

John Anthony Brown
INAUGURATION
OCTOBER 20, 1966



New doors are opening at Lindenwood

Inaugural Issue

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Editor of *The Bulletin*

Mrs. George S. Roudebush



Lindenwood's New President

"The right man has come to the right college", said Calvin Linton at the Inauguration of John Anthony Brown, Jr., as new President of Lindenwood College, on October 20. Dr. Linton also said, departing with apologies from his text, that Lindenwood had put a tiger in its tank. Those who have touched the new leader—students, teachers, administrators, parents, alumnae—and experienced a pleasurable shock will agree. For things are happening on the College campus. Some of them, like the quick charge to the library, have been immediate and conspicuous. Others, such as the redesigning of the curriculum, now underway, will be not so instant, and not so obvious.

"Come alive", said the President to the assembled college family early in the fall. Since then no one has dared relax on the chance that the President may be around the corner. With his long, fast stride, he turns up anywhere any time. Visitors on important missions may be led on a round of the stables. A teacher with a problem to discuss is scooped up by the President for a tour of a new art exhibit. This interview ranged from the carriage-house theater, to the Tea Hole for a coke, which was then carried back to the President's office. John Anthony Brown means it when he says he is not a "behind-the-desk" kind of executive. He also means it when he characterizes himself as being "restless".

But not restless in the physical sense alone. He is restless where he sees the need for change; uneasy until action is forthcoming; on a constant quest for better ways; impatient until deliberation makes way for decision. Early in his presidency, Dr. Brown said to the faculty that he seldom found time to praise past efforts, for he was too fascinated by the next move. There is no time to look backward. "We must," said the President in his Inaugural address, "look into the future, not in an effort to find it, but in order to make it."

The future, of course, can be hastened, as John Anthony Brown brought on the transformation in the library with a swift directive. The end of the reading room with the stone fireplace has become a nook that the girls find warm and inviting. Somehow rugs were located, and lounging chairs, and paintings, and stacks of vivid cushions. The shop produced a king-sized coffee table low enough for students to work at when curled on the floor. From some cache emerged the two large screens, to be covered in red and placed as dividers. Fires were laid and lit. There are girls there now even when movies and mixers are competing. And why did the President move on this front so swiftly? "Because," said he, "I believe that the library

should be the liveliest place on a college campus. The activity in the library is a direct measure of the educational program being offered at that college. I am convinced that the library must take a central place in our community here." The much-heralded expansion of the library to increase its capacity three-fold is nearly underway. But in the meantime, let us have "a lively place."

And until there can be a fine arts building with a stage, let us have a carriage-house theater. Students, and especially Mr. Bushnell of the Lindenwood College Buildings and Grounds Department, catching this fervor, have turned the frame garage behind Sibley into an intimate stage-and-table kind of place where they mean for all sorts of things to go on, even at lunch time—things like folk-singing, original one-act plays, and political debates. The lunch box theater is just one expression of the excitement the students feel, the excitement generated by a President resolved that "Lindenwood become a vital institution in which young people are under pressure at all times to make choices as to which of many interests they will pursue." But there must always be "a chance to sit by a fire with a book, or just sit and think, or take a swim, or ride down a path." This catalogue of pastimes reflects the President's own favorites, especially riding. He and Mrs. Brown are often out on their horses. Hence riding has taken on a new appeal and a new prestige at the College. The long-hoped-for modernization of the stables is imminent. They will be relocated down near the creek and rebuilt to include an indoor riding arena, with funds which the Fathers' Council was persuