Strengthening of the Counseling Program.

Strengthening of Student Government and Resident Assistant Program.

Development of a dimensional orientation program for campus life.

Initiation of language tables and house.

Faculty fireside discussion program with students and faculty.

Stimulate interest in leadership positions.

Coordination with the Men's College.

Strong activities and organization program.

Better office facilities and better use of office space.



## D. Profiles of Administrative Offices for Lindenwood College II

### Office of Vice-President and Dean of the College

#### Personnel of the Office

The personnel of the office includes the Vice-President and Dean of the College, an executive secretary, and a secretary-typist. Located within the same complex is an office for the Community Manager, a resident student. The physical proximity of these offices symbolizes the close relationship that is supposed to exist between the Dean and the Community Manager.

#### Creation of the Office

The Office of Vice-President and Dean of the College was created by special act of the Lindenwood College II Board of Trustees at its meeting of March 3, 1969. The first Vice-President and Dean of Lindenwood College II formerly served as Vice-President and Dean of Lindenwood College for Women. He assumed the parallel post in Lindenwood College II on recommendation of the Educational Policies Committee of Lindenwood College II and by confirmation of the Board of Directors at its meeting on June 9, 1969. The Vice-President and Dean is directly responsible to the President of Lindenwood College II.

#### General Purposes of the Office

In large part, the general purposes of the office have evolved from the nature of the formal relationships that exist between the two colleges. Clearly dependent on the faculty, academic program, and general institutional mission of Lindenwood College for Women in its early stages of existence, Lindenwood College II requires a dean's office that has "development" as its central purpose. With faculty affairs as the major responsibility of the Dean of Lindenwood College for Women, the dean's office of Lindenwood II was expressly charged with three developmental functions by the President of the College. As originally conceived in March of 1969, the dean was to devote 50% of his time to general planning and conceptualizing, 25% to the development of student life, and 25% to the financial development of the college.

This original division of responsibilities and time had to be revised at the beginning of the fall term, 1969. Throughout the summer of 1969, it became obvious that the amount of time available for general planning and conceptualization of a whole new college had to be sharply curtailed in favor of the rather immediate planning and preparation that was necessary to receive a class of approximately one-hundred new male students.

In addition to assuming sole responsibility for attending to the wide range of activities implied in preparing for the fall term, the dean's office developed a basic philosophy of student life organization and development. It was decided that decentralization and redistribution of traditional dean of men roles would be implemented during the 1969-70 academic year as an experimental alternative to actually creating a dean of men's office that year. A tripartite relationship between the Dean of the College, a student Community Manager, and a faculty



Community Ombudsman was envisioned as the model for accomplishing this task. As an important secondary purpose, this administrative-student-faculty team was to represent the working model and symbolic capstone for the Community Government concept of Lindenwood College II.

In carrying out traditional dean of men roles, the Dean of the College was to be generally responsible for the rhythm of student life planning, organization, and development. Elected by his peers, the Community Manager was to carry heavy responsibilities at his peer level for planning and organizing student life. Especially would he be responsible with the Dean of the College for developing an effective system of peer supervision as the main strategy for community control over social regulations and standards. It was believed that the Community Manager might, in future years, serve his office in a full-time capacity for one year. The idea had credibility, since an early curricular proposal for Lindenwood II involved a work-study or internship experience for each student. Finally, the Community Ombudsman was to be responsible to no one but the individual student, thereby establishing an ultimate source of appeal and assistance, including the privileged communication of the counseling relationship. Appointment of the psychology department chairman to this post for the 1969-70 year was made with the expressed purpose of establishing desirable personality attributes in the position as a guide to future Ombudsmen, who were to be chosen by the student body.

This, then, was the basic plan advanced by the dean's office for the 1969-70 academic year.

#### Specific Responsibilities and Programs of the Office

Since the beginning of the fall term, 1969, the dean's office has assumed the myriad responsibilities of attempting to implement the summer's plan.

In cooperation with students, faculty members, and other administrative officers, the dean's office has assumed specific responsibilities for (a) the fall orientation program; (b) the design and implementation of the student life governmental organization; (c) the internship training of the Community Manager; (d) the housing of students; (e) the administration of almost all matters involving student discipline; (f) veterans' affairs; (g) the individual counseling of students; (h) the academic advising of students, prior to faculty member assignment; (i) the development of the Community Government concept. The dean also served in an advisory capacity for faculty affairs to the Dean of Lindenwood College for Women.

Most instrumental to the long-range development of the Community Government concept has been the dean's responsibility for organizing the Common Council of Lindenwood College II. Specific steps were taken to organize certain student-faculty-administrative standing committees of the Common Council, which include the Executive Cabinet, the Judicial Board, the Athletic Coordinate, the Social Coordinate, and the Ways and Means Committee. To a lesser extent, the dean's office has been able to effectively assist the Community Manager in his responsibility for developing a system of peer control in the college's residence facilities, which by design have no adult supervision.

For the most part, the standing committees of the Common Council during the 1969-70 academic year have been purposely geared to deal with the organization



of student life. During the latter part of the spring term of the year, the dean's office will attempt to expand the scope of the Common Council's activities, to include responsibility for taking on the early stage of planning a distinctive academic program for Lindenwood College II.

The dean of the college serves as study director for the North Central Association Review Visit, but this responsibility is more a function of his being an administrator of the Lindenwood Colleges than it is a responsibility of the dean's office of Lindenwood College II.

### Strengths of the Office

By nature, a new office always seems to have fewer strengths than weaknesses. However, there are a number of very clear strengths that are important to the development of the office:

1. It is most significant that the office at this time is conceived primarily as a place for developing ideas as ideas. From this strength flow all others.
2. The faculty of Lindenwood College was a prime mover in recommending the creating of Lindenwood College II as a coordinate institution that would develop its own social and academic identity. It would appear that a general willingness exists on the part of faculty members and administrative officers to provide degrees of freedom to the dean's office that are necessary in the early stages of planning and conceptualization.
3. There has been willingness on the part of selected faculty members to participate to a very high degree in working with many of the ideas embodied in the Community Government concept. Particularly have a small number of the faculty members been involved in the affairs of the Common Council.
4. Another strength of the office is to be found in the informal and accommodating climate of the dean's office. One could reasonably say that the office has developed a reputation for warmth and openness. The secretarial staff is largely responsible for this reputation. Also, any student has easy access to the dean, most usually without appointment. Whether students clearly view this as a strength, rather than as "a given," is not known.
5. The decision to house both the Community Manager and the Dean of the College in the same office complex has proven to be a growing strength. This sharing of physical facilities has, at the very least, come to symbolize the kind of relationship that ought to exist between the student and administrative officer if the Community Government concept is to work effectively.
6. The most important strength of the office, however, comes from the freshness of challenge and opportunity to assist in the creation of a new college. The challenge of attempting to begin something new seems to embody within it an assumption that the creative process is itself a strength, a harnessing of the will of many human beings to ideas, regardless of how successful these ideas might be ultimately judged through experience.



Problems of the Office

Paradoxically, many of the major problems of the dean's office grow out of apparent strengths:

1. The creative impulse, especially the heady stuff of educational theory, carries with it that limitation which always emerges from converting a complicated set of ideas into practice; the ideal model must always coexist within limitations imposed by what seem to be the realities of a given time, place, and group of people. Certainly our present transitional period of history, in which there exist deep value cleavages in American culture, has a profound impact on obtaining consensus over any working theory of authority, for example. And, yet, it is to a particular theory of authority relationships between students, faculty, and administrators that the collegial life of Lindenwood II has been grounded. It is possible that the values contained in the Community Government concept may not prove to be at all appropriate at this time. The next two years will be devoted to assessing the practical strengths and weaknesses of our theoretical model.
2. A built-in, almost permanent, contradiction often rides with many major decisions that are made by the dean's office. Simply stated, there exists an ever-present competition between coordinate and coeducational opportunities. Competition between two coordinate colleges is healthy for the development of separate institutional identity. However, unnecessary domination of one college over the affairs of the other affects the development of institutional identity. And either loss to or co-option of institutional identity may lead to the rise of coeducation. All this is readily possible, regardless of our stated purpose to achieve the coordinate model as the most preferable for the Lindenwood Colleges.

This conflict especially presents itself in the development of student affairs, where opportunities must be found if male students are to equally engage in life outside of the classroom. Such opportunities are as critical to the establishment of a separate identity for Lindenwood College II as they are to the needs of male students. On the other hand, there is a countervailing danger that too much access to the established student life opportunities of Lindenwood College by male students will also have a dangerous impact on the coordinate college idea. For example, if male students are encouraged or allowed to move swiftly and dominantly into such established programs as the student newspaper or radio station, the identity of both colleges may be affected. To the extent that decision-making activities of the dean's office inadvertently place the coordinate model in jeopardy, there exists a weakness in the functioning of that office.

3. Perhaps the greatest threat to any new venture is that those who observe it, and are influenced by it, become increasingly reluctant to sanction the new ideas with generous patience or with extensions of time for adequate testing.

It is both a strength and a weakness, therefore, that the dean of the college must on occasion demonstrate semi-private impatience with male students over the internal development of student affairs of Lindenwood College II. At the same time he must strongly urge all members of the Lindenwood community to be patient about these very same aspects of student life which, to them, may seem to be unsound or personally offensive.



Conceptualization, planning, and implementation of the student life philosophy and program during the first year has been a highly personalized affair of the dean of the college, even though the decision-making process at each stage of development has involved a large number of students and faculty members. Intensive personal involvement with students, matched with a commitment to the basic values and ideas of the Community Government concept, has necessarily led the dean's office to make judgments about how well the plan is working. Perhaps these judgments have been premature. Perhaps there exists an unreasonably high level of expectation about progress, especially when evaluation is made about the effectiveness and commitment of duly elected student officers to responsibly supervise and control community regulations and standards.

4. The most serious strategic weakness of the dean's office arises from a major role conflict. There is serious question as to whether the office can play an effective educational planning and development role at the same time that it is forced to become deeply involved in the details and psychological climate of administering student discipline. There is no question that ultimate authority for discipline resides with the President and Dean of the College, but the day-to-day administration of student discipline was originally conceived as a collective responsibility of the Community Government: the Community Manager, the Hall Council, the Judicial Board, general guidance from the dean.

In cooperation with the Dean, a strong Community Manager was to have planned an effective organization of community control. However, the Community Manager has not been able to have his principal agents, the Hall Council members, assume effective responsibility for making the peer control principle work at the grass roots level.

At the same time, the work of a Judicial Board, composed of exceptionally qualified students and faculty members, was necessarily delayed from its work until the Judicial Code of Lindenwood College II was adopted near the end of the fall term.

Progress has been slow, then, in achieving an adequate organization of community control during the first year. In the vacuum, it has been necessary for the dean of the college to exercise direct responsibility for student discipline. It is difficult to determine whether this role has been damaging to the future effectiveness of the dean in matters of planning and development.

#### Future Plans and Programs

It has been impossible to develop comprehensive, long-range plans for the dean's office during the first year of existence. It is reasonable to expect, however, that the following short-range plans will provide direction for and strengthen the role of the dean's office:

1. The experience of the 1969-70 academic year suggests that the dean of the college would be unable to move Lindenwood College II to the stage of academic planning if he is not relieved of his heavy day-to-day responsibilities for the administration of student life. The major ideas that are



incorporated in the student life program will have been generally tested during the 1969-70 year. For the 1970-71 year, further testing and systematization of these ideas and routine decision-making will become the responsibility of an Assistant Dean of the College for Student Life. He will be employed at the beginning of the year.

2. During the 1970-71 year, the dean's office will be more nearly aligned with the original purposes and responsibilities of the office. That is, the majority of the dean's time will be given to a year of intensive conceptualization and planning of a distinctive academic program for Lindenwood College II. The remainder of his time will be assigned to general supervision of student life development and the beginning of financial development of the college, in cooperation with the President of Lindenwood College II. The dean's financial development role will be limited to securing funds that are needed to support new academic programs.
3. The 1969-70 year provided opportunities for directly involving a number of faculty members of the Common Council in the development of the student life program. In a very real sense, however, 1969-70 was the students' year for heavy involvement in planning and decision-making activities. The faculty played an important but supplementary role. Due to a shifting of developmental priorities from student to academic affairs, the dean's office will seek to use the 1970-71 year as a key opportunity for involving faculty members in the further development of the Community Government concept. Students will continue to provide important consultative and cooperative assistance in the planning of a distinctive academic program, but their involvement will be secondary to that of the faculty.



## Office of the Community Ombudsman

### Personnel

The Lindenwood College II Community Ombudsman is an appointed member of the faculty of Lindenwood College for Women. The Community Ombudsman for the 1969-1970 school year is also professor and chairman of the psychology department. In the future, the Ombudsman's position will be filled as the result of a vote of the student body of Lindenwood College II.

### Office of the Community Ombudsman

The quasi-administrative post of Ombudsman was established within the administration of Lindenwood College II when it became obvious during the early planning that the students of a new college would benefit significantly if a member of the faculty was affiliated with but not under the control of the Office of the Vice-President and Dean of the College. As originally conceived, the Ombudsman was to be available to assist students with the problems they encountered, for which satisfactory solutions could not be found through the use of regular channels of administrative action.

The function of the Ombudsman is to represent the student's interests in any way that is available or can be developed. This translates into an action role of the Ombudsman as a student helper, rather than traditional student counselor, and as a consultant to students rather than a supplier of magical instant solutions to such problems as are brought to his attention.

Two significant characteristics have been identified in the role of the Ombudsman at Lindenwood College II. The first is that the Ombudsman does not seek involvement with the students, but instead adopts a non-interventionist role. This style of operation is supported by the convention of virtually all professional service functions, such as medicine, psychology, and law. This reactive posture is necessary to preserve the Ombudsman's power and influence with various administrative offices as well as the confidence of the administrative officer in the Ombudsman's judgment. In short, it keeps the communication channels open both ways even when dealing with politically hot or socially sticky matters. The second significant characteristic concerns the necessity of the Ombudsman's avoiding involvement in student disciplinary matters. This posture preserves the confidence and security of the student in his dealings with the Ombudsman. Naturally, it is clear that the development of any suggestion of a credibility gap with the Ombudsman would destroy his helping function with the students.

### Functions of the Ombudsman

The Ombudsman cannot right wrongs, see justice done, prevent social decay or reduce man's inhumanity to man (or woman for that matter). Nor can he dispense birth control devices in the interests of the students. He serves by being available to help the student in the best way available, or if no way is available, to invent a means to approach a solution to a problem. If all else fails he can maintain a sympathy for and an empathy with the student and his problem.

The functions are described here in general rather than in particular terms since the position has not been in existence long enough to have determined its outer



limits of influence. This being the case, it seems prudent, if not wise, to suggest rather than to specify the functions or powers of the office. The means available for dealing with the problems brought to the Ombudsman by dissatisfied students center mainly about the use of imagination, creativity, and resolve brought to bear on the root of the problem once it has been analyzed and understood well enough to suggest a course of action. Often, of course, problems seem insurmountable. Frequently more study is needed to appreciate the impact of a problem, in which case the analysis of possibilities is continued. In other cases, inter-office communication is in order either to clarify the case or to implement an attempted solution. And when authorized by the students involved, the Ombudsman may act on their behalf in informal, frequently confidential negotiations with administrative or other agencies within The Lindenwood Colleges community. Briefly, the Ombudsman's tools are understanding, empathy, insight, confidence, persistence, social sensitivity, persuasion and charm, or blarney, applied as the occasion demands.

#### The Ombudsman So Far

To date the role of the Ombudsman has been primarily one of waiting for developments. The Lindenwood Colleges are not so big an organization that very many of the classical Ombudsman-as-red-tape-cutter problems have developed. More frequently the problems have arisen out of a misunderstanding or a gripe. In these cases, the Ombudsman has consulted and negotiated and sometimes communicated confidentially to bring about action on the problems. So far there has been much more talk than action, and actually not a great deal of talk. One of the significant strengths of the Ombudsman at Lindenwood College II is that there are no routine duties except to try to help when asked. The functions and roles of the Ombudsman are being permitted to grow naturally, which is the only way to do it. The principal weakness of the current Ombudsman office is that the faculty member who holds the office also carries a full teaching load, which considerably reduces the time available to devote to Ombudsman tasks and, more importantly, restricts the availability of the Ombudsman to the students. As the Ombudsman's tasks become more numerous, it will be necessary to reduce the teaching load of the person elected to the office in order to optimize his effectiveness.



III. PROFILES OF ACADEMIC DIVISIONS,  
DEPARTMENTS AND RELATED ACADEMIC PROGRAMS

A. Overview

Overview of the Humanities Division

The Humanities Division is composed of seven departments of study: Art, Communication Arts, English, Classics, Modern Languages, Music, and Philosophy and Religion. There are twenty-three full-time instructors and five part-time instructors. Of these, fifteen are tenured. The Humanities Division serves the College administratively by bringing together related departments of study, by defining the divisional major, by providing a means of cooperation between departments. The division serves as a meeting place to determine what courses will be offered as divisional electives and to clear changes in curriculum which departments themselves have developed. The Chairman of the Humanities Division feels that the role of the division needs further clarification.

Overview of the Natural Science and Mathematics Division

The Natural Science and Mathematics Division has five departments of study: Biology, Chemistry, Physics, Physical Education and Mathematics. Of these, only Biology, Chemistry and Mathematics offer areas of concentration. There are fourteen full-time instructors and two part-time instructors. Four of these are tenured. Five members of the division are new this year and all have excellent qualifications. The division serves administratively as a place where the various departments may meet to determine divisional electives and define the nature of the divisional major. The Chairman of the Division feels that a true divisional level of operation has not been realized and that a further study of the nature of the division should be made.

Overview of the Social Sciences Division

The Social Science Division is composed of six departments of study: Economics, Education, History, Political Science, Psychology and Sociology. There are fifteen full-time instructors and five part-time instructors. Five of the instructors are tenured. The division serves administratively to enable the various departments to determine the divisional electives and the nature of the divisional major and to cooperate in relating the various subjects and methods of research for the division. The Chairman of this division also sees the need for some clarification of the role of the division and the divisional chairman, but believes the division to be important in general planning. (While not a department in this division, the Secretarial Institute is closely associated. There is one full-time faculty member who is tenured.)

Summary of Overviews of the Divisions

In summary, the division may be seen as an administrative convenience serving as a base for the idea of a divisional major and serving also for planning and discussion among the departments of study. The division is not as important to the total curriculum of the college as it might be, the department itself being the most important. It serves to some extent to promote interdisciplinary cooperation but in general this activity has taken place between the individual departments more extensively than on the divisional level, a fact which suggests perhaps that the division's role in curriculum planning has not been adequately defined or implemented.



### Overview of the Art Department

The Art Department has four full-time instructors and three part-time instructors. Of the full-time instructors, three are tenured. During the 1969-70 year the instructor in modern dance has been a part-time member of this department, and she will become full-time next year. The department offers two areas of concentration, art history and art studio, the art history leading to the B.A. degree, the art studio leading to the B.S. or B.A. degree. The department has engaged in an innovative program in its basic art course by combining dance with introductory art instruction. The department has also worked in an interdisciplinary way in its cooperation with the English Department in offering the World Art and Literature course. A great deal of importance is given to independent study, in particular off-campus study which has taken place in the last few years in Florence, Mexico, France and Athens. There have been 46 majors in the past five years, 11 of whom went to graduate school. There is a feeling that the undergraduate courses offered are insufficient in number for graduate study and that the department needs instruction in ceramics and should be working toward a B.F.A. degree program. The new art building has provided the department with excellent physical facilities. Students, in responding to a request to criticism, have commented unfavorably concerning library resources, but have been generally favorable toward the instruction and the nature of student involvement, and the opportunity for independent study.

### Overview of the Classics Department

The Classics Department has one full-time instructor who is tenured. The area of concentration is in classical civilization, a program which requires work in other departments as well as in Classics, and it leads to a B.A. degree. The Classics Department serves the college with a divisional elective in Graeco-Roman civilization and a course in classical mythology. Latin may be taken to meet the foreign language requirement for the B.A. degree. The fact that there is only one faculty member weakens the offerings of the department, and it has been necessary for students to take most of their Greek at St. Louis University. In the past five years there have been six majors, two of whom have gone into graduate study. There are good library holdings in classics. Students responded to requests for criticism favorably toward the teaching in general, but they were critical of the extent of course offerings.

### Overview of the Communication Arts Department

The Communication Arts Department has two full-time instructors and three part-time. One of the full-time instructors is tenured. The Communication Arts Department combines emphases in broadcasting, film production, literary editing, theater and speech, and leads to the B.S. or B.A. degree. This is a department which is attempting considerable innovation in media and the use of it and has succeeded in developing a very effective broadcasting program, both for AM and for FM. It has become a very popular department--there are currently twelve majors and twenty-one of the new students who came this fall indicated preference for this area of concentration. The facilities for broadcasting are excellent and in general space and equipment are adequate but will soon need to be increased to meet the growing



demands of the department. Students were generally critical of the size of the staff and the currently limited course offerings, but praised the way in which students are involved in the activities of the department, and the way in which the faculty helped them in their course programming. They especially praised flexibility of the writing and broadcasting programs.

#### Overview of the English Department

The English Department has two full-time instructors and four part-time instructors. Three of the persons associated with the department are tenured. One of the part-time instructors was last year a full-time member of the department and is now Dean of the women's college. Two members of the department hold the Ph.D. degree. The English faculty members have been active in publishing and in their professional affiliations. There have been 106 majors in the past five years, 29 of whom have gone on to graduate school. The English area of concentration leads to the B.A. degree only. The discontinuation of freshman composition made it possible for the English Department staff to be reduced in size, yet still offer a full program in literature. The English Department has been engaged in interdisciplinary studies with the Communication Arts Department and the Art Department. Programs in English are definitely student-oriented and a great deal of time is given to independent study. The library holdings in English are generally good. The department has a Student Advisory Committee which involves students in departmental planning. The students in their criticism were generally quite favorable toward the course offerings and the instruction in the department.

#### Overview of the Modern Language Department

The Modern Language Department has six full-time instructors, three of whom have the doctor's degrees and one of whom is tenured. The department offers courses in French, German, and Spanish. Over the past five years there have been 28 majors, 11 of whom have gone into graduate school. Modern Language concentration leads to the B.A. degree. The department has been in the past few years moving away from purely a service department to a department with subject areas in foreign languages and culture. Members of the language department have been engaged in discussion with member colleges of the four college consortium and are planning some cooperative programs. Students were generally favorable toward the equipment and availability of the language laboratory, although they were critical of some of the tapes in French and Spanish. The turnover of the faculty in Spanish and German has been a handicap, and students have been critical of the difficulty of continuing their work under different instructors. In general, however, the department is one which can be considered strengthened in the past year and which can look forward to a more stable future.

#### Overview of the Music Department

The Music Department has four full-time members and six part-time instructors in applied music. Of the full-time members, three hold the master's degree, one holds the doctorate in musical arts, two members of the department are tenured. During the past five years, 17 students have majored in music, four have gone into graduate school, and 11 are in public school teaching. There are two areas of emphasis



in the Music Department; one in performance and one in music education, both leading either to the B.A. or the B.S. degree. The projection for the department in the years 1970-71 is to have extended instrumental work with a reduction in the full-time instruction and an increase in the part-time instruction. The department has a good supply of musical instruments and the facilities available are more than adequate, although they need some renovation. Students were favorable of the teaching, but were generally critical of the advising and of some of the course structuring. The plan for developing the instrumental work and making ensemble music possible indicates that the Music Department is moving toward a more effective program than it has had in the past.

#### Overview of the Philosophy and Religion Department

The Philosophy and Religion Department has three full-time members, all of whom have the doctorate, and two of whom are tenured. The Chairman is retiring at the end of this year and will be replaced by a person holding a degree in philosophy. The department has had 14 majors in the past five years, five of whom went on to graduate school. In these 14 majors, six emphasized religion, six philosophy, and two an interdisciplinary major called human relations. The faculty is generally active professionally, both in publications and in participation in professional societies. The library resources in philosophy and religion are generally good. There are plans to broaden the curriculum in order that there may be more student contact with other religions and other denominations of the Christian religion. Student response to a request for criticism was highly favorable toward the teaching in this department.

#### Overview of the Economics Department

The Economics Department has two full-time instructors, one of whom holds the Ph.D. degree and is tenured. The concentration in economics can lead either to the B.A. or the B.S. degree. In the past five years there have been relatively few majors--the Chairman believes this is due to the fact that women are not attracted to it. He anticipates that the number of majors will grow, now that men are enrolled in the college. Majors in economics over the years have gone into teaching, into computer programming, into research analysis, into stock accountancy, and into secretarial work, with only a very few going into graduate school.

#### Overview of the Education Department

The Education Department has four full-time instructors, and two part-time. Of the full-time instructors, two hold the Ph.D. degree, and of the part-time instructors, one holds the Ed.D. degree. Two members of the department are tenured, although one of these will be retiring at the end of the year. Over the years some 45 to 50% of graduating classes at Lindenwood have acquired teaching certificates. The college does not offer an area of concentration in secondary education, the concentration being always in a subject area. Students taking secondary education certification, therefore, may earn the B.A. or B.S. degree according to their subject areas. There is a B.S. degree offered, however, in elementary education. The work load of the department has been something of a handicap in developing the program and the chairman has expressed a need for secretarial help at a level much greater than he now has. Students responding to a request for criticism thought that the course offerings were not extensive enough and that more electives were needed.



### Overview of the History Department

The History Department has three full-time instructors, two of whom have the Ph.D. degree, and one whom is tenured. Over the past five years there have been 47 majors. Four out of the eleven students graduating with an area of concentration in history in 1969 are now in graduate school. The area of concentration in history can lead to either the B.A. or the B.S. degree. The Chairman sees a need for expanding the offerings in the department into non-western studies. Students responding to requests for criticism note some weaknesses in the American history offerings, but in general the student response was quite favorable toward the department.

### Overview of the Political Science Department

The Political Science Department has two full-time instructors, both of whom have the Ph.D. degree; one part-time member of the department is President of the College. In the years 1965 through 1969 there has been an increase in students majoring in the subject from one to thirteen. The political science area of concentration leads either to the B.S. or the B.A. degree. Instructors of the department stress the seminar style and point to the importance of close contact with their students. Political science has only been recently made a department which could offer an area of concentration, and as a result library holdings have not been extensive, but they are now improving. The staff of the Political Science Department is professionally active, both in publication and in membership in professional societies. The Chairman sees a need to expand the staff of the department in order to cover the field of political science more adequately.

### Overview of the Psychology Department

The Psychology Department has two full-time instructors, both of whom have the Ph.D. degree, neither of whom is tenured. In the past five years there have been 52 majors; 14 of these have gone to graduate school. The basic courses in psychology are popular among non-majors and classes are generally large. A pyramidal course organization with a wider range of options on the beginning level and more limited range on the advanced level is a feature which the Chairman of the Department feels to be important. The Chairman sees a need for better library holdings and for better research facilities. Students responding to requests for criticism have had some complaints about the teaching and the library holdings, but the response has been mixed with many favorable comments.

### Overview of the Sociology Department

The Sociology Department has two full-time instructors, and one part-time instructor. All of these persons are new to the college this year. The area of concentration in sociology leads to the B.S. or the B.A. degree. In the past five years there have been 13 majors, two of these have gone on to graduate school. There was no area of concentration offered in sociology before the year 1966, and library holdings, consequently, are generally weak. There has also been a heavy turnover in staff in preceding years, so that the offerings of the department this year really represent what the new people have brought to the department, rather than anything carrying on from the past. Students were critical in their comments of the library holdings and some of the things carried in the Bookstore on Sociology and suggested that they would like to see some courses in social work.



### Overview of the Biology Department

The Biology Department has four full-time instructors, three with Ph.D. degrees. Two of the instructors are new this year. A feature of the Biology Department is a nursing program which the college offers in cooperation with Deaconess Hospital. In the past five years there have been 21 majors, three of whom have gone on to graduate study. The area of concentration in biology leads to either the B.A. or the B.S. degree. The chairman sees the need for more equipment and more library resources. He feels the building and space available for his work to be excellent. Students were generally very favorable toward teaching and the facilities, but critical of the insufficient amount of time available in courses, and critical also of the need for a more closely directed program in biology.

### Overview of the Chemistry Department

The Chemistry Department has two full-time instructors, one of whom has the Ph.D. and one of whom is tenured. The area of concentration in chemistry leads either to the B.S. or the B.A. degree. In the past five years there have been six majors, three of whom have gone on to graduate study. The faculty members of the Chemistry Department have been active in research and publication. The Chairman feels that the facilities for chemistry are excellent, but that the offerings of the department are too limited. The reason for the limitation is the smallness of the staff and the fact that the department has not succeeded in attracting very many students. The quality of the students who have been attracted, however, has been quite high and there is an indication that many students avoid chemistry as an area of concentration because of its difficulty.

### Overview of the Mathematics Department

The Mathematics Department has four full-time faculty members, two of whom have a Ph.D. degree and one of whom is tenured. The area of concentration in mathematics leads to the B.S. or the B.A. degree. In the past five years there have been 32 majors, 6 of whom have gone into graduate study. There are several emphases in the department: pre-graduate school preparation, computer science and applied math, elementary and secondary mathematics teaching, and business and actuarial. The Mathematics Department has generally excellent facilities and the three new members of the department have brought considerable diversity of expertise into the mathematics area. There is a Computer Center which is equipped with an IBM 1620 computer which the Director does not consider to be adequate for the needs of the department. He is therefore planning to acquire an 1130 computer. The Director of the Computer Center sees the Center as largely a service to other disciplines and has made a considerable effort to make the utility of the computer understood by people in other departments. In general, students have been favorable in their remarks about the Mathematics Department, although some have objected to the nature of the scheduling of classes and the lack of visual aids and library holdings.



## Overview of the Physical Education Department

The Physical Education Department has four full-time members and one part-time member. Three members of the department are tenured. The area of concentration is in biology with an emphasis on physical education which primarily is meant to train students for public school teaching. The concentration area leads to a B.S. or a B.A. degree. For the past five years there have been 35 majors; 17 of these are in teaching and three have gone on to graduate work. The facilities for physical education are rather limited except for horseback riding and the dance. Students were very favorable toward the teaching, advising and course structure of the department, but critical of the facilities and pointed to the need for a test in measurement course in physical education. At the end of this year the Chairman of the Department will be retiring and a new person will be brought in to take her place.

### Overview of the Child Development Laboratory

The Child Development Laboratory has a staff of a director, a teacher, an adult assistant and two student assistants. The equipment during 1968-69 year was 33 children in the pre-school section of 18 and 15 in the kindergarten, for a total of 48 children. Students from Elementary School are involved in the Child Development Laboratory in several ways. Members of the child psychology class can help objective observations. Students in elementary methods are assigned to work with class size groups and the experimental psychology classes can teach in small groups. All children receive some special education assistance. The children's literature program is especially helpful in storytelling and the opening of reading students are able to engage in reading-related activities. The program has two parts. The first part includes reading arts, dance, painting, drawing, music, free play and the Young Visual Perception Program. The second part includes all of the above and, in addition, the Classical Mathematics Program and the Creative Language Reading Program.



## Overview of Related Academic Programs

### Overview of the Secretarial Institute

The Secretarial Institute has one full-time faculty member and one part-time instructor. The full-time faculty member has tenure. The purpose of the department is to provide students with the basic skills for secretarial work and offers a certificate in secretarial studies in conjunction with areas of concentration in any one of the divisions of the college. The department is well-equipped with typewriters and other machines necessary for the field of secretarial studies. Since the Secretarial Institute is not associated with any other division or department, at least directly, the Director feels that the Institute is weakened in what it can do for students. She hopes to move the Institute toward a full-departmental level by renaming it the Department of Business, and have this area of concentration added to the Social Science Division, leading either to the B.S. or B.A. degree.

### Overview of the Child Development Laboratory

The Child Development Laboratory has a staff of a director, a teacher, an adult assistant and two student assistants. The enrollment during 1968-69 year was 33 children in the pre-school portion of it and 25 in the kindergarten, or a total of 58 children. Students from Lindenwood College are involved in the Child Development Laboratory in several ways. Members of the child psychology class can make objective observation. Students in elementary methods are enabled to teach small class size groups and the experimental psychology classes can teach in small groups; so also can creative dance physical education students. The children's literature group has an opportunity to do storytelling and the teaching of reading students are able to engage in reading-readiness activities. The program has two parts. The pre-school part includes creative arts, dance, painting, drawing, music, free play and the Frostig Visual Perception Program. The kindergarten part includes all of the above and, in addition, the Cleveland Mathematics Program and the Sullivan Associates Reading Program.



## B. Profile of the Divisions

### Profile of the Humanities Division

#### Staff

- Art: Four full-time, three part-time members; one Ph.D. degree, four terminal Masters' degrees
- Classics: One full-time person, Ph.D. degree
- Communication Arts: Two full-time, one part-time member; all with Masters' degrees
- English: Three full-time, two part-time members; two Ph.D. degrees, one part-time, one full-time; four Masters' degrees
- Modern Languages: Six full-time members; three Ph.D.'s, three Masters'
- Music: Four members full-time; one Ph.D., three Masters' degrees in performing arts
- Philosophy and Religion: Three full-time members, all with theological seminary degrees in addition to Ph.D.'s.

It is not possible at this time (December 8) to say how many will join the staff in the above departments for 1970-71. The Chairman of the Department of Philosophy and Religion is to retire in June and his replacement is to be an instructor in Philosophy.

#### Divisional Objectives

The various departments provide the areas of concentration within the Humanities major, and offer courses useful to students in other areas of concentration. Proposed new courses come before the Division, which is especially concerned with exploratory divisional electives, the supplementation of the student's program in an area of concentration so that it becomes a Humanities major, and the correlation of course offerings in the Division and the total curriculum. The number of interdisciplinary courses is increasing. Much remains to be done in clarifying the roles of the Division and of the Chairman of the Division, in our institutional planning and procedures.

#### Divisional Strengths and Weaknesses

The staff members in the various departments are competent, and there are new developments in Art, Communication Arts, and Modern Languages. The Modern Language Department (with Latin as one of the options) enjoys the only departmental all-college requirement, since all candidates for the B.A. degree take language. It has developed a new sense of direction, and strengthened both its staff and its offerings, in the past two years.

This Division has had to make extensive readjustments as student enrollment in Lindenwood I declined, a new curriculum with few specific requirements developed, and staff participation in the Lindenwood Common and the Senior Synthesis courses reduced departmental offerings. The Music Department, which gave up its N.A.S.M. membership in order to fit within the B.A. program, shows the most evident reductions in staff and student enrollments. The English Department which no longer



has the traditional four-course requirement, is in the process of adjustment to the changing curriculum and student body. The Classics Department is at present limited to one staff member. Philosophy and Religion, which under the earlier general education requirements made extensive use of part-time instructors, now has only 1½ persons for each field, whereas college policy calls for two instructors or more. In this process of change, some of the departments, such as Art and Music, for the present do not have the balance of staff members which would be ideal for the new situation. The additions to the faculty have been largely in the other two divisions--and these were clearly needed. As enrollments increase the staff in the Division of the Humanities will be increased and imbalances rectified. Both tenure and budget affect the rates of change in these matters.

It is important to note that new buildings for instruction in the arts and the sciences have given the Division of the Humanities much more adequate instructional facilities and office space, and that library collections and equipment are being expanded. The Division is well equipped, particularly in the more traditional areas of the curriculum. The Communication Arts Department is being equipped for its varied tasks.

#### Instructional Objectives

1. To provide a broad general education for all students.
2. To provide a liberal education for the students who are preparing for professional careers.
3. To provide a broad general education for the students who are preparing for the professions of law, medicine, and engineering.
4. To provide a broad general education for the students who are preparing for the professions of business, education, and social work.
5. To provide a broad general education for the students who are preparing for the professions of agriculture, forestry, and home economics.
6. To provide a broad general education for the students who are preparing for the professions of nursing, dentistry, and pharmacy.
7. To provide a broad general education for the students who are preparing for the professions of architecture, landscape architecture, and interior design.
8. To provide a broad general education for the students who are preparing for the professions of journalism, public relations, and advertising.
9. To provide a broad general education for the students who are preparing for the professions of public administration, social work, and community development.
10. To provide a broad general education for the students who are preparing for the professions of international relations, foreign service, and diplomatic corps.



## Profile of the Social Science Division

Staff

The Social Science Division is composed of six departments: Economics, Education, History, Political Science, Psychology, and Sociology. In Economics, there are two full-time instructors, one of whom is tenured and holds the Ph.D. In Education, there are four full-time instructors, although one of these has a reduced load this year and appears as a part-time instructor in the college faculty listing. Among the full-time staff, two have the Ph.D. and two are tenured. In History, there are three full-time instructors with two holding the Ph.D. and one tenured. In Political Science there are two full-time instructors with the Ph.D., one of whom is eligible for tenure this year. The President of the College serves as a part-time member of this department. In Psychology there are two full-time instructors both holding the Ph.D. but neither of them tenured. In Sociology there are two full-time instructors, one of whom is a doctoral candidate. No one is tenured in Sociology.

Divisional Objectives

1. To coordinate departmental offerings as well as provide for a wide choice of courses in the social sciences.
2. To encourage instruction focusing on the interrelationships between the various social sciences.
3. To provide courses which give insights into the nature of culture and the variation of individual and group behavior.
4. To instruct students in the methods of research.
5. To foster the application of relevant scientific principles among the social sciences to life's problems.
6. To provide courses which focus directly upon current problems of society.
7. To explore the relation of the social sciences to the humanities and natural sciences.
8. To give the student a sense of personal, civic and social responsibility.
9. To implement the general objectives of The Lindenwood Colleges.



### Divisional Strengths and Weaknesses

The Division functions with a great degree of freedom but with a certain degree of cohesion at the same time. The main function of the chairman is to convene meetings and to try to secure a large degree of cooperation on vital issues affecting both the college and the departments.

The strengths of the Division lie not only in the range of freedom within which each department operates, but also the considerable amount of agreement among the members of the Division as to its goals. Perhaps the spirit of cooperation among the members of the Division is greatest of any among the three Divisions in the Lindenwood Colleges. The Division also offers certain Divisional courses that are interdepartmental in nature and some others are under consideration. Most of the instructors have a reasonable amount of instructional facilities. The Social Science Division has more students per instructor than any other Division.

Plans for Improvement. For the years to come, upon increased enrollment and satisfactory financial position, all departments are in need of increased instructional aid to provide for a sufficiently wide area of instruction. At the present time, sociology and psychology are in need of the most help as some classes are rather large. Sociology has been handicapped by excessive turnover in the department's instructors.

A second need involves studies that focus on non-western culture such as African studies, Asian studies, and Latin-American culture.

A third need is more divisional type courses.

The Lindenwood Common Course provides an opportunity for reaching our interdisciplinary goals and also for increasing our instructional staff within departments.



## Profile of the Natural Science/Mathematics Division

### Staff

The Division of Natural Sciences and Mathematics includes the departments of biology, chemistry, physics, and physical education plus the Center for the Undergraduate Study of Mathematics. The division contains 14 1/3 full-time equivalent faculty members of which 6 1/3 possess a Ph.D. degree. (If one considers only the disciplines of biology, chemistry, mathematics and physics, there are 10 1/3 full-time equivalents and 6 1/3 Ph.D's.)

There are five faculty members who are new this year at Lindenwood. Such a substantial change in the division membership last year was unexpected but the replacements have excellent qualifications and have enriched the division. Of the 14 1/3 faculty members 5 have tenure.

### Divisional Goals, Strengths and Weaknesses

It has been the goal of the divisional chairman to encourage intra-divisional cooperation and interdepartmental courses. This is in keeping with the goal of the college in creating divisional majors with areas of concentration at the departmental level. It is also in keeping with the reality of today's science which sees no departmental boundaries. The division has achieved limited success in establishing interdepartmental or divisional courses. There are at present only three divisional courses. The division has been successful in its cooperation with the Lindenwood Common Course. However one must remember that even the most broadly trained generalist in the scientific community has, and has to have, a specialty. Our training and our loyalties are directed to a single discipline, and it is extremely difficult to subjugate these feelings toward our discipline. It appears that our school is not ready yet for a divisional level of operation.



### C. Profile of Departments

#### Profile of the Art Department

##### Staff

For the academic year 1969-70 there are four full-time faculty members (three tenured, one not tenured), and three part-time faculty. One part-time faculty is a visiting artist for the January term, one shares a joint appointment in the Physical Education Department and Art Department, and the third teacher a 2/3 load. Three of the full-time faculty have a terminal degree (one Ph.D. and two M.F.A.). One of the part-time faculty has a terminal degree (M.F.A.).

For the 1970-71 academic year the four full faculty members will be retained and one visiting professor will be employed for the January term and there will be two additional members which will result in the following staff profile:

- Art History - two faculty - (one with terminal degree)
- Studio - four faculty - (three with terminal M.F.A. degree)
- one faculty for January term (photographer)

##### Departmental Objectives

The art curriculum is developed with specific reference to the ten program goals stated on page 4 of our catalog, and the following specific examples will refer to each of the ten goals in order of their publication in the catalog.

1. Early Introduction to Issues and Ideas. The two areas of concentration, Studio Art and History of Art, offered in the Department resulted from the idea that the development of creativity through studio experiences and the development of an awareness of the relationship of contemporary art to the art of the past would affect the quality of life of the student at the present time and for generations ahead. In the freshman year the student may elect Basic Art, which combines elementary problems in designed body movement with elementary problems in graphic design and composition, and World Art and Literature which furnishes a chronological development of carefully selected examples of visual art and literature from prehistoric times through contemporary.
2. Contrast in Learning Methods. In the Basic Art course a student begins to work with total freedom from any imposed method or interpretation. The experience alone of free movement and free expression through graphic problems is the only goal of the first part of the course. After this total and free involvement in a creative environment the student is directed toward more structured problems where the selection of media, the development of professional approach, the responsibilities toward a finished product and a critical attitude and vocabulary evolve. The Department feels that this experience defines the meaning of Basic Art.

In World Art and Literature the student is exposed to two teaching-learning situations. One is the straight lecture method where all sections of the course meet for lectures by the experts in various areas of art and literature. The second is the experience of small sections meeting with a professor



for in depth explication of art and literature. Assigned papers on topics of both art and literature stress the importance of accuracy of form and content in correct writing.

3. Independent Study. Independent study projects are a part of the requirement of all art courses. In studio courses the class meets with the instructor for only a part of the scheduled time and the remainder of the time is spent in independent work. Independent work in art history, on campus and off campus, is achieved through research papers, art exhibits, field trips, and lectures.
4. Seminar Emphasis. The seminar method of learning is combined with the traditional lecture or studio teaching method in every course. In history art classes the students present critical papers and in studio courses each student is involved with criticism of student work with their peers and faculty members. The open studio course offers an excellent opportunity for the upperclass student to design a course to fit his specific needs and further allows this student access to the entire studio faculty and studio areas.
5. Student Involvement. The Art Department has a Student Advisory Committee of eight students who meet with the faculty at all departmental meetings and have equal voice and equal vote. This Committee deals only in the academic area.
6. Teacher Training. A student who wishes to teach must complete an area of concentration in art. Our curriculum is designed so that these students may achieve this area of concentration by a spread between all of the studio disciplines and also may take courses in the history of art which would prepare them for effective teaching. Specific method courses are not emphasized.
7. Off-Campus Opportunities. The Art Department has offered the following January courses for off-campus study:
  - January 1968 - 1. A seminar in Florence, Italy in early Renaissance Art and Literature.
  - 2. Pre-Columbian Art and studio art in Mexico.
  - January 1969 - 1. Medieval Art Seminar in France and Northern Italy.
  - 2. Regional architecture in Missouri.
  - January 1970 - 1. Classical Art and Literature in Athens, Greece.
  - January 1971 - 1. Baroque Art in Rome and Bavaria.
  - 2. Early Renaissance Art and Literature in Florence.
  - 3. Pre-Columbian Art and studio art in Mexico
8. Interdisciplinary Studies. At the present time only the freshmen courses are cross-disciplinary in nature. Proposals will be submitted by the Art Department to extend these cross-disciplinary courses for the upper division. Examples: combination of comparative religion and Oriental art; combination of Greco-Roman civilization and Greco-Roman art; combination of American art and American literature.
9. Graduate School Preparation. The Department has had 46 majors graduate in the past five years. Eleven of these went to graduate school and report that the preparation at Lindenwood was excellent, but limited in terms of total number of undergraduate hours in art which they entered graduate school with. In most cases an extra year of graduate study was necessary to make up undergraduate deficiencies.



10. Student Self-Evaluation. Self-evaluation is a requisite for creative work and this leads to a clearer appreciation of the individual's value system and talents in relationship to decisions which will be made in future years.

#### Departmental Strengths and Weaknesses

1. The breadth and depth of departmental courses in studio work will be adequate for both the B.A. and B.S. degree when ceramics is added to the 1970-71 curriculum. In art history the program is adequate in breadth for the A.B. degree, but more in depth courses are needed for the student who goes into graduate school in History of Art. The two courses (Basic Art and World Art and Literature) are all serving the divisional program well. Courses need to be developed which would be Humanities Divisional major courses and would include art history where pertinent to upperclass study of the humanities. A B.F.A. program should be worked out as soon as possible, to provide a greater concentration in art for the candidate for the terminal M.F.A. degree. An advanced course in modern dance will be taught in 1970-71 which will strengthen the dance area of the Department.
2. The student advisory plan functions well in regard to course planning at scheduled registration periods. Academic advising during the academic terms is as adequate as possible in a situation where each faculty advisor is a full-time teacher. Graduate school advising is concentrated in the senior year, and some method should be found where the potential graduate school student is identified and advised from the freshman year on.
3. The studio faculty is very productive and exhibit in both regional and national shows, with frequent awards being received. Both art historians have studied in Europe several times in the past five years. Two sabbatical leaves have been granted in the past five years.
4. At the present time the Department has developed cooperative programs with other colleges only for the January term. No plans are in process for extending cooperative programs.
5. The new art building is in the process of receiving equipment which will be adequate for a developing program in art for the next ten years. There are excellent physical facilities in all areas.
6. The art library holdings are approximately 90% in the area of art history and criticism and 10% in technique.
7. The Department has very adequate student assistant help, but is in need of a full-time secretary.

#### Student Criticism

A questionnaire was given to all the art classes (not the interdisciplinary course of World Art and Literature) and 59 responded. These were unsigned; a good class spread--an equal number of freshmen and sophomores, and an equal number of junior-senior responses--a few from specials and the continuing education students.



The respondents were also fairly equally divided between those taking art as an elective and those who were art majors or potential art majors.

Only six out of the 54 returns were basically negative, and their criticisms were refuted by the majority of replies. For one who said that the advising was poor, nine would comment on the personal interest and concern shown the students. Everyone recognized the excellent facilities now available in the new art building. Most felt that there was variety in the offerings, enthusiasm from the professors, and a real opportunity for independent and creative work. The most consistent criticism was leveled at the library resources; not that they were inadequate but that they were poorly organized. This may be, however, because the library is still in a transition period because of its expanded facility.

Summary of student response:

1. General adequacy of teaching in the Department, without reference to excellence or the lack of it regarding individuals: ranged from "adequate" to "excellent". Spoke of personal attention and concern--good open liberal discussions--informal atmosphere and learning experience--one of the best teaching departments--sensitive to individual needs--allows students to take part in the teaching and learning experience, attention to the individual because of the smallness of the College, faculty show great enthusiasm.
2. Adequacy of departmental offerings (number, frequency, distribution of upper and lower division courses) to what students see as providing for their needs and objectives (graduate school, teaching, aesthetic values, etc.): again--adequate to very good. Like idea of "open studio"--would like more distinction between upper and lower divisions. Suggestions: more art history courses, more dance courses, larger collection of originals, two-dimensional design courses, survey course, more varied offering in slides, architectural design.
3. Adequacy of the academic advising system; course planning, graduate school advising: adequate to very good. Some said--could be improved, should show more of an interest, course planning poor, had to do it by themselves, faculty ready and willing, show personal concern.
4. Adequacy and availability of departmental equipment and facilities: adequate to excellent. Requests ranged from batik, silk screening, photography, ceramics, textile weaving. Like the way building is open at night.
5. Adequacy and availability of departmental library resources (also including any library problems students experience): very good--but scattered, utter chaos, inadequate for Oriental art, poorly organized, hard to locate.
6. Additional comments: Need more art films. Don't like dance part. Non-majors together, not competing with potential art majors. One art course at night. Like the independence one has. More interdepartmental offerings with art. Like way students are involved in activities.



## Profile of the Classics Department

### Staff

The Classics Department has one full-time member of professorial rank with a Ph.D. and tenure. There seems no likelihood that the staff will be increased next year.

### Departmental Objectives

1. The basic goal of the department is to emphasize the value of the Classics in the world of today. The Greek and Latin languages are viewed as tools by means of which the student gains an understanding of the Greeks and Romans and therefore of their problems and achievements which so greatly influenced our own culture.
2. The immediate objective, primarily related to the discipline of the Classics is to prepare students either for graduate work in Latin and Greek or for teaching Latin in high school or elementary school. The B.A. is offered.

The department offers in Latin a variety of courses sufficient to give the student a general knowledge of all areas of Latin literature and of the chief values and accomplishments of the Roman civilization. These courses can supply the language requirement for a major in Classics. (A major is required to take several relevant background courses in other departments, as well.)

The department has felt that it should be of some value to other departments in the College, both in broadening the student's liberal education, and, on occasion, in offering aid to majors in other departments. It therefore offers a full-year course in Graeco-Roman Civilization, which is one of the divisional electives. It also offers Classical Mythology in the January short term every other year. A new course called Ethical Concepts in Ancient and Modern Tragedy will alternate with Mythology in the January terms. A course in Scientific Terminology from Greek and Latin has been in the departmental curriculum for many years and seemed to be very helpful to science, psychology, and physical education students. It has not been offered recently because of the lack of staff.

### Departmental Strengths and Weaknesses

Course Offerings. The chief weakness is the fact that there is only one staff member. This means that the major in Classics does not have the advantage of different view-points which would be represented by several instructors. It also means that we cannot offer certain much needed courses, such as Greek and Classical Archaeology.

From 1965 to 1970 there has been one full-time staff member. In addition there was a part-time member in the second semester of 1966-67, and a second full-time member in 1967-68. In the second half of 1968-69, when the permanent member was away on sabbatical leave, a part-time person was hired to replace her. In 1969-70 there is again only the one full-time staff member.



At present Classics majors go to St. Louis University for work in Greek, since under the new program, and with only one teacher in the department, Greek can no longer be offered here. The students are not happy with this situation as driving to and from St. Louis takes so much time that it is difficult to work in all their required courses. There is now some discussion of cooperative programs in Classics with Maryville and Fontbonne Colleges, but nothing definite has yet been planned.

Students. Graduating Classics majors: one in 1965; none in 1966; two in 1967; two in 1968; one in 1969. At present there are five majors in the department (two sophomores, two juniors, and one senior).

Follow-up information on student majors: The major who graduated in 1965 is married and has two children, but does substitute teaching. One graduate of 1967 is a caseworker; the other has taught Latin, but is now doing graduate work in Classics at the University of Missouri. One major in 1968 is teaching Latin; one is doing graduate work in Classics at John Carroll University; the major of 1969 is working in Germany.

The department helps all major students plan well-balanced programs and tries to see that seniors are aware of opportunities for graduate work and graduate scholarships.

Faculty Productivity. Some fifteen articles published, a book completed but not published, some research for another book. Sabbatical leave beginning at Christmas of 1968 and lasting the rest of the school year. Summers of 1954 and 1963 spent in Europe. January to April 1969 spent in Greece. There is very little time during the school year for research and writing because of the large number of meetings of various kinds in addition to regular teaching duties.

Resources. There is one student assistant who works six hours per week. Physical facilities include one small, but adequate office with air conditioner owned by the staff member; one small classroom large enough only for the language classes; no telephone. Equipment is adequate, consisting of a number of slides and tapes, a tape recorder, and the opportunity of getting a record player and projectors from the audio-visual department. Library resources: 725 circulating books, 45 reference books, and 10 periodicals. There is much variety, such as: Latin and Greek authors in the original and in translation; Greek and Roman history; private life of the Greeks and Romans; archaeology; literary criticism; philosophy; and art. The library functions well and the librarians are very helpful.

#### Projection for the Future

The only way in which the weaknesses of the department can be fully corrected and strengths maintained is the addition of another staff member to teach the additional courses needed.

#### Student Criticism

(Based on responses of four major students in the department.)

1. Teaching good but staff too small. Does not allow student experience with different viewpoints.







## Profile of the Communication Arts Department

### Staff

Two full-time faculty members, one visiting "adjunct" professor and two faculty members shared by the English Department staff the department. It is planned to add two full-time members to the staff next year. The staff will include one tenured member. One will have the terminal degree and will assume the chairmanship.

### Departmental Objectives

The Department of Communication Arts evolved from the Department of Speech-Theatre at the time Lindenwood's new curriculum was initiated. It was conceived as an area of strong potential for inter-departmental and inter-divisional functions, as well as one in which an area of concentration in broadcasting, film, literary editing, creative writing, and theatre might emerge. The department moves vertically into areas of Communication Arts and horizontally into the college curriculum. Emphasis is placed upon the media and their potential for "telling the story" in whatever area of the liberal arts it may lie.

The department offers both the B.S. and B.A. degrees. In addition to courses in broadcasting, film, literary editing, creative writing, and theatre, the department sponsors the IBIS, the campus newspaper, and radio stations KCLC-AM-FM serving the campus and the St. Charles community. KCLC-AM, a carrier current station, acts as a "feeder" for the FM station, preparing talent to assume the larger responsibility of the FM operation.

### Departmental Strengths and Weaknesses

Proximity to St. Louis provides the department with the opportunity to bring professionals to the campus to assist in the areas of their specializations.

In the past three years, the department has displayed surprising vigor. Enrollment has grown steadily as have the numbers of students electing communication arts as an area of concentration. From the standpoint of numbers, it is now one of the top three departments in the college. The administration has supported the new program with generous budgets for the IBIS, with renovation of the radio station's studios, purchase of a limited amount of professional quality motion picture equipment, and with the help of a participating grant, has begun the installation of a closed-circuit television system to be used by all the departments of the two colleges, as well as by the Department of Communication Arts.

The department has been successful in securing a grant of approximately \$25,000 which will establish a Media Center for Black Studies at Lindenwood College, to be shared by the Seven College Consortium, of which Lindenwood is a member. The department is also represented on the Committee for the Study of Multi-media, a special study group within the Four College Consortium in the St. Louis area.



### Projections for the Future

If the department is to realize its potential, it will require a substantial budget for many years. Growth in interest in all areas of the department requires a substantial investment in film, tapes, and books, as well as hardware. New or greatly improved theatre facilities must receive high priority. In the near future, the department should be housed in a single area.

Additional courses will be required in the film. It is not the present intention of the department to proliferate courses, but to delete some and reorganize others in the light of present emphases. Two speech courses, fundamentals and oral interpretation, probably should be restored as a service to the college and the Department of Education and to provide students in broadcasting, film, and theatre with improved skills. Also, the curriculum must be strengthened by the addition of upper level courses, and we shall be developing a senior synthesis course for students concentrating in the Communication Arts.

The curriculum should be modified to achieve greater cohesiveness. Courses to accomplish this end are under discussion. The discovery of relationships with other disciplines that may lead to courses crossing departmental and divisional lines is being explored.

Because of the nature and relevancy of the Communication Arts, the department has the potential for developing mutually beneficial community relationships. Workshops for high school students and adults are a natural function of the department. This could lead to a year-round program.

The department must, at all costs, continue to review its role within the liberal arts.

### Student Criticism

"Over the past five years, there has been a vast increase in student interest and participation in the Communication Arts field. The Lindenwood administration has responded in a number of ways, but, most importantly, has been the transition of emphasis from traditional areas of speech (i.e., public speaking, speech therapy, oral interpretation, etc.) to the more up-dated study of media communication, such as radio, television, motion pictures, and their related skills.

While the growth in this field has been widely publicized, the actual number of instructors has not been increased to keep pace with the accelerated student interest. Three of the professors are part-time, one of the full-time professors is qualified to teach only legitimate theatre, and the other full-time professor is over-burdened with the responsibilities of being the department head. The quality of instruction from these individuals in their particular courses is high; but they are hampered by commitments to other departments.

With a limited staff, must come a limited course offering. The technical nature of the communication arts requires instruction by experts in rather non-academic areas such as film editing, technical writing, or television production. Any professional experience the teacher may have in his background often is the difference between a relatively unexciting course in theory and a genuinely instructive course



in practice. The Lindenwood Colleges offer an adequate number of the former, and, through apprenticeship programs and guest lectures often provide the latter; but as to listed, catalogued courses, the Communication Arts Department would benefit greatly from a larger faculty and course offerings in the related area of applied techniques in communication.

As to the question of academic advising: as with all departments at this college, the value of the academic advising to the student is wholly dependent upon the individual counselor's knowledge of the Lindenwood faculty and course requirements. I have personally been officially listed as the counselee of four different communication arts instructors; two of these were simply too new to our institution to be of more than nominal help, the other two were of great assistance, not only in course selection, but also career planning and graduate school consideration. At no time have I felt "under-advised," since individual counseling is always available through the Registrar's office, as well as from the assigned faculty member.

Referring again to the technical nature of communication arts, the need for experienced instructors can only be exceeded by the need for departmental facilities and equipment. This is one area where the administration has made serious efforts to meet the demands of increased student interest over the past five years. Through a series of budget increases and private donations, the administration has provided a multitude of modern and expensive facilities which were not available a few years ago. This is not to say, however, that department needs have been met to either student or faculty satisfaction; I doubt if that situation exists on any campus. It is to say, though, that if facility expansion continues at its present rate, the Communication Arts Department will, in the near future, provide all the basic facilities any undergraduate could reasonably expect to find at a non-state-supported school of Lindenwood's size. (Needless to say, growth facilities must go hand-in-hand with faculty development and wider variety of course offering. Also, the undergraduate has many responsibilities in fields other than his major; consequently, if a glittering array of communications facilities would be available, it is questionable if the undergraduate would have enough time to fully utilize them.)

The rapid technical advancement, the lack of absolute procedure in the profession, and the "current events" aspects of communication arts are all contributors to the generally skimpy number of textbooks in the field. With this in mind, the supply of reference materials and related texts at the Lindenwood library is at least adequate, and with the addition of those books owned either by the department or by individual instructors, a Lindenwood communication arts student has a good deal of reference material available. The check-out policy of our library is reasonable and in line with those of most libraries I have encountered; the professors are extremely helpful in the loan of texts to students, and are often referring students to articles of relevance in various professional and trade periodicals.

To conclude, it is my opinion that the Communication Arts Department student must, when considering various institutions, weigh the available facilities against the opportunity for involvement in department activities. While Lindenwood may not as yet have all the desired equipment, it does give any interested student the chance to acquire skills which can only be learned through actual practice, and does so in such a manner as to challenge the student with competition from fellow undergraduates, but no dominance from upper classmen or graduate students. This quality, plus Lindenwood's excellent apprenticeship program, gives the Communication Arts Department its finest attributes.<sup>11</sup>



"The writing program at Lindenwood, while being progressive in many respects, is still incomplete in aiding the student of literature to prepare for a career as a professional writer.

The two courses, Creative Writing and Writers' Roundtable, are adequate. Since they do not overlap, they provide a two-fold approach to writing. The student benefits from the change of perspective. The instructor himself enjoys a degree of competence in both poetry and prose, and he is able to give the student not only academic guidance, but also the benefit of his own personal experience in creative writing.

The writing program is also sufficiently funded, enough so to provide the literary magazine, the GRIFFIN, the means to publish, not only their own anthology, but also the independent works of students of outstanding achievement. In addition, the writing instructor can bring to the campus at least one nationally known writer or poet during the year. During the January term, students of writing are able to travel off campus to literary agencies and publishing houses for even more relevant experiences.

Writers cannot write in a vacuum, however. The essential element of writing is exposure, and for this the Lindenwood literary magazine is not sufficient. A printing press for the writing program would be a step in the right direction. The students could benefit more intensely if they were able to participate in the production of a real commercial magazine. A magazine competing in the national fiction market would soon reveal the strengths and weaknesses of its student contributors. In this way they would learn more effectively the techniques and mechanics which insure success to the truly professional writer.

For the future it would be advisable to hire another instructor in creative writing, thereby increasing the types of writing courses offered and the different experiences possible in editing a literary magazine.

But in conclusion it should be pointed out that for all its strengths and weaknesses, successes and inadequacies, the writing program remains essentially that flexible course which allows the student to make of it what he will, to work at his own level, and to take from it all that he is ready to digest. The class embraces both the serious student of literature, who works personally with the instructors, and the less serious students who enjoy the opportunity for exhibiting their intensely personal experiences, postures, and affectations."



## Profile of the English Department

### Staff

The English Department has the following faculty:

- 2 full-time - one is a professor with Ph.D., the other an associate professor
  - 2 2/3 time - one is an assistant professor, the other an instructor
  - 2 1/3 time - one is a professor with Ph.D., the other an instructor
  - 1 full-time - associate professor with Ph.D. to be added in 1970.
- 7 members in department (equivalent of 5 full-time)

The balance between full-time and part-time staff reflects the department's involvement in interdisciplinary teaching. Thus, all of the staff is involved full time at Lindenwood. The added full-time member next year is to help maintain the balance between disciplinary and interdisciplinary studies.

### Departmental Objectives

1. To involve students, especially freshmen, in ideas and issues pertinent to the problems of the final third of the twentieth century; to cause them to see that literary art, even that of the past, as it probes beneath the world of appearances and presents its themes, deals with "where it's at" today.
2. To emphasize skills in perception and communication in such a way that the student wants to, and can, think and study independently and present his work through a variety of media, not the least of which is living itself, at Lindenwood and in the wider world.
3. To foster growth in the students as members of society and as individuals:
  - a. by providing opportunity for interdisciplinary study, not only in the humanities, but throughout the curriculum
  - b. and by emphasizing the importance of the student's personal future by helping him choose and prepare for a vocation, profession, or career as an artist.

The English Department believes that a knowledge of other languages is important to the breadth as well as the depth of its program. Other languages are used in our courses as they apply and according to students' capacities. They are also most valuable as we communicate with other students and teachers and relate to other people in our interim term courses abroad. Consequently, we offer only the B.A. degree.

### Departmental Strengths and Weaknesses

Program. Each department member makes a unique contribution to the total English program. There is little overlapping of specialized subject matter areas or methodologies. The department is interested in developing new, especially interdisciplinary, courses and has been successful to a point. We have been able to



relate to and develop courses with, the Art and Communication Arts Departments, but we have not yet achieved the intellectual rapport to do this with the History, Philosophy, Music, Classics, and Modern Languages Departments. Graduate school admission requirements also tend to keep us more narrow than we would like to be in our offering of the traditional period and major writer courses.

In recent years we have had to discontinue our interdisciplinary studies seminar because of lack of staff, but we hope to discover a way to get them started again on an even larger scale. We have a comparatively large number of students doing independent and honors study with individual faculty members. In addition, our program is especially student oriented, since department meetings involve not only the English faculty but a six member student advisory committee (two seniors, two juniors, one sophomore, one freshman) which has both voice and vote in most matters.

All department members have advisees and are involved in aiding students in course planning. Special advising on graduate school, fellowships, scholarships, is done by all members of the department but particularly by the chairman. Our advising program could be much improved and expanded if we had a department secretary.

Students. The following is a list of the number of majors by class:

1965 - 14	1968 - 34
1966 - 13	1969 - 31
1967 - 22	1970 - 18

The sharp decline in 1970 is due in part to new admission standards in the school year 1966-67 and to a special concern on the part of the administration that year and after, as it influenced students, particularly the incoming freshmen, for social studies.

Follow-up on occupational activities of majors by class:

1965 - 5 graduate school	1967 - 6 graduate school
6 teaching	3 teaching
2 librarians	4 publishing
3 social work	1 social work
1966 - 5 graduate school	1968 - 14 graduate school
5 teaching	11 teaching
2 publishing	4 publishing
2 social work	1 librarian
	2 social work
	1969 - 9 graduate school
	11 teaching
	1 publishing
	2 social work
	2 radio and television

Some categories overlap; for example, graduate school and teaching. Other categories are not listed; for example, secretaries and housewives.



Faculty Productivity. There has been considerable turnover in department faculty in the past five years. Two members have remained full-time throughout. Even with changes and sharing, except for one year, we have had consistently the equivalent of five full-time teachers. Two members are on tenure, with possibly another next year. All members are growing professionally, and mostly for the sake of their teaching. One member had a sabbatical; two have taken summer work in cross disciplinary areas; several attend professional meetings regularly; another has studied abroad. Three members have published. Still there is not enough time for professional growth because of the heavy teaching load, the equivalent of twelve hours, for each member.

Resources. Equipment, particularly recorders, projectors and cameras, has become an important need because of the interest in multi-media communication on the part of both faculty and students. We await the new media center.

The library has improved greatly in all areas of its English holdings over the past five years. We are still weak in minor primary source materials and in periodical literature before 1967. We hope to make this up with microfilm. The weakest area is in total library reference works. This must be improved if we are to continue our interdisciplinary interests.

Physical facilities are inadequate. Although each department member has a private office, we are so clustered together that often the noise and traffic make thoughtful concentration impossible. The student assistant system is also inadequate. The department needs a large main office and a full-time secretary. In fact a good, full-time secretary to coordinate and facilitate faculty efforts in the student advising program, and to relieve faculty of busy work, could be a happier addition to the department than another instructor.

#### Student Criticism

Student opinion, that of the English Department Student Advisory Committee, is reflected implicitly at appropriate places in this report. Individual student viewpoints, particularly on the quality of teaching in the department, seemed much too gracious to be useful.



## Profile of the Modern Language Department

### Staff

The staff of the Modern Language Department includes:

Professor Luis A. Gálvez	Ph.D.	Spanish
Professor Thomas W. Doherty (On Tenure)	D.M.L.	French
Assistant Professor Klaus Gradinger	German degree	German and French
Assistant Professor Rudolph Hirschmann	Ph.D.	German
Instructor Lucy Morros	M.A.	French
Instructor Anthony Perrone	M.A.	Spanish

### Departmental Objectives

Preamble. The Department of Modern Languages understands clearly that it is directly dependent for its growth and well-being upon that of Lindenwood as a whole. For this reason it is deeply committed to Institutional as well as Departmental objectives. Both of these, we believe, are well served by shedding the image of service department, which teaches primarily required courses, and by assuming a vital identity as a department in its own right, with its own values complementing those of the institution.

General Objectives. The overall objective of foreign language study is the extension of one's cultural and intellectual boundaries. In this country, especially, where cultural isolation is a natural consequence of geographic isolation, the vigorous study of at least one foreign language and culture is essential to a truly liberal education. Confronting a new system of self-expression and of cultural values inevitably stretches the mind, enhances its resilience and enlarges one's conception of the human potential.

Specific Objectives. The lower-division courses (1st and 2nd year) are designed primarily to develop the skills necessary to pursue individual interests in the foreign language, and secondarily to introduce the student to the cultural significance of the countries where the language is spoken. The upper-division courses build upon this foundation, stressing the literary and intellectual contributions of these countries to the modern world.

### Departmental Strengths and Weaknesses

Faculty. An important strength of the Department lies in its faculty which consists of two specialists for each language offered (French, German, and Spanish). Three of these six members are native speakers, and the others have had extensive native-country experience. While their teaching credentials are excellent, however, the fact that most of them are newcomers to Lindenwood has heretofore hampered the development of a strong departmental identity.



Lower Division: Although the courses offered on this level are more than adequate, it must be mentioned that Lindenwood's academic calendar (the 4-1-4) creates a problem which remains to be solved: the January term imposes an interruption of at least six weeks, necessitating considerable review in these skill-oriented courses at the beginning of the Spring term. This shortens the available time in the academic year which is already restricted in comparison with that available under the conventional semester and quarter system.

Upper Division. Although the depth of presently-established courses is adequate, their number and frequency of repetition must be expanded to meet student needs fully. The 4-1-4 sequence offers the advantage of permitting intensive overseas courses during the January term, and more use must be made of this possibility.

The major weakness evident in the upper division cannot be solved by the department alone, because it is a direct consequence of an institutional problem: the small enrollment at Lindenwood results in a demand for upper-division courses which is too small to support a sufficiently broad and varied curriculum. While it is likely that enrollment in these advanced courses will increase somewhat as the department assumes a more vital identity, it is imperative that the supply of potential students be increased by enlarging substantially the size of the student body.

Students. There have been 28 majors in the past five years. Seven have gone into teaching; eleven into graduate study.

Students at Lindenwood desire that their undergraduate training prepare them to do one of three things upon graduation: to do graduate work, to teach at the secondary or primary level or to do interpreting work. Our objective is to map out language programs which cover these areas. A minimum of ten courses not counting the two elementary courses intended to bring the student up to college level are required for the major. For potential graduate students heavy emphasis is placed upon literature courses, foreign study and studying more than one language. Advising foreign language students interested in graduate work is a responsibility shared between the Modern Language Department and the Office of the Dean of Continuing Education and Career Planning.

For students who are potential teachers of elementary or secondary school, emphasis is placed on taking courses in the structure of the language, in the study of culture and civilization and in going to the country of the target language. The advisor also recommends divisional exploratory electives. The needs of the student who chooses interpreting work are met by following one of the two programs above.

Resources: The Modern Language Department has at its disposal a modern and adequately equipped language laboratory consisting of fifty booths connected to a master console of which thirty-two are equipped with cartridge transfers; six equipped with reel-to-reel transfers and two temporarily without mechanism. Tapes corresponding to the grammar courses taught in Spanish, French and German are also available to the students. The audio-visual equipment available to the Modern Language Department consists of two record players, two movie projectors, one slide projector, one tape recorder, one cartridge tape duplicator and a collection of French records.



The standard equipment in possession of the department consists of three typewriters, three typewriter tables, six desks, six bookshelves, two circulation tables, four filing cabinets, sixteen chairs and one telephone in the Chairman's office.

The approximate number of books and periodicals which the library holds with relation to the Modern Language Department are the following:

Periodicals and reviews in English related with Modern Languages: 18

French:	circulation 950, reserve 55, periodicals 4.
German:	circulation 550, reserve 30, periodicals 1.
Spanish:	circulation 615, reserve 55, periodicals 2.
Italian:	circulation 100, reserve 2, periodicals 0.
Russian:	circulation 125, reserve 5, periodicals 0.
Other:	circulation 150, reserve 2, periodicals 0.

The office space of the department consists of four semi-connected offices, two of which are of double occupancy, while the other two are of single occupancy. The classrooms available for the Modern Language classes are six in number and adequate enough to accommodate approximately twenty students per session. All the members of the department are supplied with sufficient stationery, paper, and other reproducing and duplicating material.

The department has a part-time professional secretary and two part-time assistants assigned to the members of the department.

#### Projections For The Future

Under Title III of the Higher Education Act, Lindenwood College, Fontbonne College of St. Louis, Missouri, Maryville College of St. Louis, Missouri, and Webster College of Webster Groves, Missouri, are receiving financial support for the purpose of creating a four college consortium. The language departments of the four colleges have been meeting this year and planning ways of cooperation which will greatly strengthen the four departments.

Some of the ways of cooperation that are being considered are: combining the advanced language students of the four colleges, so that more advanced courses and seminars can be offered; cooperation in the purchase and in the rental of films, tapes, and other equipment; possibility of offering a new language not now taught in any of the four colleges; inventory to be made of all materials available for lending among the colleges; cooperation of various chapters of language honor societies in order to obtain good speakers and present better programs; rotation of faculty among the four colleges; possibility of all colleges inaugurating a 4 month-1 month-4 month calendar.

The Modern Language Committee of the Consortium has already made an application to the Department of Health, Education and Welfare for a grant sufficient to engage a French consultant trained in the St. Cloud method to come to Webster College in August, 1970, and to train personnel for an institute in French to be held at Webster College during the month of January, 1971. The students from all four colleges who elect the course will be involved in a "total immersion" program of learning French throughout the month of January. As each college explores its own needs and considers its own resources, the possibility of fruitful cooperation of the four colleges becomes more real.



Student Criticism

Rating the adequacy of teaching in the department on a three point scale, 54% of the students considered teaching as 'better than average', 39% as 'adequate' and 7% as 'poor', with the highest rating from the 'new generation' of elementary students exposed to the new higher standards: 59% 'better than average', 37% 'adequate', 4% 'poor'.

Despite these favorable ratings there were two major concentrations of discontent in the group of Intermediate Spanish and in Advanced German. Disgruntlement in the former stems from the fact that during almost all of the second semester of 1968-69, two instructors of Elementary Spanish were absent by reason of prolonged illness, with the third Spanish instructor being able to provide only emergency teaching for these two sections--so that in their current intermediate year these students have to cram the work of virtually the whole first year. At the same time, students of the third 1968-69 elementary section, transfer students and freshmen with a good high school background are ready to do regular intermediate work and feel cheated by having to plod again over well-trodden ground. As to the Advanced German group, overambitious teaching in 1968-69 designed more to impress the administration than for the students' benefit, induced students to go from elementary directly to advanced level courses far above their reach, giving them notions, though, and permanently crippling them linguistically.

Generally speaking, high staff turnover in German and Spanish in the past has been detrimental to the development of continuity with students of these languages, while there is a strong feeling of consolidation in French.

On the other hand, the proper sequence of departmental course offerings outlined on page 34 of the 1969-71 catalogue met with a very favorable echo from the students as providing much-needed guidance.

The language laboratory facilities rated very high, although, with the now extensive use of the lab for elementary courses, there were complaints about poor sound reproduction from overworked tapes, especially the French and Spanish ones.

Advanced students regarded library holdings in modern language literature none too favorably (out of 18 ratings: 4 'above average', 7 'adequate', and 7 'poor'). Although in the last three years considerable efforts have been made to update the holdings, allocation of funds remains stinting.



## Profile of the Music Department

### Staff

There are four full-time faculty, three holding Master of Music degrees and one the Doctor of Musical Arts degree. The number of part-time members of the music faculty varies from year to year with the number and requests of students for different kinds of instruction. This year we have students studying with six part-time instructors of applied music.

### Departmental Objectives

We try to stay in line with the objectives of the college by offering two courses not open to the student with intense musical background but instead restrict it to the student with little or no experience in music so the course may be planned in a more general vein. These courses are over and above the applied music which is open to all students who wish private instruction. We open the course in music history and theory for the more serious and better prepared students. We offer areas of emphasis in performance and music education within the department, depending on the student's goals. Both disciplines have the same core of course work consisting of theory and music history, and permit the student to continue in a graduate program if that is his desire. If the student chooses to stress performance, then we quite frankly insist that a graduate degree is a necessity since the type of student we attract is one which will probably combine a teaching and playing career. Specifically we view ourselves as a department which trains teachers whether it be in the public school or college classroom. To do this we offer the number and kinds of courses necessary, in our opinion, to develop a capable teacher in music. The only restrictions are those placed on us by the Missouri State Board of Education and the college policy of allowing only 12-16 courses in the major field.

### Departmental Strengths and Weaknesses

Students. If we consider our graduates of the past five years we find that out of seventeen, four have completed work for the Masters degree; eleven are active in public school teaching; one is in the Air Force and one did not respond. At the present time we have twelve declared music majors and if the attrition prevalent in previous years does not change, one may say we are maintaining the status quo as far as numbers are concerned. If we look at the size of the school, faculty, and student body, and the numbers of majors, the scope of our program appears to be reasonable; however, there are glaring weaknesses which will have to be eliminated if growth is to take place.

Resources. Two segments of immediate concern are the record library and the practice facilities. The first seems to be more of a security problem than an economical one. To correct this for the future, all records will be catalogued, stored, and used in the large library on campus. The lack of practice facilities will not be solved so easily. If the male students are moved to more adequate rooming facilities then we will repossess what once was our original practice rooms. Otherwise we will have to improve our current situation and have the available



spaces in the music building made suitable for practice purposes. At the present time we have ten spaces available for practice which is more than adequate; however we need much redecorating done if this interim policy is extended next year.

The facilities and equipment we now have are good, but the building is in poor shape and badly in need of a major face-lifting. The first and second floor need to be completely redecorated. Plans submitted and conditionally approved call for a classroom, lounge, office, and small recital hall on the second floor; on the first floor we need paint and new furnishings. In the way of equipment, Lindenwood is superior to other schools of comparable size. A list of equipment should make this clear:

#### Orchestral instruments:

Strings: 5 violins, 2 violas, 2 cellos, 2 basses

Woodwinds: 1 flute, 1 oboe, 2 clarinets, 1 bassoon, 1 alto clarinet,  
and 1 bass clarinet

Brass: 1 trumpet, 2 French horns, 1 trombone

Percussion: 2 tympany and 2 snare drums

Pianos: 10 grands, 18 spinets

Organs: 2

Tape recorders: 2                      Stereo units: 3

#### Projections for the Future

Because of the nature of the college and the scope of our program we plan to cut the number of full-time faculty to three and increase the number of part-time instructors in order to provide the student a greater variety of choices within the department. For the 1970-71 school year the plans are to employ two part-time vocal instructors and at least five and possibly seven St. Louis Symphony orchestral players under the same arrangement. It is the expectation of the department that by diversifying the program in this manner the student will be provided with a varied and hence more beneficial choice of instructors. With a full-time faculty of three and a part-time faculty of seven, the total of ten will provide instrumental breadth to the present applied program which previously was limited to voice and piano. The reason for shifting to a larger percentage of instructors is to better fulfill our objectives as a department.

During the past five years we have been without an instrumental ensemble of any kind, hence the student desiring such an experience has had to try for one of the St. Louis groups or practice and study on his own. This is totally unacceptable in our future program; therefore we are offering in 1970-71 scholarships to approximately 12 talented instrumentalists to form the core of an on-campus orchestra. These students will receive instruction from members of the St. Louis Symphony, as stated earlier in this report, and will participate in music groups on campus. The immediate advantages will be: (1) an opportunity for the general student to play in an ensemble and keep up the skills developed in secondary school, (2) a provision for orchestral accompaniment for the larger choral works, (3) an exposure of the student body to more music which is immediately available, (4) an opportunity for our talented students on campus to do concerto work with an orchestra.



Our present facilities provide an excellent base from which to work. In 1970-71 our other physical weaknesses should be eliminated if the recommendations already submitted are implemented. Summing up specifically our plans for improvement include:

1. Substantial increase in scholarship aid.
2. A broadening of the program to include significant instrumental work.
3. An increase in part-time faculty.
4. Planned improvement of present facilities.
5. Continual upgrading of scores, records and library materials.

### Student Criticism

A short resume of the Music Department by a student.

1. General adequacy of teaching. I would judge it to be 'good'. I do not feel it is outstanding; it is not a large enough department for the members to specialize in one subject. They are too spread out to do better than good. If I had had more contact with the excellent schools of music I might not rate this department that high; however, I do not feel that it could drop below fair even with higher standards to judge against.
2. Adequacy of course offerings as it relates to your needs. As far as the basic essentials for teaching, they are here. However, there are a number of courses which would be beneficial or interesting if the staff were large enough to offer them. It might be more beneficial to the students to offer more separate, one semester courses on each period of music or on special types of teaching situations rather than to compact all into one course, even if it is a year course. Perhaps the January term could be used for this. However, as it is, one does get a general basis in all areas from which to build, rather than to study a few things deeply.
3. Adequacy and availability of equipment and facilities. It would be nice if there were more record players and tape recorders around to be used for listening and recording. It would also be nice to know where the records are, which ones we have, and how to go about taking them out to use. I also feel it would be nice to have a file system of choral music and scores which can be checked out and studied.
4. Adequacy of advising system, etc. Very poor. No one ever knows what courses are being offered, who is going to teach them, or even which ones you need to have a major. If you do have a question, you are sent from person to person and back to where you started without ever getting an answer.
5. Library resources - problems, etc. More and newer books are needed on specialized topics.

Another report of the Music Department from a student.

1. Adequacy of teaching in the department. Generally, the teaching, particularly the applied music teaching, is very satisfactory and adequate. However, the area of academic, rather than performing, music studies is not as demanding or interesting as it should be.



2. Adequacy of course offerings as it relates to your needs. For students in applied music desiring to be professional musicians, there are not enough music courses, for example, in solfege, ear training, or composition. However, for a Bachelor of Arts degree I suppose the music course offerings are adequate, but nothing more than that. The courses relating to teaching music are probably very satisfactory.
3. Adequacy and availability of equipment and facilities. The facilities in the Music Department are outstanding; no music student could desire more than Lindenwood has (except for a little soundproofing in certain practice rooms).
4. Adequacy of advising system, etc. The academic advising system is quite good. As a student I feel no inhibitions in seeking advice from the faculty in the Music Department.
5. Library resources - problems, etc. The Library resources for music are adequate; the texts on music are sufficient, but more records and actual music is needed.



## Profile of the Philosophy and Religion Department

### Staff

There are three full-time persons:

- C. Eugene Conover, Professor, has a B.D. degree and a Ph.D. in Philosophy; Chairman of the Department; annual appointment.
- Esther L. Johnson, Associate Professor, has an M.A. degree from a theological seminary, and a D.Ed. degree; tenured.
- William W. Thomas, Associate Professor, has a B.D. degree, and a Ph.D. in Philosophical Theology; tenured.

The retirement of the chairman in June 1970, calls for a new member of the staff, in the field of Philosophy. Unless part-time assistance is needed because of the Lindenwood Common and Senior Synthesis courses, the department will consist of three members in 1970-71.

### Departmental Objectives

The department provides general liberal arts courses and undergraduate areas of concentration in Philosophy and Religion. In Religion, courses are designed to meet student interests and needs, and to provide courses for a student body representing a wide range of religious backgrounds, as well as to provide the basic courses needed by students who enter graduate schools. While this college has been affiliated with the United Presbyterian Church in the U.S.A., its courses have not been denominational in content.

In Philosophy the major goal is to provide courses which serve other departments as well as those who make this their area of concentration. Neither Philosophy nor Religion offer career opportunities for women unless they are highly qualified and complete graduate programs. The emphasis of the department has therefore been upon providing courses of general interest, and maintaining advanced courses and independent study opportunities for students planning graduate work.

### Departmental Strengths and Weaknesses

Course Offerings. The courses in Religion cover well the areas of Bible, Theology, Comparative Religion, the Ecumenical Movement, the denominations and faiths represented in this country, and Psychology of Religion. Church history is presently not offered. Advanced courses and seminars can be offered giving excellent preparation for graduate work. The offerings have been planned to meet institutional objectives, and are changing as the institution and the students change. Dr. Thomas is participating in the Lindenwood Common Course.

The courses in Philosophy cover well the areas of Philosophical Thinking, Ethics, Aesthetics, Introductory Logic, the History of Ancient, Medieval and Modern Philosophy, Existentialism, and Introductory Philosophy of Science. Philosophy of Education is not presently offered; some movements in contemporary philosophy are



not adequately covered; and more advanced work in logic will be needed as the mathematics program develops. The instructor in Philosophy has participated in the Senior Synthesis program, and there are plans for interdisciplinary courses in which an instructor in Philosophy could make significant contributions.

Students. There has been a decline in student enrollments in the courses offered in this department, both because of the smaller student body and the discontinuance of the general education requirement of six semester hours in Philosophy and/or Religion. The number of majors has declined because of these changes, and probably also because of changing student attitudes towards organized religion. The enrollment of men is increasing enrollments in Philosophy; two freshmen men plan to major in Philosophy. It is probable that the number of pre-theological students will increase as Lindenwood II grows.

In the past five years there have been five Religion majors, six Philosophy majors, and three Human Relations majors. Five have gone on to graduate study.

Faculty. Members of the department are in touch with graduate schools, and active in professional associations. We cooperate in planning programs for students, and in advising them and in providing recommendations. I see no weaknesses here.

When the enrollment of the college was above 800 students, and the general education requirement meant large enrollments in introductory courses, we made use of qualified part-time instructors in sections of the courses in Bible, and advanced graduate students in logic. The full-time staff has changed neither in size nor personnel during the past six years.

Faculty professional growth opportunities and performance:

a. C. Eugene Conover

Books: Moral Education in Family, School, and Church, Westminster Press, 1966

Personal Ethics in an Impersonal Society, Westminster Press, 1967

A sabbatical leave for one semester in 1967 made possible the completion of the second book.

Travel: Europe, Mexico, Canada, U.S.A.

Past President, Missouri Philosophical Association and the Midwestern Section of the American Academy of Religion

b. Esther L. Johnson

Summer, 1963, Pacific School of Religion, Berkeley, Cal. Audited two courses.

Summer, 1964, Washington University, St. Louis, Mo. Audited two courses.

Summer, 1966, Institute of Advanced Pastoral Studies, Cranbrook House, Bloomfield Hills, Mich. Seminar in Advanced Pastoral Studies.

Summer, 1968, Fourth Assembly of the World Council of Churches, Ecumenical Study Seminar, Uppsala, Sweden, plus tour of Scandinavia and the British Isles.

c. William W. Thomas

During his years here he has completed his dissertation, and received the Ph.D. degree from Duke University.

Summer, 1968, advanced study at Union Theological Seminary.

He is planning to publish some work on the theology of Karl Barth.



Resources. Our equipment is very good. We may need to add some audio-visual equipment for the continual use of the department. We have very good library resources for our present curriculum, and the library functions properly to meet our needs. We have extensive audio-visual resources, in comparative religion, film strips, recorded lectures, etc. The only grants have been in the area of audio-visual materials and have been shared with other departments.

We have had a student assistant for each member of the department. Adequacy of their secretarial assistance varies from year to year, especially concerning correspondence. Faculty offices are commodious, and each member of the department has a separate office. Telephones are not provided for these offices. There are some problems concerning in-coming phone calls.

#### Projections for the Future

The Consortium of Liberal Arts Colleges in the St. Louis area offers the possibility of cooperation, particularly in the exchange of Roman Catholic and Protestant instructors in Religion.

Concerning courses in Religion:

1. The department members recognize that no course in Church History is now being given; they are considering ways of including much of this in courses now being offered.
2. The department members recognize the need for student acquaintance with religious leaders of other faiths. Lecturers from the Jewish Chautauqua Society are regularly used in courses; field trips to the Vedanta Center in St. Louis are scheduled. The possibility of cooperation with departments of religion in nearby Roman Catholic colleges is being explored.
3. The department members recognize the changing character of the students here, and the changing attitudes of students towards religion--especially organized religion. Consideration is being given to a different kind of exploratory divisional elective sequence as introduction to the field, in place of the present courses in Bible.

Concerning staff and courses in Philosophy:

1. While Dr. Thomas's doctorate is in Philosophical Theology, and he teaches some of the courses in Philosophy, it is the recommendation of the department that an instructor qualified to be a member of the American Philosophical Association be secured to succeed Dr. Conover.
2. Student enrollment in courses in Philosophy is increasing more rapidly than in Religion, as men come to the campus. In order to offer Philosophy of Education and to participate in the Common and the Senior Synthesis courses, it is the recommendation of the present--and retiring Chairman that the college accept as a goal the addition of a second person in Philosophy in 1971-72.



Student Criticism

Statement by a student:

May I preface my remarks with the statement that I am neither a religion major nor a philosophy major, therefore my experience with this department has not been as extensive as that of a major in the field. I would like to put my answers to this evaluation under the specific statements given as criteria in the copy of the request I received with this form.

1. Adequacy of teaching in the department. Very good. There are excellent opportunities for independent studies in the department, and the professors are willing to accommodate in any way possible to further independent study. In the courses that I have taken in this department I have found the professors to be well-versed in their respective subjects, and I feel that their presentations of the material have been excellent. I feel the staff of the Philosophy and Religion Department is composed of flexible people who are able to speak knowledgeably about topics outside of their fields. This is seen in their membership in the Lindenwood Common Course, the Senior Synthesis faculty, and their participation in interdepartmental courses offered during the January term.
2. Adequacy of departmental course offerings. Very good. The offerings of the department are wide, varied, well-scheduled, and presented in a stimulating manner. Contrary to common practices in other fields, I feel that this department offers upper division courses which are interesting and stimulating even for the non-major who is looking only for personal expansion.
3. Adequacy of advising system. While I have not had the opportunity to have a member of this staff advise me as course adviser, I have had the opportunity to talk to each member at least once in an advisory capacity. They have been willing to help me with whatever problem I had, and I was well satisfied with the advice I was given.
4. Adequacy and availability of equipment and facilities. I feel that I cannot adequately comment on this point.
5. Adequacy and availability of departmental library resources. For the purposes of the courses I have taken in this department, the library resources have been adequate, and I believe that this department has one of the largest library offerings of any department, however, many of the books in this collection are more than ten years old, and I feel that there is a need for new books which have been written in the last 2-3 years. May I suggest more books in multiple copies. Occasionally I have had trouble locating books from this department's offerings due to the fact that they had been checked out for reserve for another class, or that they were strongly recommended by two professors simultaneously, and were thus in great demand.



Another statement by a student:

In my association with the Religion Department at Lindenwood College, a comprehensive program has been readily available to me as a freshman and sophomore. The courses I took which explored the Old and New Testaments provided a thorough, indeed, an applicable understanding of the Bible. They were taught by use of lecture and diligent Bible study. My month-long study of "Contemporary Controversies in Theology" was designed for the student to engage in much independent study. At the same time, adequate provision was made for the student to establish a common bond of learning and understanding with the professor. This particular course had only six students enrolled, therefore, those six girls and the professor developed an informal atmosphere in which all learned to be open-minded and to respect the religious convictions of one another.

For my independent study project I found that the library was quite adequate. Supplementary to it was the extensive library of my professor.

My fourth course of study in the Religion Department has been "Religions in America", a subject which presented me with the opportunity to learn about religions other than my own. Here again the method of teaching was by detailed lecturing and note taking. In addition, however, was the use of sacred music, representative of the various religions studied, and oral presentations by each student on some aspect of her own religion.

All four courses have been worth my study and effort because I sought to learn what or why I believed as I did upon coming to college. In my studies I was provided with the opportunity to confront my long-held beliefs, to question their validity, to answer my doubting mind. In brief, even though I do not intend to become a religion major, the courses which I took were most beneficial and the faculty was always cooperative in helping me to understand myself and my religious beliefs.

Another student viewpoint:

The viewpoint of a freshman must be of limited value since his experience gives him practically no basis for comparison. Still, keeping in mind an ultimate criteria of excellence I would have to say that all the areas in this department show levels well above adequacy. The teaching is good (although some speakers may be more inspiring to listen to, they usually aren't as thorough as the two teachers in the department). Considering the size of the school and the number of students enrolled in Philosophy or Religion courses, the course offerings are more than sufficient. The academic advising system is excellent--far better than the previous rudimentary systems I am accustomed to.

Finally, the library was never unable to supply me with a book on any topic unless copies of the book weren't present in sufficient number to satisfy the needs of several students researching the same area.



## Profile of the Economics Department

### Staff

For the 1970-71 year, the Economics Department will continue with a total of two members. One member, on tenure, has a Ph.D. degree, while the other untenured member should have the degree within the next year.

### Departmental Objectives

Course offerings are geared to a liberal arts education and the established goals of the college. Beyond the general goals, we strive to meet the particular needs of individual students. Those who plan to enter graduate school or are especially gifted are encouraged to supplement their economics concentration with a strong mathematics background. For those students whose abilities and ambitions are more limited, recommendations are to acquire skills in secretarial science and to enter the field of education. Independent study is offered in areas of weakness or special interest.

While meeting the specific needs of individual students, a broader background is further desired in the Division of the Social Sciences. The solution of today's problems requires not only a knowledge of economics but also aid from many disciplines. The department aims to acquaint students with economic theory, national and international problems, as well as training them for better citizenship, better organization of their personal affairs and a profession. The department with these ideas in mind offers both the B.A. and the B.S. degree.

### Departmental Strengths and Weaknesses

Students. Enrollment of majors in the department has been irregular varying from a half-dozen to fifteen or more. Interest in economics tends to vary more among women than men. With entrance of more men into the Lindenwood Colleges, it is anticipated that the Economics Department will grow. In 1968-69 the enrollment in the beginning course was 13 but grew to 37 in 1969-70. Five new majors have been added during the past term. During the past our women majors have obtained jobs as teachers, computer programmers, research analysts, stock accountants, and secretaries. Only a few have gone on to graduate school.

For advising, members of the department have been available when necessary and have provided some excellent employment opportunities.

Faculty. Prior to 1967 there was only one member of the faculty in the department. During that year an assistant professor was added. This member has been given leave of absence twice during the January term to complete work on the dissertation. The other member of the department served as President of the Missouri Economics Association during 1969-70. Each of the two members has attended two or three Economics Association meetings each year, with the expenses of one meeting being defrayed by the college.



Resources. The college has supported the department adequately with regard to aid. Each member has had a student assistant, and one of the two offices has a telephone installed. The department has had use of three calculators, a typewriter, and a mimeograph machine. Film and processing of slides has been furnished for Consumer Economics and the Economics of Poverty classes. The use of the computer is available when necessary. The department has spent its library budget up to the hilt each year. Resources are adequate in the field of theory, money and banking, labor, history of economic thought and consumer economics. Additions need to be made in international economics, economic development, and public finance. As the enrollment of men grows it is likely expansion in other areas will be needed.

The department has a Ph.D. with her dissertation yet to be completed, and the fourth member holds a master's degree as well as additional graduate work and some years of service. One of the part-time members holds the M.B.A. degree, and the other is currently a candidate for the Ph.D.

The 1968-69 academic year will see an increase in the total number of full-time faculty in the department. Our member in the department will retire from the college at the end of this academic year. A person will be hired to fill the vacancy. One or two part-time persons may be hired to teach specific sections in Elementary School Art and Elementary School Sci.

### Instructional Services

The department believes that a high quality undergraduate teacher education program involves the following characteristics: (1) a liberal arts education with minimum credits in history; (2) a specialized knowledge of material to be taught; (3) basic skills development in the role of the school in American life; (4) the application of concepts and methods of behavioral sciences to the processes of teaching and learning; and (5) supervised periods of practice in teaching. The department is committed to the philosophy and objectives which the national standards, as recommended by the National Council on the Accreditation of Teacher Education, require the fulfillment of.

### International Experiences and Activities

Experiences. The department's activities are, for the most part, circumscribed by state and local regulations. Five international courses listed in the catalog may be considered exceptions. The field of study provided for the certificate program gives each teacher candidate a three-semester program during the undergraduate years. The program has not recently been evaluated and activities to provide appropriate programs with other institutions.

Outcomes. During the past three years between 60% and 70% of each graduating class has participated in a teaching experience. The program has not any significant changes due to the percentage of our graduates preparing to teach.

A longitudinal study of graduates during the last five years has revealed that of the total number of graduates, as many as 70% of them were teaching in the year, and as low as 50% in another year.



## Profile of the Education Department

### Staff

The department is comprised of four full-time and two part-time staff members. In addition to those holding rank in the department, there are ten staff members from other departments teaching courses in special methods and related courses required for the certification of teachers.

Of the four full-time faculty, two hold the Ph.D. degree, one holds the Master's degree and is a candidate for the Ph.D. with her dissertation yet to be completed, and the fourth member holds a Master's degree as well as additional graduate work and many years of service. One of the part-time members holds the Ed.D. degree, and the other is currently a candidate for the Ph.D.

The 1970-71 academic year will see no increase in the total number of full-time faculty in the department. One member in the department will retire from the college at the end of this academic year. A person will be hired to fill the vacancy. One or two part-time persons may be hired to teach specific methods in Elementary School Art and Secondary School Art.

### Departmental Objectives

The department believes that a high quality undergraduate teacher education program involves the following interrelated components: (1) a liberal arts education with maximum freedom of choice; (2) a specialized knowledge of material to be taught; (3) knowledge concerning (a) the role of the school in American life, (b) the application of concepts and methods of behavioral sciences to the processes of teaching and learning; and (4) supervised periods of practice in teaching. The B.A. degree is conferred upon both elementary and secondary teachers who fulfill its requirements. An elementary teacher-in-training may elect to earn the B.S. degree.

### Departmental Strengths and Weaknesses

Program. The department's offerings are, for the most part, circumscribed by state certification requirements. Five departmental courses listed in the catalog may be considered electives. The depth of study provided for in certification courses gives each teacher-in-training a more than adequate preparation during the undergraduate years. The department has not recently (1969-70) initiated any activity to develop cooperative programs with other institutions.

Students. During the past five years between 45% and 50% of each graduating class has qualified for a teaching certificate. The pattern has not any significant rise or decline in the percentage of our graduates preparing to teach.

A follow-up study of graduates during the last five years has revealed that of the total number of respondents, as many as 50% of them were teaching in one year, and as few as 38% in another year.



Faculty. Faculty in the department advise elementary and secondary teachers in preparation. The Dean of Continuing Education for Women advises teacher trainees over the age of 25 years.

In the 1965-66 academic year, the department contained two members. In 1966-67 the staff was increased to include two part-time persons. There are presently four full-time persons and two part-time persons in the department.

At the present time there are two persons on tenure. The retirement of one member will reduce that to one person for the 1970-71 year, after which a member may be put on tenure.

One faculty member is completing the Ph.D. degree with the aid of a Faculty Research and Development Grant. Faculty have been recently trained or have kept current through participation in professional functions.

Resources. Departmental equipment has not been purchased recently nor is there enough equipment to fulfill the desires of the faculty. The limited amount, however, is used as often and advantageously as possible.

Library holdings include 3,150 circulating books, 75 reference works, and 27 education periodicals. Students go beyond the "education" listings, thus the figures do not give an adequate view of the use made of library resources by teachers-in-training.

The provision for student assistants and secretarial assistants for the department is so inadequate that it impedes the normal functioning of the department. The department operates on the very lowest subsistence level imaginable in this area.

Office space and services for communication are adequate.

#### Projections for the Future

The department has attempted and will continue to attempt to correct weaknesses and maintain strength, through the channels open to it, i.e., Council on Teacher Education, Dean's Office, and faculty of the college. Given little or no interference from other departments, the Education Department will work out its program for teacher education.

#### Student Criticism

Students have expressed desires for more elective courses; elementary students ask for social studies and science methods; secondary students feel a need for a curriculum course and the opportunity to observe in schools earlier in college career; both see a need for an audio-visual course and all-day student teaching. In general, students feel that course work is relevant to the student teaching experience and feel more than adequately prepared for student teaching because of earlier laboratory experiences.

In general, praise is given to advising system.



## Profile of the History Department

### Staff

There are at present three members of the staff of the History Department. Two members have Ph.D. degrees and one is completing his dissertation. We have no firm plans to add anyone on a full-time basis in 1970-71.

### Departmental Objectives

There are perhaps three broad points to be made here:

1. To teach our courses so that the traditional liberal arts values will be achieved. History has always been a perspective study. Many of our students are majors in other disciplines, so that the history courses they take give depth and added meaning to other courses in literature, sociology, economics, and the like. In that sense, we mean for these courses to combine usefully with any others in the curriculum.
2. We see history in a newer way as a laboratory in behavioral science. It provides a vehicle by which concrete actual human situations can be studied in the round. A student may take the methodology of psychology, sociology, and anthropology and see how these principles actually obtain.
3. History provides an opportunity to focus on specific contemporary problems in a systematic way. Then we have courses in modern diplomacy or war and peace. These systematic courses give faculty and students some chance to bring academic methods to bear on urgent social problems. We make the same contribution to the Lindenwood Common Course.

### Departmental Strengths and Weaknesses

Program. We have 28 courses listed in the current catalog. We teach not quite half of these each year. These courses range from the broadest introduction (History of Civilization) to the relatively specialized. We try to give a variety of kinds of courses, realizing that we cannot offer every area.

We are deficient in some vital areas of history. We have no courses on Africa, Asia, or Latin America, except as these areas impinge upon Europe or North America. We need an additional emphasis in early U.S. history. We neglect colonial, revolutionary, and the early national periods. We need more joint courses which correlate and integrate areas and periods. We have done some of this in the January course on "Revolution" in which two historians are joining with two political scientists. Two of us will collaborate at least to some small extent in a spring course, "Topics in History".



Students. Over the past five years, the number of majors in the department has remained almost constant despite a decline in total college enrollment. There is a constant group of majors which has averaged 25 to 30. We have graduated the following:

1965 - 5	1968 - 11
1966 - 9	1969 - 11
1967 - 11	

These graduates are now doing a great variety of things. Of the eleven majors who graduated last spring, four at least are in graduate school, three are teaching in public schools, and the rest are married or otherwise unaccounted for.

We are able, within the confines of a small college and a small department, to maintain a close contact with students. Most of our advising can be done in informal continuous ways. We do work closely with seniors in considering graduate work and fellowships.

Faculty. The history faculty situation has been affected a great deal in the past three years by commitments to other tasks: administration, and the Lindenwood Common Course. One and sometimes two members of a three-man department have participated in the Common; this has affected the number of our course offerings. Of the three members presently staffing the department, one is tenured and a second is about to be. Thus we could shift the departmental emphasis by changing to another person with different interests. One young man in the department has both a book and an article in press. He is, at the same time, a superb teacher and an enormous asset to us.

Resources. More than many departments, the History Department is dependent on the resources of the library. We are improving significantly in this regard but we still want more. The expansion of the library facilities allowed a number of periodicals to come out of storage, and we do have some excellent resources for U.S. history. We have complete sets of most of the major scholarly journals on microfilm. We have standing orders for all the on-going publications of presidential papers. We do want a larger appropriation for current materials.

#### Projections for the Future

In summary, it would be my judgment that we do a good job in the areas now represented. We handle a large student enrollment each year and we are encouraged by the substantial numbers of "drop-ins" into our upper division courses from outside our majors. We are aware of the need for expansion into other areas. We will try to do this on a cooperative basis with other liberal arts colleges in our Title III Consortium. This will take the form of a projected "shared" professor in African Studies or Far East.



Student Criticism

(By three students.) We have talked about the strengths and weaknesses that we see in the History Department. We agree that the department is strong in 20th century America and Europe and in the colonial and revolutionary period in America. We suggest that Mr. Martin be allowed to teach a religious history course of some kind. The department is weak in 19th century courses in American history, perhaps a Federalist era course and a "Guilded Age" course could be added. We agree that the most important contribution to the department would be the addition of a man who could offer courses in area history studies: Africa, Latin America, Far Eastern, Middle East, Russian, and German. Perhaps this historian could work with the third person for political science, the man for international relations.

As far as other questions go, we feel that we have adequate counseling for graduate school and a future profession and we feel that there is good communication between the faculty in the department and the student.

Hopefully, this has been helpful.



## Profile of the Political Science Department

Staff

Two full-time faculty members and one part-time faculty member make up the staff of the Political Science Department. All three have the Ph.D. degree. Hopefully one faculty member will join in 1970-71 but this is not decided. The total number will certainly not be less than now standing, and may include three full-time and one part-time. No faculty member is on tenure in the Political Science Department prior to December 15, 1969. This would appear to leave plenty of room for increasing departmental faculty size.

Departmental Objectives

Exploratory divisional courses immediately introduce freshmen to key concepts of political science and foster critical attitudes toward them. An interdisciplinary approach is adopted wherever possible. Traditional lectures are at best secondary to the predominantly seminar approach. Independent study is directed on significant topics unable to be explored in the classroom. The Political Science Department also offers a regular off-campus program, Washington Semester, at American University, in addition to the usual January off-campus opportunities. Prerequisites have been reduced to allow the student to progress at his own level. We also encourage interdisciplinary studies to compensate for lack of staff in political science. For example, diplomatic history must serve as a substitute for courses in diplomacy and foreign policy.

Regarding the discipline, in-depth courses are preferred to survey courses, whether the problem be substantive or methodological. Accordingly, we have limited our course offerings by and large to three areas--political theory, comparative politics, American politics--with periodical seminars in the field of international relations. The department presents a balanced view of the current diverse methodological approaches to political science by including, for example, both behavioral and normative concepts. Degrees offered are the B.A. and B.S.

Departmental Strengths and Weaknesses

Program. In 1965-66 there was no Political Science Department (included under History) nor was there a full-time professor of Political Science. This had consequences beyond the presentation of courses: there was no separate library budget, for example, so that library holdings were terribly poor. Now there are two full-time faculty members.

Strength: Gradual increase of staff reflects attention of institution to needs of department.

Weakness: Given the number of majors and the number of courses needed, two full-time faculty members are inadequate. A more inclusive program offering wider diversity of courses can be met only with increase of faculty.



Students. There has been a steady increase in the number of graduating political science majors over the past five years, except for a drop in one year which possibly reflected the change in character and clientele of the institution. In 1965-66 records show that there was one declared major in the Political Science Department. In 1969-70 there are approximately thirteen, not counting at least six freshmen who are apparently "committed", but not formally so.

Of nine graduating seniors (classes of 1967 and 1968) five have gone on to graduate school and others are actively involved in work that reflects their interest and training in political science (teaching, social work).

Strength: Individual attention is given to student's needs with regard to course planning program in political science.

Weakness: Need greater interdepartmental communication (or divisional) regarding overall program of major. Also, graduate school advising is inadequate. It is made difficult partly because of inadequate facilities. For example, there is no center for information about graduate schools.

Faculty.

Strength: The faculty is active in Political Science Associations:

Missouri Political Science Association - one faculty member on Executive Committee for two years, 1968-1970, and Program Chairman, 1969-70; the other member is a Panel Chairman, 1969.

Midwest Political Science Association - paper to be delivered in Spring 1970.

American Political Science Association - attendance at annual conference by one or other of department members.

Conference for the Study of Political Thought - paper probably will be delivered at a regional spring meeting, 1970.

Reviews requested and forthcoming: (Example: Authority in Crisis, University of Missouri, Columbia, 1969)

Weakness: No policy of time or money allowed for research and publication nor awards granted by the college for same; no one yet eligible for sabbatical. Travel expenses are inadequately compensated for participating members of professional organizations. In sum, lack of incentive provided by the college for extramural activities not directly related to the interests of Lindenwood College. This is further reflected in the unusually high teaching load as well as the number of preparations for a full-time faculty member in Political Science. (Each full-time member teaches seven separate courses per year with a total between them of twenty different courses in two years.)

Weakness: No visible impact yet, although we may be the only Political Science Department within the four-college consortium of the St. Louis area.

Strength: Prospects for the future, however, are hopeful, especially regarding the Media Center (films, etc.) of the Seven College Consortium, as well as books which will relate primarily to roles of minority groups.



No special departmental grants have we had (or created?) the opportunity to apply for. One explanation might be that the department is just beginning to be established in its own right and special department grants might be looked forward to only in the future.

Resources. The library has 2,800 circulating books, 75 reference books, and 12 periodicals. This is minimal, at best, for books in circulation although Political Science ranks fifth among 22 departments and it has standing orders of great size. The department needs more books, not only to keep up with the wide variety of courses (and new ones being offered) but also to build up the enormous holds in traditional and purely STANDARD books. This is being worked on so that in two to three years Political Science holdings should be "adequate" at best.

Secretarial assistance, strictly speaking, is for all practical purposes unavailable. No stenographic pool even for the division. The result is that the Faculty spends a disproportionate amount of time on clerical tasks. Student assistants--two for the department, in comparison to other departments, is adequate. But this amounts to only twelve hours of work per week which is needed for research into library needs, alone.

We share an office (only department contained in one room). No telephones in the office and those stationed in the building are so set up that incoming telephone calls are almost impossible to receive promptly. (A note might be deposited in one's mailbox informing him of a telephone call!) Equipment needs of the department are negligible.

Projections for the Future

The major plan--to do both--maintain strengths and correct weaknesses--is to have two more full-time faculty members teaching Political Science. This need is obvious in light of all that has preceded. Institutional resources, however, would probably indicate that only one person could be added to the staff in the immediate future. (Priority should be given to the fields of international politics, thus releasing our part-time member for advanced seminars only and public law.) Even one person would allow for a reduction of preparations which is very badly needed. The only alternative would be to reduce the courses offered, but everything else would follow suit: fewer majors, fewer prepared for graduate school or teaching, fewer in-depth and more "survey" type courses.



## Profile of the Psychology Department

### Staff

Currently the Psychology Department is staffed by two psychologists, both of whom have received their Ph.D. degrees. The junior member of the department, a young woman who has been a member of the staff for two years, is trained in clinical psychology and is responsible for the portions of the psychology program which relate to the study of individual and group social behavior, including abnormal behavior and psychological readjustment. She is a 1968 graduate of the Washington University, St. Louis, Missouri. The Chairman of the Department is trained in experimental psychology and joined the staff in the fall term of 1968. He is a 1959 graduate of the University of Florida, Gainesville, Florida. Momentarily he is responsible for the scientific and theoretical portions of the program. Introductory courses are taught by both members of the staff. A third staff member will be added to the Psychology Department for the 1970-71 academic year. A person who will complement the areas of concentration already represented by the current members of the department is being sought. Planning for the future, then, is based on a three-person department.

### Departmental Objectives

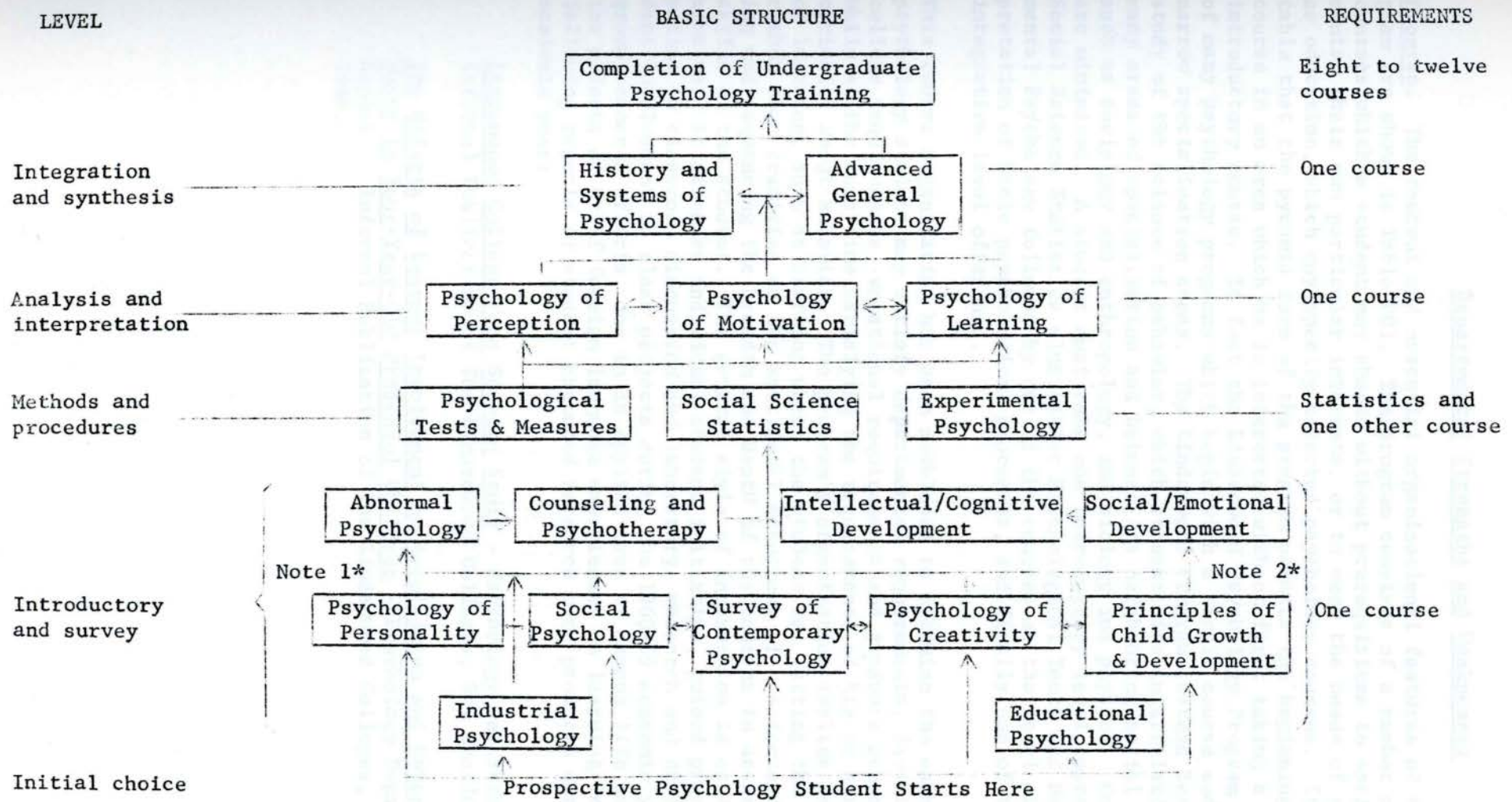
The purpose of the psychology program is to meet the needs of all Lindenwood students for study in psychology and to stimulate learning and interest in the science of behavior. The major objective of the program is to provide opportunities for students to learn:

- What psychology is, where it came from, who does it, what it looks like, and how it is used.
- Facts and generalizations based on the facts relevant to the interests of each student.
- Terms, concepts and new ways of thinking about and understanding behavior.
- How psychological research generates information about behavior and how this knowledge is processed and used.
- New skills in the application of the concepts, theories, methods and products of psychology to life's problems.
- Greater sensitivity to and appreciation of behavior, as well as greater facility in learning about it.
- Specific knowledge and skills to further career goals.

An additional objective of the program is to relate the facts of behavior and the theories about them to the student's own life experiences so as to foster:

- Increased skill in the analysis and interpretation of one's own behavior as well as the behavior of others.
- Greater critical acuity in making self observations and evaluations.
- Improved ability to systematically organize consistent (excellent) performance in and out of the classroom.
- Heightened sensitivity, selectivity and intensity of personal interests.
- Expanded perceptual ability to discriminate, recognize and categorize one's life experiences.
- Development of a repertory of flexible attitudes, beliefs, dispositions, and positions on which relevant and effective responses to life's challenges may be based.





Note 1: Abnormal Psychology and Counseling and Psychotherapy are introductory level courses but should be taken following the course, The Psychology of Personality and should be taken in this order.

Note 2: Social and Emotional Development and Intellectual and Cognitive Development are introductory level courses but should be taken following the course, Principles of Child Growth and Development, and should be taken in this order.



Departmental Strengths and Weaknesses

Program. The content and essential organizational features of the psychology program are shown in Table PD1. The program consists of a number of introductory courses which a student may choose without prerequisites to satisfy college requirements, their own particular interests, or to meet the needs of other programs, such as education, which may specify selected psychology courses. It can be seen in the table that the pyramid form of the program permits the beginning student to take a course in an area which he is interested without first taking a general survey or introductory course. In fact the Lindenwood Psychology Program is the opposite of many psychology programs which begin with a single course and fan-out into narrow specialization areas. The Lindenwood Program instead leads to a focused study of the science of behavior, which stresses its interrelations within its many areas of specialization and between its neighboring social and natural sciences such as sociology and anthropology, and biology and physics. Course requirements are minimized. A student must take one introductory level course first, then Social Science Statistics plus either Psychological Tests and Measures or Experimental Psychology followed by one of the courses at the level of analysis and interpretation of basic psychological processes, and finally one of the other of the integrative level offerings.

This course organization has been developed to optimize the ease with which a psychology student may satisfy departmental requirements, divisional requirements, college requirements, vocational requirements and graduate school requirements, while at the same time satisfying the requirements of his or her interest and curiosity about behavior. The program's organization applies several principles of learning, such as starting where the student is, letting the student's interests rather than tradition or the artificial structure of a science determine his learning and sequencing the breadth and depth of the courses in accord with the growing skills of the student. The general style of instruction is active rather than passive. It stresses individual student initiative, guided practice, and participation in classroom discussion and laboratory, research and experimentation. Student involvement in class projects during the 1968-69 academic year produced two group research efforts, one in an applied area of campus life and one related to the effects of brief foreign language experiences on learning in children. The following reports of student executed research were produced during the 1968-69 academic year:

Lindenwood College Food Service Study - Psychology Department Research Report. Informal Publication of The Lindenwood Colleges, St. Charles, Mo., 1968.

The Effects of Learner Involvement on Acquisition and Retention of Spanish Nouns in Four-Year-Old Preschool Children - Psychology Department Research Report Informal Publication of The Lindenwood Colleges, St. Charles, Mo., 1969.



Students. During the period from 1965 to 1969, the number of psychology students graduated by Lindenwood College was one in 1965, six in 1966, nine in 1967, 14 in 1968 and 22 in 1969. Of these 52 psychology students, 14 have gone on to graduate school, 13 of these in the various areas of psychology. Nine of these psychology students have taken positions in the area of social work. Five of them have become teachers, and another five now hold technical positions in organizations offering psychological services.

The Lindenwood College student advising system is implemented through the Psychology Department in the standard fashion. The advising procedure is as follows: a student who wishes to study psychology or a student who requests to be advised by a member of the Psychology Department is assigned as an advisee to a member of the staff either by their choice or in accordance with the necessity of balancing the load of advisees among the staff. The advisees receive information about current and future Psychology Department offerings, about general college requirements and, if the student intends to become a psychologist, about the requirements of preparing for graduate school. The primary intention in the Psychology Department's advising program is to aid the student to achieve his or her college objectives without overlooking any of the requirements that attainment of the objectives may involve, but about which the student momentarily is uninformed. A typical example of this feature of the advising program involves explaining the necessity for study in statistics, measurement and quantitative methods even for students who plan to pursue a career in clinical psychology.

Faculty. At this time there is no systematic research being carried out by the Psychology Department. Routine classroom studies are conducted as required to satisfy the needs of student research projects with the possible exception of several preliminary investigations of perceptual and perceptual-motor learning in pre-school children, carried out in coordination with the Florissant Cooperative Nursery School, Florissant, Mo., no programmatic research is in progress or is planned. Student research as a part of regular course work is supported by a superior library of psychological tests instruments and by an adequate stock of the standard laboratory equipment, with which experiments in perception, learning, and motivation may be conducted using human subjects as well as animals such as rats, guinea pigs, hamsters and gerbils.

Resources. The Psychology Department moved from its offices in Roemer Hall to new, temporary offices in Young Hall during the 1968-69 academic year. One consequence of this move was that the old Psychology Laboratory space was reassigned to the Education Department. Another consequence was that at this time there is no permanent integrated Psychology Department office space. The Psychology Department currently occupies two widely separated offices in Young Hall and in addition the department now shares the Physics Laboratory as a temporary substitute for its own laboratory facilities. An animal room in Young Hall also is shared with the Biology Department.

Library resources of the Psychology Department include more than 1,000 volumes on psychology and an estimated additional 300 volumes on the related areas of sociology, education and biology. Currently there are more than 12 psychological journals among the subscriptions held by the library. The library holdings in books and journals are not adequate to support the activity-type program of the Psychology Department. While the build-up of strength in the library holdings in psychology



is progressing steadily, our goals are not expected to be met within the next two years. A particular problem exists in the acquisition of back issues of journals for which new subscriptions have been taken. An additional problem concerns journals previously obtained which do not run continuously or long enough back in time for them to be reliable research references. The deficiencies of the library's support for the psychology program are serious and are receiving continuous close attention and vigorous action. The magnitude of the deficiency is expected to diminish as funds are made available for the acquisition of new books and journals.

Secretarial assistance is not readily available to the Psychology Department. This severely limits the production of all communications, records and effectively multiplies the clerk-role of the staff, particularly with respect to typing and reproduction of test materials. This deficiency seriously reduces the efficiency of the department in its teaching function. The staff of the department currently is aided by two student assistants, both of whom provide limited but adequate aid. The problem is that they require detailed supervision and are not permitted to accomplish many of the most important clerical and typing tasks, in accordance with several college rules on security.

#### Projections for the Future

See Program under Departmental Strengths and Weaknesses.

#### Student Criticism

Nearly 100 students provided written responses to the questions relating to their judgment about the adequacy of the Psychology Department. The responses do not lend themselves to a student report. Because of this I will attempt to summarize the students' judgments.

- a. Teaching - judged variably excellent through average to very poor. Overall the evaluation was that the department's teaching was fair to average as a minimum.
- b. Offerings were judged adequate--good.
- c. The advising program was judged adequate but many students in my survey had little experience with the Psychology Department advising program.
- d. Equipment and facilities were judged adequate.
- e. Library support for the Psychology Department was judged inadequate by all who reported using the library.



## Profile of the Sociology Department

### Staff

The Sociology Department has two full-time assistant professors and one part-time instructor. All are still candidates for the doctorate; all are new to the Lindenwood faculty this year. There appears to be some possibility that a third full-time person will be added to the department for the 1970-71 academic year.

### Departmental Objectives

The department views its goals as including: a) serving those students who major in Sociology by offering a responsible core curriculum that adequately presents the major perspective of the discipline; b) providing stimulating introduction to sociology and anthropology for those students whose major interests lie in other areas, but who seek to increase their range of understanding through sociology; c) opening questions of the relation between disciplines where this is relevant. By implication our goals should be understood to include a commitment to pre-professional and pre-graduate courses which are central to the field in preference to either isolated topics that have more entertainment than ongoing academic value or courses which would be substitutes for professional education (especially in social work). We offer both the B.A. and B.S. in sociology.

### Departmental Strengths and Weaknesses

Program. We believe the program has good balance within the limitations of the size of the department. Of courses that might be considered typical of smaller institutions, we offer more anthropology and more courses stressing major theoretical concerns than many small departments. We are missing any course in social work, which was omitted from the current catalog because of our philosophy that social work should be taught at the graduate professional school. We have combined separate courses in delinquency, drugs, criminology, etc., into courses in deviant behavior and social problems, in line with our concern for broad theoretical perspectives.

We offer two courses that serve as divisional electives: Basic Concepts of Sociology and Human Evolution and Race. It is apparent that we need to increase the number of class sections in Basic Concepts. It also appears desirable to broaden our service to the institution by shifting a few offerings (such as Metropolitan Regions) from the 300 to the 200 category.

Students. The number of sociology majors over the last few years has been:

1966 - 2	1970 - 7
1967 - 1	1971 - 6
1968 - 1	1972 - 6
1969 - 9	

Among those still in school, only those who have made apparent commitments are counted. Among the thirteen graduates, one has completed an M.A. and one an M.S.W.;



five are working in positions that clearly required a background in sociology, two are working in positions for which their major was appropriate but not essential, and only one is working in a field clearly outside her preparation. (We have no employment information for five.)

Faculty. The faculty has ranged from less than one full-time person to its present high of two full-time and one part-time person. However, in five years there have been ten different persons in the department, with no one staying beyond 2½ years, and the high rate of faculty turnover is clearly the department's most serious problem. All three persons on the current staff are new this year.

Resources. Physical facilities and equipment: either better secretarial help or adequate office machines (typewriters, xerox) would help; other facilities are adequate.

#### Projections for the Future

It is inescapable that some question of the kind of institutional commitment to the inclusion of sociology in its curriculum must be raised, although subjective evidence indicates that the administration has worked recently to correct this situation. The faculty turnover has seriously hampered the responsible counseling of students, the systematic building of a library collection, the opportunity to explore shared programs both with other departments and with other schools, and the possibility of any professional growth opportunities or performance.

In view of the overall report, it is clear that we need to stabilize the faculty as a first step. Since none of the faculty of the past five years have been tenured, it appears that this is partly a problem of careful recruitment that considers both the personal goals and health of applicants. We shall have to reconsider our attitude toward a survey course in social work, although this along with our ability to offer more sections of Basic Concepts, and the course in Stratification which we think should be available for advanced students, depends on our being able to add one full-time person to the faculty. We are actively pursuing this charge at present. If the faculty is stabilized, we shall begin to move toward cooperative interdepartmental and inter-institutional programming.

#### Student Criticism

Students who are sociology majors were invited to comment in writing and in person on the department. They cited the turnover of faculty as their most serious problem, with the limitations of the bookstore and library next. Some felt that more courses were needed (including specific requests for social work) and that courses listed in the catalog should be offered more frequently (many advanced courses are offered only in alternate years). They suggested that the quality of faculty had been extremely varied, with the Chairman of 1968-69 clearly being outstanding. No problems with facilities were cited.



## Profile of the Biology Department

### Staff

Presently the Biology staff consists of four full-time members. Three staff members possess the Ph.D. degree. The other member has his M.S. degree and is a doctoral candidate. We plan to recruit a fifth member (a Ph.D.) for the academic year 1970-71. We must also recruit a person to replace one of our present staff who will retire at the end of this academic year.

Two of our present four full-time staff members are tenured. One of these tenured staff will retire at the end of this academic year. The Chairman of the department and another member joined the staff this year. We plan to replace our retiring member and add an additional person. Thus four of the five members of our 1970 staff will not be tenured faculty. It can be concluded that the Biology Department is in a state of transition.

### Departmental Objectives

Biology Department participation in institutional objectives:

- a. Two Biology staff members are instructors in the Lindenwood Common Course. This course is designed to introduce freshmen to issues and ideas which will affect future generations.
- b. The college provides the student with a contrast in learning methods from the secondary experience. Our department offers seminars, independent study and research projects and participates in the honors program. Upper level courses ordinarily have less than ten students. Increasingly, laboratory sessions which accompany each course stress experience, technique and thinking rather than present students with cookbook experiments.
- c. The Biology Department offers course work for elementary and secondary school teachers of science and biology. This is in keeping with the college objective to provide a sound liberal arts background for effective teaching.
- d. The Biology Department participates in cross-disciplinary study. Some staff, as mentioned above, are instructors in the Lindenwood Common Course. The department offers courses such as Biochemistry, Biophysics and History of Science.
- e. It is a desire of the college to prepare students for graduate study. Few of our graduates have sought advanced degrees in biology. A part of this problem has been the undergraduate preparation. This problem is discussed below.
- f. Through personal contact with the students and our method of advising students, the department believes that it assists students in self-evaluation and aids them in making career decisions.

Objectives primarily related to the discipline:

The Biology Department offers programs leading to B.A. and B.S. degrees. We intend that the biology curriculum be designed to provide our majors a program with the scope and depth needed for entrance to graduate school and one which within the limits imposed by the size and background of the staff, available space, facilities and equipment, can be adapted to meet the diverse interests of potential biologists. Since some of our majors do not intend to enter graduate school, the department continues to prepare students who wish to become teachers, technicians and nurses. Pre-medical and pre-dental programs should also be available.



### Departmental Strengths and Weaknesses

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Students. Since few majors have entered graduate school, we feel this situation is due in part to the preparation of the students. We believe biology majors need a more directed program. Following the successful completion of the introductory biology course, or its equivalent, students should enroll in at least one course in each of the major biological areas: molecular and cellular biology, organismic biology, developmental biology, and environmental biology. Future biologists should engage in undergraduate research and independent study. A serious weakness with our present program is the inadequate preparation of our biology majors in allied areas. As required by most graduate schools, biology majors should complete courses in inorganic and organic chemistry, physics and mathematics through calculus. Another problem is the number of hours each course meets per week. Lindenwood has adopted the four-one-four academic year. Fall and spring terms here are shorter than those of institutions which operate on a semester basis. Science courses at Lindenwood do not meet for a greater number of hours per week than courses at institutions on semester programs. In order to fulfill graduate school requirements our majors have been enrolling in summer courses at other institutions. Courses such as organic chemistry and physics should be available at Lindenwood each year.

Growth over the last five years shows that in 1965 and 1966 Lindenwood graduated two biology majors, and in 1969 the number was eight. Presently our majors consist of four seniors, three juniors, eight sophomores and at least seven freshmen. Nearly sixty students are enrolled in the biology exploratory divisional electives.

From 1965 to 1969 twenty-one biology majors graduated from Lindenwood. Follow-up information on these graduates shows that eleven became laboratory technicians, three became teachers and three entered graduate school.

We believe that our advising program is effective and satisfactory. All majors are assigned departmental advisers who work with students in planning courses, independent study and research programs, graduate school and career opportunities. No biology staff member is assigned more than ten advisees.

Faculty. Generally, in the past faculty members did little in the way of on-campus research and publication. This was primarily due to demand of heavy teaching loads and committee work. This situation will change as the institution reduces teaching loads and new faculty join the staff. Some faculty were able to publish and engage in research during the summer months. Before 1965 sabbaticals and leaves of absence were practically non-existing. This policy has changed. The college does provide faculty with some funds for travel to professional meetings. These allotments are minimal and pay only a portion of the total cost of such trips.

Program. The college is in the process of developing cooperative programs with other institutions. The Biology Department has not yet participated to any great extent in such programs. We may be in a better position to engage in such efforts when our own programs stabilize somewhat following the completion of our recruitment of new staff.



Resources. Although we do have a new building, the department needs to be better equipped. We do have good greenhouse facilities and several fine collections of plant and animal specimens and slides. Our equipment more or less reflects the more classical structural approach to teaching biology. We need to acquire material and equipment in order that the physiological, functional, and chemical aspects of biology can be more effectively taught. Recently we took steps in this direction by acquiring a high-speed centrifuge and chromatocab. We must continue to acquire equipment in order to carry out our goal to relate structure and function at the various levels of biological organization. Examples of needed equipment are biochemical isolation apparatus, environmental chambers and a respirometer.

The librarian and her staff are most cooperative and sensitive to the needs of the department. Our holdings with regard to departmental books and periodicals are minimal. Within the limit of funds allocated it is our intention to increase our holdings to the level suggested by the Commission on Undergraduate Education in the Biological Sciences.

As new staff join us and as our program and direction become established, we should be in a more favorable position for grants. It is the intention of the chairman to apply for more external assistance than has been the policy in the past. We plan to submit proposals to governmental agencies and private foundations.

For this academic year the college has budgeted funds for our research efforts. It is our hope that this policy continues. The college does provide the department with student assistants and student secretarial help. This procedure does have its limitations. These students must be trained and are not permitted to perform functions such as typing exams and letters of recommendation. The assistant and faculty member often have difficulty arranging a time when they can get together. The better assistants are usually seniors. Ideally the Biology Department should have its own secretary or at least share a secretary with another department.

Physical facilities in the new building are adequate. Faculty members have ample office and research areas. The department has two phones. One of these is in the chairman's office. Again, ideally, the phone should be answered by a departmental secretary who could contact individual staff members. Staff members could have extensions of this departmental phone in their respective offices.

#### Projections for the Future

By September 1970, the Biology Department will have five professors, four joining the staff after September 1969. These instructors were chosen on the basis of their dedication to the principles of undergraduate education and the teaching of biology. While a staff member's primary objective is teaching, professors are encouraged to engage in some aspect of biological research. Thus professors of biology maintain a balance between teaching and research befitting an undergraduate college.

Our plans include the formulation of a more directed program for majors. We will continue our policy of offering a variety of courses. However, we agree that a major must complete at least one course from each of the four major areas of biology (molecular and cellular, organismic, developmental and environmental).



We plan to offer several different courses in each of these areas. This will allow students to have a certain degree of flexibility in course selection. In addition an opportunity is afforded the student who wishes to pursue a more in depth study of a particular area.

We desire that all majors should engage in independent study and supervised undergraduate research. In the past a few students have enrolled in such programs. Often such students studied off-campus. As our staff expands we hope to have more on-campus student research opportunities.

Increasingly, institutions are finding difficulty in securing funds from external agencies. The department will petition outside agencies for funds. Each year we intend to request funds from the college for the purchase of research equipment and for the support of student and faculty research. The Biology Department will continue to advise students in an effective manner. Each biology staff member has a relatively small number of advisees.

#### Student Criticism

The chairman obtained student viewpoint by asking ten students (seven seniors, one junior and two sophomores) to fill in a questionnaire composed of the items listed below. In addition these ten students met as a group with the chairman and discussed departmental matters.

- a. General adequacy of teaching in the department - The students realize that the department is going through a time of transition with regard to staff and programs. The majority felt that past teaching had been adequate. Students agreed that the new additions to the department had improved the quality of teaching and felt this improvement would continue with the addition of other new staff for 1970.

Students are pleased about the small enrollment of our upper divisional courses. Generally, those students who have attended other colleges or universities believe that teaching at Lindenwood is better than they had experienced at other institutions.

- b. Adequacy of departmental course offerings - Students agree that the department offers a variety of courses. However, they also agree that majors should have a more directed program. Student response to the program outlined in parts of this report was favorable. Students feel that at times they are hampered in planning their programs because of alternate year offerings. For example, during this academic year there are no course offerings in anatomy, vertebrate physiology and embryology. (Our new staff additions should solve this problem.)

In addition to alternate year courses, another factor which hampers students in scheduling is the policy of the institution not to meet classes on Wednesday. This policy also limits the department with regard to scheduling laboratory courses. Generally students were in favor of Wednesday classes and even in favor of extending the school week to include Saturday morning.



Other opinions expressed included:

- 1) Students on an accelerated degree program especially felt inconvenienced by the two difficulties just mentioned.
  - 2) Some students suggested that we increase the number of offerings especially with regard to courses accepted by graduate schools.
  - 3) Students expressed concern over the fact that a few of our past students encountered difficulties with some graduate schools accepting Lindenwood biology majors. In their opinion this problem was related to the number of hours per week that biology courses meet.
  - 4) All students agree that every major should engage in undergraduate research and independent study.
- c. Adequacy of academic advising: course planning, graduate school advising. Students felt that advising had been reasonably effective and had improved this year. They were pleased that each departmental adviser did not have too many advisees. Students suggested the following:
- 1) Freshmen majors should be made aware of graduate school entrance requirements.
  - 2) Course planning is made difficult by alternate year courses and "Wonderful Wednesdays." (This problem was discussed above.) Students feel that departmental programs and course offerings should stabilize somewhat. Students agree that the department should make known its offerings for ensuing years. In this way the student will know which courses are to be offered in what years.
- d. Adequacy and availability of departmental equipment and facilities. Facilities and departmental space at Lindenwood are considered quite good. Most students feel that they had not made full use of the available facilities. Students believe that this situation was more their fault than the fault of the biology staff. All students agree that departmental equipment is improving and express hope that this situation would continue. More equipment is needed in the area of molecular, cellular, and physiological biology. Equipment for the teaching of basic biology, botany, and structural biology was considered quite good.
- e. Adequacy and availability of departmental resources (also including any library problems students experience.) All students consider our biological library holdings quite minimal. They suggested that we increase our holdings by the addition of more "up-to-date" biological books. More journals should also be added. Students felt that too often they must visit the libraries at neighboring institutions. Areas considered most wanting are molecular biology, physiology, and developmental biology. A few students expressed dissatisfaction concerning the filing system for biological holdings.

Three senior nursing students were included in our sampling of students. These students expressed the following opinions:

- a. More courses in anatomy and physiology should be offered on a regular basis. They suggested courses in chemistry for nurses should be available.



- b. They expressed concern that B.S. degrees in nursing awarded by Lindenwood were recognized only in the North Central Association. The degrees are not recognized by the National League for Nursing.
- c. Nurses feel that they need more direction as to what courses they should take. Requirements for graduate study and continuing education in nursing should be explained. More courses should be available in order to prepare nurses more effectively for advanced study.
- d. Nurses expressed a desire to have a more concrete definition as to where they fit in college programs.
- e. They desire that during the January term courses or programs in nursing leadership and education should be made available at Lindenwood or at other institutions.
- f. They desire that Lindenwood investigate the possibility of becoming affiliated with institutions offering specialized nursing programs. Examples of such programs include: intensive and coronary care programs, public health nursing, and rehabilitation programs.

#### Departmental Objectives

In terms of student enrollment, the first objective of the department is to provide introductory science courses for non-science majors which prepare them to participate in a modern scientific and technological age. In addition we face challenges and expand to new efforts to promote registration and retention by the student. A second objective is the provision of supporting chemistry courses for other science and mathematics majors. The third objective, the one which gives us the greatest pride but is most demanding, is the preparation of chemistry majors capable of entering graduate school or working. Chemistry majors may obtain either a B.A. or a B.S. at Lindenwood College, depending on the individual needs of the individual students.

#### Departmental Strengths and Weaknesses

Program The growth of the Department's offerings is reflected in its participation in the Liberal Arts Review Council of our university's growth and development from the conservatively defined concept of chemistry. Besides, in terms of discipline in number of courses, we have limited the size of staff size. We have, in the past three years, offered only three chemistry courses: General Chemistry I and II, and Physical Chemistry I and II. The Biology Department has taught the introductory course for the past two years. (It depth can be measured by the quality of text books, we have successfully used the most widely accepted textbooks in chemistry across the nation.

Students The number of chemistry majors graduated over the past five years has fluctuated between 1 and 2 (1967-7, 1968-9, 1969-0, 1970-1). The range is so small and variable that it is impossible to recognize any trends. Some of the six graduates are now in graduate schools; they received acceptance from some of the better graduate schools in the nation: University of Wisconsin, University of North Carolina, University of Colorado at San Diego, and Washington State. One of our recent graduates is a Walter Wilson Fellowship recipient.



## Profile of the Chemistry Department

### Staff

The Chemistry Department consists of two full-time faculty members, one of whom has a Ph.D. We have asked for an additional full-time staff member with a Ph.D. in order to reach a more reasonable teaching load per faculty member.

There has been a decline in full-time equivalent chemistry faculty members since 1965. At that time there were 2-1/3 full-time equivalent chemists devoting 100% of their time to chemistry classes. Today there are 2 full-time equivalents devoting 80% of their time to the teaching of chemistry. At the present time one of the two chemistry staff members is on tenure.

### Departmental Objectives

In terms of student enrollment, the first objective of the department is to provide introductory science training for non-science majors which prepare them to participate in a modern scientific and technological age. In addition we use challenges and examples in an effort to promote cogitation and ideation by the student. A second objective is the provision of supporting chemistry courses for other science and mathematics majors. The third objective, the one which gives us the greatest pride but is most infrequent, is the preparation of chemistry majors capable of entering graduate school or working. Chemistry majors may obtain either a B.A. or a B.S. at Lindenwood Colleges, depending on the curriculum needs of the individual students.

### Departmental Strengths and Weaknesses

Program. The breadth of the departmental offering is reflected in its participation in the Lindenwood Common Course if one interprets breadth as deviation from the conservatively defined courses in chemistry. Breadth, in terms of diversity in number of courses, has been limited due to staff size. We have, in the past three years, offered only eight chemistry courses: General Chemistry I and II, Chemical Equilibria, Quantitative Analysis, Organic Chemistry I and II, and Physical Chemistry I and II. The Biology Department has taught the Biochemistry course for the past two years. If depth can be measured by the quality of textbooks, we have successfully used the most widely accepted textbooks in chemistry across the nation.

Students. The number of chemistry majors graduated over the past five years has fluctuated between 0 and 3 (1965:0, 1966:2, 1967:1, 1968:0, 1969:3). The sample is so small and variable that it is impossible to recognize any trends. Three of the six graduates are now in graduate schools; they received acceptances from some of the better graduate schools in the nation: University of Wisconsin, University of North Carolina, University of California at San Diego, and Washington University. One of our recent graduates is a Woodrow Wilson Fellowship nominee.



A major weakness of the department is its inability to simultaneously attract and intellectually challenge the students of Lindenwood College. Because of the size of the college we have not been able to offer separate courses on the introductory level for science majors and for non-majors. A course with inadequate academic rigor does not prepare a chemistry major for subsequent courses but a course with adequate rigor repels the major portion of our student body.

Faculty. The chemistry faculty have demonstrated an awareness of the need for professional growth. Members of the department have presented two papers at the national meetings of the American Chemical Society, published four papers in scientific journals, received a grant of \$350 for development of challenging undergraduate laboratory experiments, had a book, Fundamentals of Tracer Method: An Introduction for Medical and Related Sciences, accepted for publication (due July 1970), and spent two summers as a research participant at Oak Ridge National Laboratory and one summer at a science institute sponsored by the National Science Foundation, in addition to an appointment to the Chemistry Advisory Committee for Argonne Instructional Laboratory, Argonne National Laboratory and a consultantship to the Division of Nuclear Medicine, Washington University Medical School.

Resources. The physical facilities available to the Chemistry Department surpass that of most liberal arts colleges of our size. The equipment for teaching is adequate but equipment for faculty research is minimal. The library holdings include 725 books available for circulation and 45 reference books all dealing with chemistry. The library also subscribes to ten journals specifically related to chemistry and six journals of a more general nature.

#### Projections for the Future

An academically challenging program in chemistry necessitates not only a minimum number of students but also students of intellectual quality. We have been fortunate in the past to have attracted qualified students but we need more for the future. It will be necessary for the department to play a more active role in admissions work.

The Chemistry Department of Lindenwood College is cooperating with Fontbonne and Maryville Colleges in the joint offering of a course in physical chemistry. This is a culmination of several years of communication concerning related educational problems. An excellent spirit of cooperation now exists. We likewise have a cooperative program with the medical research laboratories of Washington University through the good offices of Dr. Michael Welch, husband of Professor Welch. The Chemistry Department of Lindenwood has also utilized the facilities of Argonne National Laboratory for student experiments.

Lindenwood College is a teaching and not a research institution; as such we expect the major financial resources of the college to be devoted to pedagogical pursuits. Yet we are fearfully aware of the necessity of continual professional growth by each faculty member. We expect the college to encourage, but not demand, publishable research. We expect the college to provide us with research space, released time and, to whatever extent possible, financial support for the research activities of the Chemistry Department. Since the finances of the college are limited, it becomes a responsibility of the Department Chairman to encourage, advise and assist the individual faculty members in seeking financial help from outside sources.



### Staff

The staff of the Mathematics Center consists of four people, two of whom hold the doctor's degree and two of whom hold the master's degree. One is tenured.

### Departmental Objectives

The general purpose of the center is to develop programs which stimulate and encourage

- (i) the development of mathematical ability
- (ii) the development of fruitful interactions

between mathematics and other disciplines. Both of these purposes relate to students whose primary interest is elsewhere. More specifically one objective is to provide programs which will allow for several types of emphases within the mathematics concentration. For example:

- (i) pregraduate
- (ii) computer science and applied mathematics
- (iii) elementary and secondary teaching (M.A.T.)
- (iv) business and actuarial

Another objective is the development of interdisciplinary programs connecting mathematics to the social sciences and humanities and to the other natural sciences. This development is particularly important in the program as it relates to the first two years of college.

At present the program of the center is broad, deep and flexible enough to provide avenues for emphasis on pregraduate, computer science or elementary and secondary teaching programs but not yet sufficient to provide for emphasis in applied mathematics or business and actuarial programs. I am speaking here of students whose area of concentration is mathematics.

### Departmental Strengths and Weaknesses

Program. The needs of students with interests other than mathematics are presently served by a number of courses including basic concepts, calculus, data processing, and methods of teaching. This represents the principle work load of the center. Considerable reorganization may be necessary here. At present the first two courses mentioned perhaps serve too many purposes. Some attempts at interdisciplinary work will begin in the January and spring terms. (See also the Computer Center report.) A closer working relationship with the Education Department is developing which will assist us in improving our program for the preservice elementary mathematics teacher.



<u>Students.</u>	<u>Graduating Year</u>	<u>Number Majors Graduating</u>
	1965	5
	1966	7
	1967	8
	1968	7
	1969	5
	1970	9

#### Followup Information 1965-1969 Graduates

Graduate and Professional	6
Computer Science	6
Teaching	12
Business	4
Other	4

The small number of students makes program planning a relatively simple matter and in this sense the student advising has been effective. A more complete and clearer picture concerning non-academic opportunities for mathematics graduates by the staff (particularly the new staff) would be of great value in student advising.

Resources. The equipment and facilities of the center are excellent (see the Computer Center report for a discussion of the computer facilities). The library resources are adequate for our present needs but will soon have to be expanded both in monographs and in periodicals. At present these resources are being supplemented by the Washington University Library and by the rather large book collections of two of our staff members.

We have able student assistance, both in academic and clerical work. However, we are woefully lacking in secretarial assistance.

#### Projections for the Future

The development of cooperative programs has not progressed very far as yet. Some beginnings have been made in the area of computer science (see the Computer Center report).

The complete correction of the weakness in applied mathematics and actuarial mathematics is depending on the addition of a staff member in this area. We are currently seeking some foundation support for the improvement of the computer facility and the addition of another staff member perhaps for 1971-72 (see Computer Center report). For 1970-71 we have requested an additional staff member specifically in these areas.

The other main problem identified, namely the development of interdisciplinary work will depend on the addition of new staff, for example in physics, and on much more extensive planning than has heretofore been engaged in. This matter is currently being discussed and it is hoped that some improvements in this direction will be possible by 1970-71.



The continued development of strengths and correction of weaknesses depends ultimately on the energy and time of the individuals involved. It may become essential to devote a substantial part of the summers to planning, studying and organizing. Effective planning during the academic year (especially the first academic year) is very difficult to achieve.

### The Computer Center

The Computer Center at Lindenwood came into existence at the beginning of this academic year (1969-70) with the hiring of a full-time director. Initially the primary job of the Computer Center and its director is to act as a focus for an applied mathematics and computer science (AMCS) area of concentration within the framework of the Center for the Undergraduate Study of Mathematics (CUSM). However it is envisioned that to be justifiable as part of the program of the Lindenwood Colleges, the Center will have to act as a service organization in the following areas: (1) providing instructional and research facilities for students and faculty outside the applied mathematics and computer science curriculum; (2) the development of administrative data processing systems.

To accomplish these above tasks it is felt that the philosophy behind the operation of the Computer Center should have as its basis flexibility of program and willingness to become involved in interdisciplinary projects outside the framework of CUSM. In a large school with a large student body and staff it is possible to have a well defined curriculum of study in AMCS since there will usually be students willing and ready to take any of the courses offered. However, in a program such as ours with a very limited number of students wanting to take a concentration in computer-related mathematics, it is necessary to be more sensitive to the needs of the students involved and offer those courses which fit the needs.

For similar reasons an interdisciplinary approach is so important since unlike the case of large universities that can afford to have a separate Computer Center for each type of user, at Lindenwood a single computer must serve the needs of the whole college so that the staff of the center must be actively involved in discovering these needs and proposing ways to meet them.

At present the Computer Center at Lindenwood is only in the infancy of what we hope will be an active life. As all infants, its metabolism, which in this case is its instructional and service programs, is not yet stabilized. It is important, especially in our situation, where a flexible program is so important not to confuse stability with inflexibility. Our goal is a program that can change as the needs of the students change but is stable enough that a student who goes through the program will have a firm background in applied mathematics and computer science. Our main weakness, then, is that the newness of the Computer Center, as well as the Math Center and its staff, necessitate our being, at present, too unfamiliar with the needs of the students and the college to have already developed a stable program in applied mathematics.

At present little or no progress has been made in accomplishing the second long range goal of the center, namely, involvement in interdisciplinary projects. Again the barrier to progress has been the newness of the staff and the necessity to become familiar with the needs of the college as a whole for computer services.



Lindenwood's present computer is an IBM 1620 Model 1, with card monitor system. This is a relatively obsolete machine since it is not actively being supported by IBM at the present time from a software point of view. This means that although there are a large number of programs available for this machine, as new programming techniques are developed, they will not be applied by IBM to the development of programs for the 1620. We hope to improve this situation by replacing the 1620 with an IBM 1130 this coming summer. This latter machine is supported by IBM and its versatility will result in a more versatile computer science program.

We feel that we have formulated an aggressive plan to overcome these difficulties and allow the Computer Center to move out of its infancy and begin to mature through more stable programs and more interdepartment involvement. The Director of the Center has already met with individual faculty members, groups of the faculty and classes to discuss with them how the computer can aid them in their work, as well as get feedback from these groups as to what they see as the possibilities of such joint efforts. Approaches have been made to the mathematics faculty of three other colleges to investigate the possibility of some joint programs. One of these, Fontbonne, already uses our computer facility in conjunction with a programming course and the possibility exists of offering a broader spectrum of courses in the AMCS area using combined facilities.

The Computer Center is designed to function in the context of the Center for the Undergraduate Study of Mathematics and this report should be read in that light. To avoid duplication, a discussion of the features of our AMCS program which are also relevant to the larger entity are included in the more comprehensive overview of the mathematics program provided by the report on the Mathematics Center.



Student Criticism

Because most of the professors of the Math Department are new this year, I find it difficult to make a decision on their teaching. However, from my own experiences with all of those associated with that department, I feel that they are extremely well qualified for our needs. It was not easy for me to adjust to a completely different outlook on mathematics in such a short time as the fall term offered, but I believe that the new approach is much better and provides a greater interest. The teaching seems to be quite adequate in that professors try to deal with students as individually as necessary. They know their subject matter far better than what I have been accustomed to and deal much more elaborately with it.

It seems that almost any course of interest to enough students can be taught by one of the professors, and they try to find those that are applicable to our curriculum and that are most desirable to the students. However, because mathematics can be used in so many different ways, I think that it is necessary that the department be divided into the three major areas of concentration as planned: (1) teaching of math; (2) applied math; and (3) computer science. This should eliminate some of the unnecessary requirements now demanded of all math students and give everyone more opportunities in their own particular field.

Again, because most of the professors are new to Lindenwood, it is not easy to form an opinion on the advisory system. As far as course planning is concerned, I have had no special problems in arranging my schedule or in finding courses to take. I think that during this transition period through which we are passing, the math curriculum is not as stable as it will become, and sometimes students have trouble with courses offered because of the time. Also, it has been pointed out to me that math classes should never meet for two hours in a row only two days a week, and we have a couple that do. This is because it is difficult for both students and teachers to absorb math for such a lengthy period of time. If all math classes met one hour four days a week this would give students daily contact with math which they may not otherwise have, and it would keep them more active in their studies of the subject. Regarding graduate school advising, the math bulletin board is always full of information concerning numerous graduate school opportunities, and if students are interested I am sure that any professor would be more than happy to help them.

I have never had too much experience with any of the math equipment, but I have found that there are small things that should be improved. For instance, we need more visual aids such as three dimensional objects that can be used in classroom discussion to clarify some ideas. The calculators do not get a great deal of use as they should, but that is only the fault of the students. I think it might be a good idea also to have a simple adding machine at the students' disposal, which I do not believe we have at the present, although I could be in error. I know there are some in the professors' offices, but I do not think that they belong to the Math Department. The Computer Center is adding a lot to the department, especially when the new IBM 1130 arrives. That will provide much more interest in the department, I believe.



Probably the biggest problem with the math library is that many of the books are outdated. It would seem to me that we should have more recently published books on math because so much is happening in this scientific world, and mathematics plays such an important part in it. Books containing new theories and works of modern mathematicians should be available for student use, but to my knowledge there are not very many of them. I have noticed that there are pretty many books for elementary education majors, but I do not know how thorough and adequate they are. Our reading room is conducive to studying but it seems rather disorderly. The books need to be arranged in some order according to subject matter, at least more so than they are now so that students know where to go when they need something in particular.

#### Another student criticism

General adequacy of teaching in the department:

Generally, the teaching is quite adequate in relation to the students' needs and use of such teaching. In the classroom, the students receive enough instruction to enable them to master the course material. As a student I find the teaching especially beneficial in that it goes beyond the classroom hours. For interested students, the teachers provide individual guidance in selection of materials for the student's particular interest.

Adequacy of departmental course offerings:

Perhaps there should be more courses of a practical, rather than theoretical nature. I do not know what is necessary for a good preparation for a job with industry, so it may be that the course offerings cover such a need. I question the adequacy of course offerings in this area merely through my own ignorance.

Academic advising system:

Academic advice is freely available to the students, from my own experience, whether the students use it or not.

The departmental equipment is excellent. The facilities are well located around a central area.

The library seems adequate. There could be more math texts written with a more modern concept of math. It is good to have a math library near the math classrooms, in addition to the math section in the main library.

#### Another student criticism:

I find I must preface my discussion of teaching adequacy with the statement that three out of four of the teachers in the Mathematics Department are new to Lindenwood and have been here for one semester. Although this means that I've known these teachers for a relatively short time, I believe I have come to know all of them quite well since I also work in the Mathematics Department as a student assistant. I am of the opinion that all of these teachers are very good; they know their subject matter very well and appear to be genuinely concerned that their students learn. The four teachers seem to function well together as a unit, too.

The course offerings of the Mathematics Department are currently in a state of change. The change in faculty of the department has brought with it a change of ideas and viewpoints. The math curriculum is one area which is being evaluated in depth to see how well it fits students' needs and interests. In my opinion,



this evaluation of course offerings has been long overdue. It is hard to say anything really definite about the course offerings while they are being re-assessed and changed. However, I can say that the four faculty members are sincerely interested in determining which courses will fulfill the needs and objectives of their students and finding ways to offer those courses.

The members of the mathematics faculty at Lindenwood are very anxious to help their students in any way they can. When discussing course planning with any one of them, they continually desire to know about the things which interest the student so that the appropriate courses can be chosen to fit the student's need. In addition, students are not restricted to discussing their problems with the adviser to whom they are assigned; the rest of the teachers will listen attentively to a student's problem and try to help find a solution.

The equipment and facilities of the Mathematics Department are open to anyone who desires to use them. The Math Department is open from about 7:30 a.m. until 10:30 p.m. The computer lab, which also contains the calculators, is open during this time period. Although teachers do not come under the categories of equipment and facilities, I think I must add that the math teachers are always willing to put aside what they are doing to talk with a student.

The Math Department has its own reading room (miniature library) where students can go to study or read the periodicals or books contained there. In addition, the math section of the college library is quite large. The math teachers all have their own personal libraries which they are happy to share with students.



## Profile of the Physical Education Department

### Staff

There are four full-time staff members, and one visiting instructor. Four full-time members have M.A. degrees, the visiting instructor has a B.S. The rank of each is as follows: one professor, one associate professor, two instructors, all full-time, and one visiting instructor. The number to join the faculty in 1970-71 is one full time (which will be a replacement) and a half, making the total four and one-half staff members. Three staff members are on tenure.

### Departmental Objectives

1. The aim of the department is to give the students an opportunity to participate in physical activity intended to equip them with specific skills, stimulate an interest in wholesome recreational activities which may be carried on after leaving college, and engender a respect for the value of physical education in a program of intellectual living.
2. Another aim is to contribute to the four general phases in which individual growth and development take place: mainly the physical, the motor, the mental, and the human relations development. We feel that physical education plays an important part in contributing to each of these phases.
3. In light of our institution's objectives and program:
  - a. We are providing courses emphasizing student participation, independent work, and attempting to use more audio visual aids.
  - b. Efforts are also made to coordinate knowledge learned from other disciplines into the field of physical education.
4. Objectives related to the discipline (s):
  - a. Develop capable teachers in the light of the field of physical education, but with breadth and depth in the other disciplines.
  - b. Independent work in physical education.
5. A student majoring in physical education may receive a B.A. or B.S. degree. The area of concentration is biology with emphasis on teaching physical education in elementary and/or secondary schools.

### Departmental Strengths and Weaknesses

#### Program,

Strengths - breadth and depth of the department program:

- a. A wide variety of courses are offered.
- b. The required biology courses give the students a strong background in anatomy and physiology.

#### Weaknesses

- a. Some of the partial courses should be full courses.
- b. Students receive only small blocks of time for the wide variety of sports they may be required to teach.
- c. Courses in the various activities do not count toward the grade point average.
- d. With required area of concentration in biology, the student must take between five or six additional courses in biology not directly related to their major emphasis "teaching physical education".



Students. Follow-up information on student majors the last five years (1964-65 through 1968-69). The majors in the department have either gone to graduate school or have the following positions:

- a. Class of 1965 - one teaching
- b. Class of 1966 - two teaching
- c. Class of 1967 - five teaching (one in college) and one in graduate school
- d. Class of 1968 - four teaching, one working in a hospital, one is assistant director of a YWCA
- e. Class of 1969 - six teaching, two in graduate school, two unknown

Student advising program:

Strengths - individual assistance is given in developing their program.

Weaknesses - "special students" majoring in physical education in essence, have two advisers (one in Continuing Education Department and one in the Physical Education Department).

Faculty. For the period 1965-66 through 1968 there were four full-time staff members. In 1969-70 one visiting instructor was added to reduce the teaching load. Three staff members are on tenure.

One member of the staff had a given leave of absence three years ago. One has a sabbatical 1970-71. One is in the process of writing a manual on education. One had the opportunity to be Director of the National Summer Youth Sports Program in the St. Louis area this past summer. All staff members have the opportunity to attend professional conferences, workshops and conventions.

Resources. Gymnastic equipment was added a year ago to broaden the program offerings not only for the activity program, but for the majors to have an opportunity to learn the basic skills necessary for teaching how to perform on the apparatus.

Library resources:

- a. 700 books in circulation, 25 in reference
- b. 13 periodicals
- c. Library functions very well in meeting departmental needs

We have never received any grants. Provisions are made for student assistance for each staff member. There is no provision for a trained secretary.

Adequacy of physical facilities:

- a. Indoor
  - 1) Offices for each staff member are satisfactory. There are two phones-- one is a campus phone, the other an outside phone.
  - 2) A room now used for the majors.
  - 3) A lecture room, a shower and dressing room which is inadequate.
  - 4) A 40' by 20' indoor pool - most inadequate.
  - 5) Since modern dance is now conducted in the New Fine Arts Building, where a dance studio was included in the construction of the building, the gymnasium was freed for more classes.
  - 6) Storage space for the equipment is inadequate.
  - 7) New 40 stall stables were constructed two years ago. This has greatly improved the interest in the riding department ( a facet of the regular physical education program).



b. Outdoor

- 1) Four tennis courts.
- 2) Hockey field and softball diamond combined (the field is also used for a soccer field for the men--area is inadequate since the formation of Lindenwood II for men).

The present facilities were quite adequate when the enrollment was only 100 or so. But with the formation of Lindenwood I and II and a look to the future (next 10-15 years) for an expected enrollment to be 1000, and hopefully the place for a new division of physical education, the present facilities are fast becoming inadequate. We have been told by the administration that the next new building would be a new physical education plant to be used for both men and women--with a new modern olympic size pool.

### Student Criticism

#### Strengths

- a. The scope of courses are good and adequate.
- b. The teaching in the department is of a very good quality. The instructors are well educated in their field and are more than willing to spend extra time out of class to help us with problems we might be having.
- c. Courses offered seem to be more than adequate to prepare me for what I plan to do (teach physical education).
- d. The academic advisory system and course planning are adequate. There is a great personal feeling included in the advisory system. A great deal of time is spent in making sure that our requirements are being met and that the students are getting help in a subject when needed.
- e. The library carries adequate resources for the department and the instructors of the department see that new books are available.
- f. We have no department library other than the one in the main library on campus. The instructors of the department do open their personal libraries for one to use.

#### Weaknesses

- a. Would like some type of test and measurement course in physical education offered.
- b. Coordination of courses from other disciplines.
- c. Some of the courses are not offered every year which sometimes creates problems in scheduling, but the department understands this and is willing to change things for our benefit.
- d. I think that a new swimming pool would help stimulate interest in the swimming program both in and out of class.
- e. The only thing I would like to see changed is that the activity classes be counted toward graduation credit (and grade point average).



## RELATED ACADEMIC PROGRAMS

## Profile of the Secretarial Institute

Staff

The Secretarial Institute Staff consists of one full-time faculty member with a M.A. degree. Some courses are taught by a shared full-time economics assistant professor with all work except dissertation completed toward a Ph.D. in Economics, with a minor in Business Administration. An additional part-time faculty member has been requested to teach accounting. The total for 1970-71 would be one full-time and two part-time faculty members. The full-time person is tenured.

Departmental Objectives

In addition to providing students with initial skills for beginning employment in many fields, the Lindenwood College Secretarial Institute is designed to qualify students for:

- a. high-level secretarial positions and increasing career opportunities in management
- b. teaching business subjects on the secondary level
- c. future professional preparation for business careers
- d. personal use and information

At the present time a Certificate in Secretarial Studies is offered in conjunction with an area of concentration in the Humanities, Natural Science, or Social Science Divisions.

Departmental Strengths and Weaknesses

Program. The strength of the department is shown in the steady interest in business subjects, the number of majors through the years, the growing demand for graduates with business training, the performance of graduates with a strong liberal arts background and specific business competencies, and the desire of other departments to have their majors take business subjects.

The Economics and Business Department was divided into the Economics Department and the Secretarial Institute in 1967. From 1967 to 1969 inclusive, the Secretarial Institute provided the business courses for 19 economics and business majors (including 9 teachers in business subjects) who chose to continue with that degree.

In 1969-70 the last 2 economics and business degrees will be awarded, one to a teacher of business subjects. Several students will receive the Certificate in Secretarial Studies in conjunction with history and English majors. Four underclassmen wish to start work toward certification to teach business subjects, and other students have expressed an interest in a business major.



Students. Up to the time that the Economics and the Office Management Departments were combined in 1963, there had been 6 economics majors and 27 office management majors. From 1963 to 1966 inclusive, there were 24 economics and business majors, often combined with other majors in mathematics, English, language or education. Questionnaires sent to graduates show them working as executive secretaries, including a secretary to the Assistant Secretary of the Treasury; sales correspondent, McGraw Hill; personnel work, Dow Chemical; research and investment analysts; cost accountant; tax examiner; teachers of business subjects; programmers; legal, medical, and investment secretaries; and various other fields. One office management major has been admitted to the Washington University Law School after years of legal secretarial work and two children. A recent economics and business major was accepted in the Washington University School of Business Administration. Letters and comments from graduates tell of their progress and their gratitude for adequate preparation. Satisfied employers speak of their appreciation of our graduates' immediate and potential value.

Faculty. The present Director of the Secretarial Institute has been a freshman and departmental adviser since 1955, her first year at Lindenwood College. The advisers work closely with students in course planning, conferences about progress (or lack of it), graduate school advising, and referrals to the Dean of Continuing Education and Career Planning.

Professional growth for the full-time faculty member includes post-graduate work at Washington University, attendance at conferences and professional reading.

Resources. Classrooms, offices and equipment are functional and attractive; and the building maintenance is exceptionally good. Every effort is made to keep the equipment in order and up to date.

The library resources are being expanded as rapidly as possible, and there are sufficient departmental books and periodicals at present. Additional overhead projectors would be helpful. The functioning of the library to meet departmental needs is not only adequate but praiseworthy, with courteous help available when needed.

At times the student assistants are so expert that my own production is greatly improved; other times, the students need more training. On the whole, every effort is made to provide efficient help.

#### Projections for the Future

Major weaknesses of the Secretarial Institute include:

- a. Understaffing, with the resultant inability to do justice to present courses and to add needed courses.
- b. The lack of a major in business.
  - 1) Now that we are trying to attract male students for Lindenwood II, the major in business is emphasized. Companies like McDonnell and Monsanto need workers with business backgrounds so badly that they are willing to pay tuition for employees working toward degrees.



- 2) The Executive Director of the Seven College Consortium, who has his office at Lindenwood, feels that there will be a growing need for expanded offerings of business courses, especially in plans to have work-study programs. The economically disadvantaged students must have marketable skills, and business is one of the few departments that can give them something that is immediately salable.
- 3) The Placement Office reports increasing requests for accountants; also, that the first thing the personnel director asks of the psychology or English majors is if they have secretarial skills.
- 4) The Mathematics Department has expressed an interest in working toward an interdisciplinary program for Mathematics and Business, with accounting and machines in business emphasized. Other effective interdiscipline combinations are business with mathematics, English, psychology, or Sociology (all helpful for business teachers). Business with political science helps both initially and later with government employment.

Plans for correcting weaknesses and maintaining strengths:

It is my intention to ask for

- a. a more appropriate name, such as Department of Business, now that Lindenwood II has been added.
- b. a subject-matter area of concentration in the Social Science Division leading to the Bachelor of Arts or the Bachelor of Science.
- c. an accounting teacher in 1970-71 for beginning and intermediate accounting (with the laboratory periods to be supervised by me) and later for shared time with the Mathematics Department when an interdisciplinary program is developed.
- d. continued help with the business law and management classes.
- e. credit for typewriting toward the 36 courses now required for graduation (college credit is now given but not toward the 36-course degree requirement).
- f. more interdiscipline course planning (comparable with a major in business and a minor in another discipline).
- g. additional course offerings when student enrollment and interest increase.
- h. more time for preparation, planning, teaching, and supervising and fewer classroom hours (at the present time I have 20 classroom hours, with one independent student to supervise).

#### Student Criticism

Replies were received from five alumnae who majored in the department. Two were teaching business subjects, one was a legal secretary, one secretary to the Vice-President of the Continental Telephone Company, the fifth was working with her father.

The consensus was that the teaching was excellent, students were allowed to express their individual opinions without being jeopardized, instructors were always available and willing to give extra help, and courses were taught in such a way that the student had the opportunity to learn on his own.

As far as the adequacy of course offering was concerned, the general criticism was the lack of needed courses, such as more accounting; courses in management; and specialized courses in legal, medical, etc., shorthand, marketing, advertising; and additional courses for teachers.



They each felt that the academic advising was excellent and always present for those who sought it. A transfer student stressed especially the personal interest shown in contrast to the impersonal treatment she had received in previous schools.

They felt that the departmental equipment and facilities were excellent, always available, and maintained in good condition.

Several comments should be quoted as they indicate both genuine interest in the department and a discriminating point of view.

"In my opinion the name Secretarial Institute does not begin to reflect the depth of courses offered or the potential of the department as a means of preparing students for jobs in business. A change of names seems in order, along with more courses in the areas of accounting, management, economics, and, possibly, corporate planning.

"A major should definitely be offered in this field, rather than the granting of a certificate. A secretarial certificate puts a limitation on the potential employee in the eyes of the interviewer and leads to the continuing practice of placing women in jobs traditionally designated for women."

"I feel that the Business Department should be reinstated in both name and prestige, especially with the addition of Lindenwood II."

"I am of the opinion that a degree is more important than a certificate--this certificate brings Lindenwood to the equivalent of a secretarial school."

(This evaluation was compiled by a person other than the Secretarial Institute Director.)



## Profile of the Child Development Laboratory

Staff

Frances A. Davis, Director	B.M.E., Cornell College (28 hrs. graduate credit in elementary education, University of Missouri, St. Louis)
Barbara Woods, Teacher, Level II	B.S., Southeast Missouri State College
Syble Lawther, Assistant	
Jan Buckingham, Student Intern	Lindenwood College Senior
Connie Herber, Student Assistant	Lindenwood College Sophomore
Kathy Albro, Student Assistant	Lindenwood College Sophomore

Director, Mrs. Davis - overall responsibility for management, including enrollment, public relations, budget and purchasing, program planning, personnel planning and personal direction of the preschool program.

Assistant, Mrs. Lawther - overall responsibility for the housekeeping of the facilities, carries out directions for the preschool program.

Intern, Miss Buckingham - functions as a teacher for the afternoon preschool group under the direction of the director.

Level II teacher, Mrs. Woods - teaches kindergarten level children with special emphasis on the academic program.

Program Objectives

The Lindenwood College Child Development Laboratory serves both the college and the community of St. Charles. It serves as a model of early childhood education and provides at a moderate cost to parents a preschool-kindergarten facility. Outside the matter of positive public relations for the college in the community, it serves the college as an easily assessable observation and experience area for students of psychology and education.

The program stresses an individual approach to children's learning which is in accordance with current trends in early childhood education. The addition of Level II (kindergarten year) last year has been of additional service to the community. At this point, not enough formal follow-through is being done to observe what happens to these children when they attend the first grade. We have administered the Metropolitan Readiness test and made this information available to the proper schools.

The facility is not used for any research in the area of early childhood but is available within the current structure should someone be interested in pursuing this avenue of thought. Opportunities for enrollment of three year old children are not existing at this time. Should research requirements suggest this need, there is a possibility for the extension of our services to that age by the use of more physical facilities and staff.



ENROLLMENT:

Total - 61 children  
 Level I (2 classes) - 36  
 Level II (2 classes) - 25

STUDENT INVOLVEMENT FROM LINDENWOOD COLLEGE: (1969-1970)

Child Psychology Class	fall term
Experimental Psychology Class	fall term
Educational Psychology Class	fall term
Elementary Music Methods Class	January term
Classroom as a Social System	January term
Children's Literature	spring term
Teaching of Reading	spring term
Teaching of Mathematics	spring term

PROGRAM: Level I

Creative Arts: dance, painting, drawing, sculpting, music, free play  
 Frostig Visual Perception Program  
 Unit Program: language arts, social studies  
 Science: quantitative concepts, health and safety  
 McGahan Early Detection Inventory (school readiness)

PROGRAM: Level II

A continuation of Level I with the addition of:  
 Cleveland Math Program, kindergarten level  
 Sullivan Associates Reading Program  
 Metropolitan Readiness test

Program Strengths and Weaknesses

Students of Lindenwood College find most of their interest in the laboratory through participation as a special project for course work. Their experience in the laboratory gives them further self confidence when they are faced with a student teaching assignment. In general, these students do not have time to pursue any volunteer work. The location of the laboratory--a long walk from the campus--and poor lines of communication with the college may account for this.

The number of parents who are interested in supporting a program of this quality is encouraging. Some would like us to continue through the elementary school years. Many are pleased with the association with the college, and I do not believe that a change to a parent-cooperative type of school would be in our best interest. One serious disadvantage of our financial structure is that each child must pay his own way. Our enrollment is thus limited to a certain social and economic group. Some parents would prefer a greater diversity.

The student intern program was set up to provide interested Lindenwood College students with an opportunity for a long range experience activity. It requires a half day free from classes at the college. As arranged now, the student is paid for her work on the student financial aid basis. This concept could be



extended to provide credit for the student should the college faculty approve. Miss Buckingham is unable to perform her duties during the January term because of her class schedule. Mrs. Lawther is available during her absence. As a general guideline for the procurement of staff in the future, a preference for private college graduates for their background in teaching education should be noted. If possible, student assistants should be hired who have a vocational interest in psychology or education.

Tuition raises are a certainty for the next year. I suggest changing to a monthly fee schedule rather than the present annual fee. Currently, our schedule includes a \$15.00 enrollment fee (non-refundable) and \$280.00 a year.

Numerous inquiries have been received for enrollment in 1970-71, and a pre-registration must be taken early in February. There is no possibility of an increase in enrollment for the next year without adding staff.

### Physical Facilities

#### ACTIVITY ROOM:

- Built on Merrill Palmer arrangement
- One way glass for observation
- Five microphones, five consoles and head sets for observation
- Expanse of glass overlooking the play yard
- Kitchen with refrigerator, sink and cupboards
- Child size table and chairs, blackboard, bookshelves, piano, preschool equipment
- Connecting bath with lavatory and two child size water closets

#### SMALL GROUP ROOM:

- Adjoins Activity Room and has a door leading to hall
- One way glass from this room looks into Activity Room
- Contains: storage area, room furnished with child size table and eight child size chairs, adult desk, telephone, bookshelves

#### HALL:

- Clothes lockers for 60 children

#### LEVEL II ROOM:

- A large room down the hall from the Activity Room
- Contains: child size tables and chairs, display area, blackboard, bulletin boards, piano

#### HALL BATHROOM

- Two adult rooms suitable for five year old children

#### OFFICE:

- Available for parent conferences and staff meetings

#### PLAYGROUND:

- Storage shed, slide, climber, sandboxes
- Wheel toys available, boards and standards, teeter-totters

#### CHOIR ROOM:

- Small room, few distractions, used for interviews or work with an individual child



AUDIO-VISUAL ROOM:

May be separated into two rooms for small group work

May be darkened for movie or slide projection

Equipment: movie projector, slide projector, tape recorder, screen

LARGE HALL:

Dance groups, games, parent programs

Size of the facilities, including the availability of extra space when needed are excellent. The parking lot and entrances to the building facilitate dropping off and picking up children. The acoustical properties of the large room do need improvement. This year we have added celotex bulletin boards and a small carpet to help absorb sounds. Ideally, we would soundproof with carpet, drapes and other materials.

The playground is poorly located because of the drainage ditch that runs through it, but is well located from the standpoint of visibility from the classroom windows. Facilities are in poor condition. Replacement of outdoor and some indoor equipment should be made, but is delayed because of finances and indecision about the future of the laboratory.

The Vice-President for Public Affairs is responsible for development of information to outside sources of financial support, coordinating plans for the development of campus publications, and providing staff services for the integration of the total planning process.

Planning of campus is not limited to this group, but the team is responsible for seeing that planning does take place at all levels of the institution, and that it is consistently and continuously coordinated to insure that all programs are working toward the achievement of institutional goals.

#### 5. Planning in Data

Good planning requires the compilation of accurate information about the status of the college, what they have done, what they are doing, and what they want to do to achieve stated goals and objectives. The current administration, under the leadership of President Jones, began its planning process by pulling together all the available information about the institution: its students, its faculty, its programs, and its resources. This information was presented at a faculty retreat held in November, 1968. That retreat provided the faculty with the information it needed to check a new direction for the college. The curriculum was revised, a new calendar adopted (4-1-69), and a table of goals, scheduled and designed to implement the curriculum.

An analysis of the kind of student who could best profit from the kind of educational program planned at Lincoln was made. It was determined that a higher level of verbal ability among the students would be desirable for the services to be provided. The program committee began to study the needs of the students. Admission standards were subsequently raised, and efforts were made to upgrade the quality of student input.



#### IV. THE PROFILE OF LONG-RANGE PLANNING

##### A. Organization

The planning process must be a continuing one, and at The Lindenwood Colleges planning is a team activity. Planning for both long and short range goals is directed by the President with the immediate assistance of his Vice-Presidents.

Beginning in September, 1970, the basic planning committee will be composed of the President, the Vice-President and Dean of the Faculty, the Vice-President for Administration, and the Vice-President for Public Affairs.

Working with the appropriate committees of the faculty (especially the Institutional Research Committee), the Vice-President and Dean of the Faculty is responsible for coordinating academic planning and relating student and faculty input to the total faculty planning process.

The Vice-President for Administration is responsible for inputs concerning financial history and cost projections.

The Vice-President for Public Affairs is responsible for development of information on outside sources of financial support, coordinating plans for the development of campus properties, and providing staff services for the integration of the total planning process.

Planning, of course, is not limited to this group, but the team is responsible for seeing that planning does take place at all levels of the institution, and that it is systematically and periodically coordinated to insure that all programs are working toward the achievement of institutional goals.

##### B. Planning to Date

Good planning requires the compilation of accurate information about the state of the colleges, what they have done, what they are doing, and what they must do to achieve stated goals and objectives. The current administration, under the leadership of President Brown, began its planning process by pulling together all the available information about the institution: its students, its faculty, its programs, and its resources. This information was presented at a faculty retreat held in November, 1966. That retreat provided the faculty with the information it needed to chart a new direction for the college. The curriculum was revised, a new calendar adopted (4-1-4), and a method of class scheduling was designed to implement the curriculum.

An analysis of the kind of student who could best profit from the kind of educational program planned at Lindenwood was made. It was determined that a higher level of verbal ability among the students would be desirable for the curriculum to have the greatest possible impact on the education of the student. Admission standards were subsequently raised, and attempts were made to upgrade the quality of student input.



Two other goals were established as short-range objectives which were to have a profound impact on the nature of Lindenwood College:

1. Planning committees were appointed to study the possibilities for expanding the participation of men in the programs of the college.
2. It was determined that the curriculum of the college as projected by the faculty would require a more diverse student body. Emphases in the recruiting program were revised in attempts to enroll students from diverse social, economic, and racial backgrounds. A group of 15 young men were enrolled in September, 1968 to assist in planning for the future of the college as it related to the possible expansion of male enrollment.

Three planning committees, one composed of men students, one composed of students from the women's college, and a third consisting of faculty members, worked with the administration of the college throughout the fall term studying possible alternatives. In December the committees met jointly and recommended the establishment of a coordinate college for men. The plan was unanimously adopted by students and faculty and presented to the Board of Directors on January 6, 1969. The Directors of Lindenwood College for Women agreed to enter into a contractual relationship with a new college to be formed by a group of incorporators later that month which would then contract with Lindenwood College for Women for instructional and library services and other campus facilities.

118 men were enrolled as the first class of Lindenwood College II in September, 1969. The colleges share a common President with each institution having its own Vice-President and Dean. The relationship of the two colleges has been continuously studied during the fall term, and a revised administrative structure for The Lindenwood Colleges has been developed and adopted for implementation beginning in September, 1970. The pattern was developed with a goal of reducing the number of people reporting to the President from 13 to 4, and to provide adequate administrative services to the two colleges without incurring unnecessary costs and duplication of effort. (See chart on following page.)

Coordinating the legal governance of the two colleges will be a Joint Executive Committee with membership from the Board of Directors of Lindenwood College for Women and the Board of Trustees of Lindenwood College II. Other board committees are being established as joint committees of the two boards to insure the highest degree of cooperation and to avoid the possibility that the plans and programs of one college will impact adversely on the other.

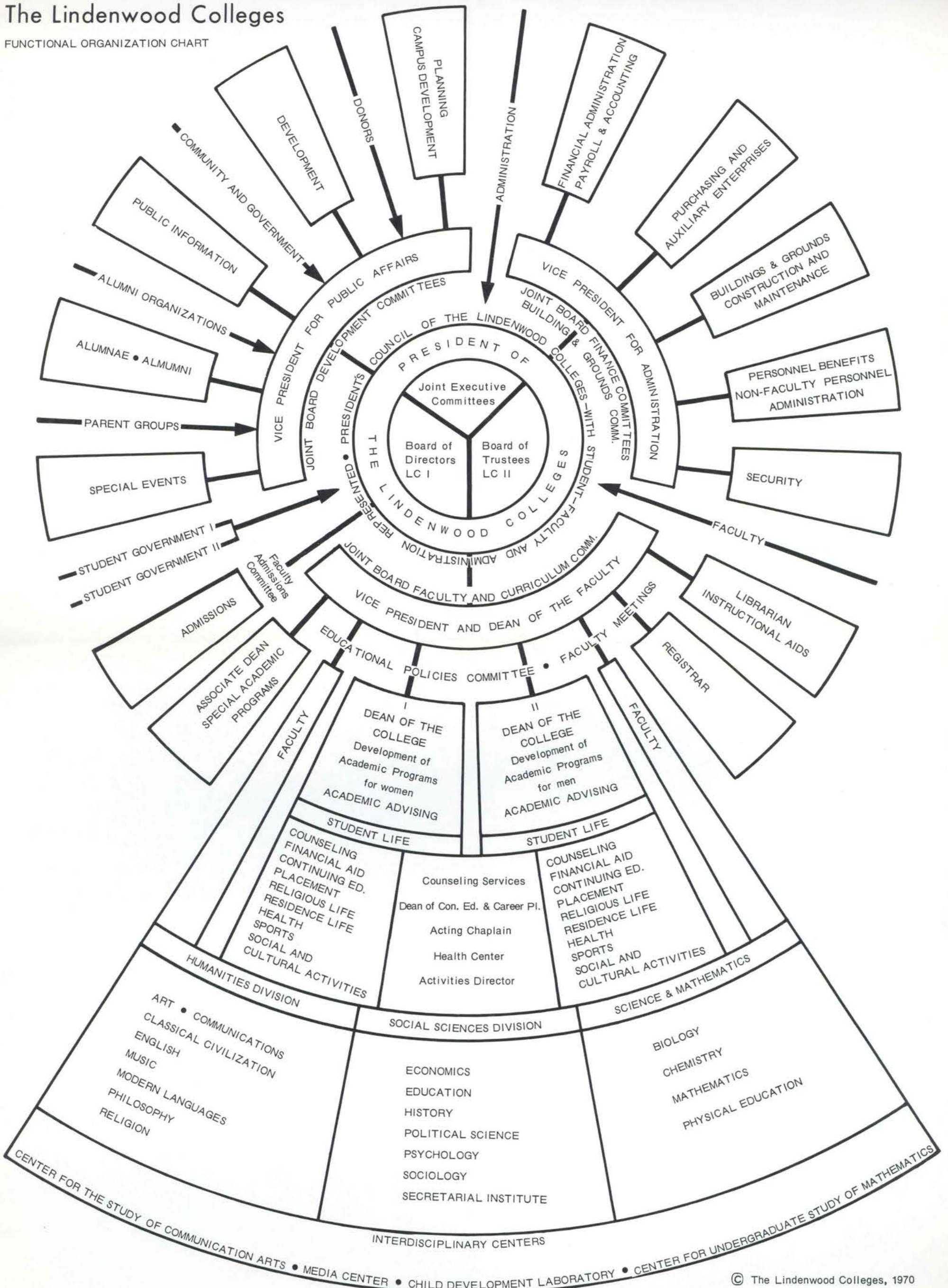
#### C. Future Organization Plans

The projected organizational structure for The Lindenwood Colleges retains the economies of a joint faculty and joint administrative services at the same time that it introduces the concept of a new role for the "Dean of the College." Responsibility for the faculty is vested in the Vice-President and Dean of the Faculty for The Lindenwood Colleges. The Dean of each individual college then becomes a "Dean of the Place" with concern for the total educational environment of that particular college. The position is designed to help bridge the gap between academic concerns and student personnel requirements too often in evidence in our colleges and universities. The primary role for the Dean of each college



# The Lindenwood Colleges

FUNCTIONAL ORGANIZATION CHART





is in the area of student personnel services, but the educative aspects of these services is emphasized by a direct reporting relationship to the Vice-President and Dean of the Faculty.

#### D. Academic Planning

The development of academic plans for the future of The Lindenwood Colleges is continuing in many areas. A major emphasis in Lindenwood College for Women is on programs dealing with the role of women in our society and the changing career patterns of the educated woman. Students of the men's college are working with faculty members in examining the possibilities of a cooperative work-study type program and the development of interdisciplinary opportunities.

Increased communication between students, faculty, and board committees should further facilitate the planning process and help insure the continued vitality of the academic program.

#### E. Financial Planning

Beginning on June 16, 1970, The Lindenwood Colleges will operate on a consolidated budget in order to streamline record keeping procedures while at the same time making it possible to separately identify income and expenses in areas peculiar to each college.

A three-year financial projection is shown on the next page, and studies are underway to develop projected operating budgets further into the future as data becomes available in the critical areas of student input and instructional costs.

A major capital gifts campaign is also being planned. It is anticipated that the campaign will most likely cover a five-year period beginning in 1972 and ending on the sesquicentennial anniversary of Lindenwood College in 1977. Total dollar goals have not yet been established.

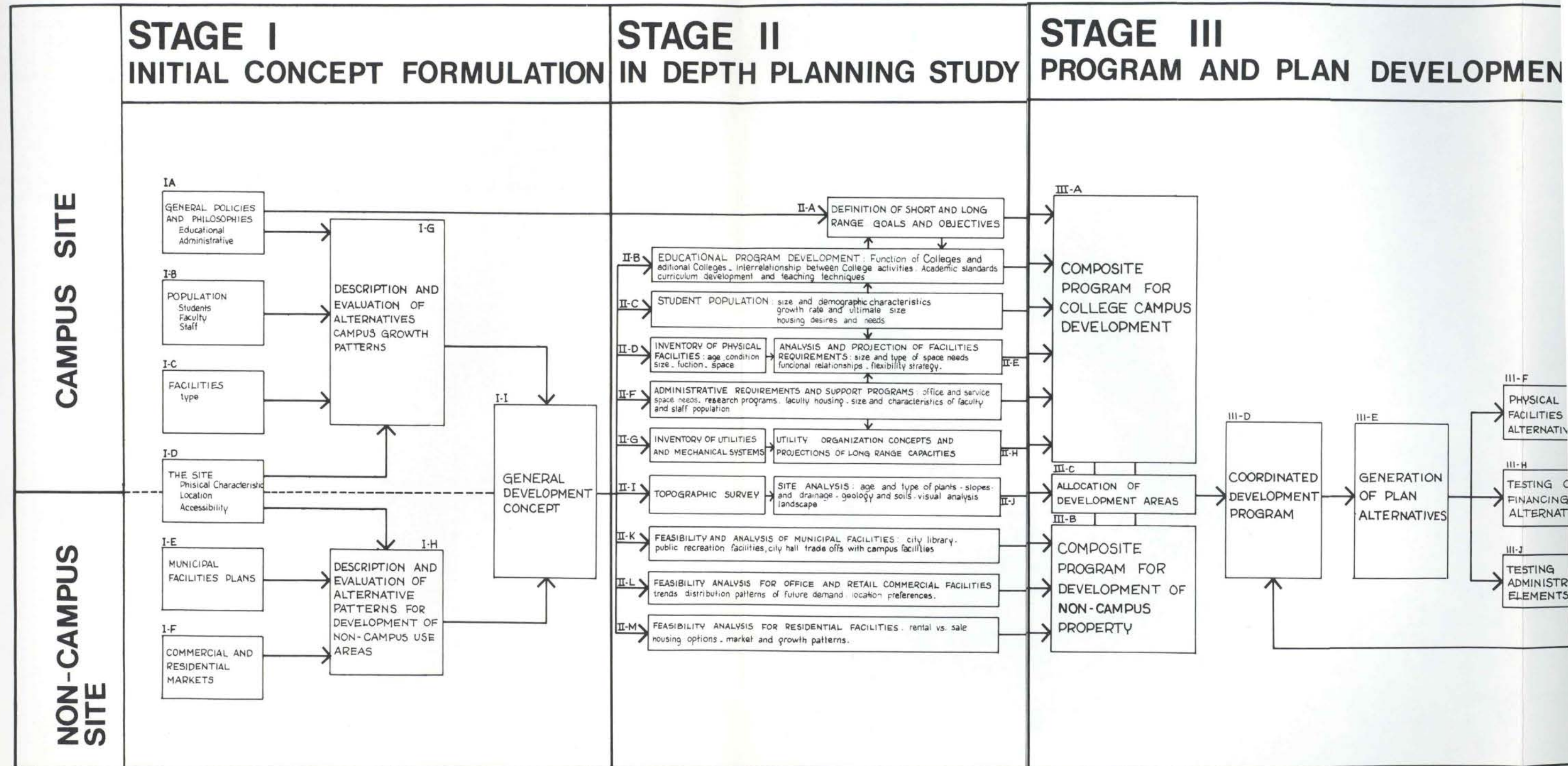
The Finance Committee of the Board of Directors of Lindenwood College for Women is working to increase income from the college's endowment, looking to both current and long-range needs.

#### F. Physical Planning

Income from college owned land adjacent to the present campus is currently at a minimal level through a lease arrangement with a local farmer. The land can be developed to higher uses with a subsequent increase in income for the programs of the Colleges. Team IV, Inc. (Urban Design and Planning) is currently studying the land use requirements of the colleges, both present and future, and the possibilities of developing compatible high income uses for lands not needed by the colleges for some time to come. The first phase of this study is scheduled to be completed by May 28, 1970. The chart on page 171 outlines the planning process in each stage.

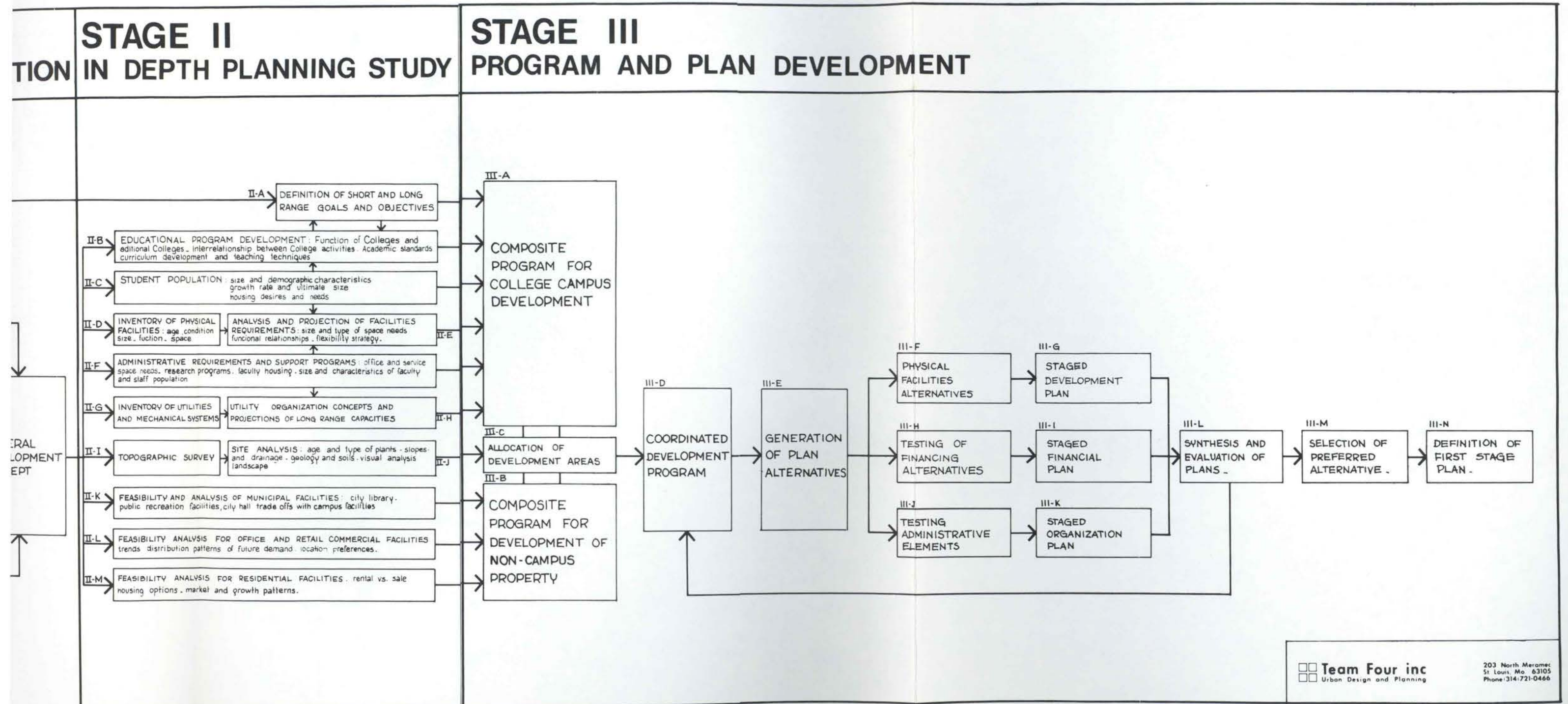


# THE LINDENWOOD COLLEGES - PLANNING PROCESS DIAGRAM





# PLANNING PROCESS DIAGRAM





### G. Coordination of Planning Activities

The Office of the Vice-President for Public Affairs has been assigned the responsibility for coordinating information about planning processes affecting long-range planning at The Lindenwood Colleges. This involves liaison with outside planning groups, the compilation of statistics and other data developed by and/or for the Institutional Research Committee, and projecting institutional growth patterns to determine the need for various supporting services at periodic intervals. This is a staff function rather than a decision-making one, and it is organized to insure that the appropriate decision-making bodies have the information that they require available in understandable forms. It is anticipated that a comprehensive master plan for The Lindenwood Colleges will be completed by 1972, with long-range projections in the areas of student input, academic programs, faculty requirements, campus development, and financial needs. The NCA Self-Study is an important initial step in that planning.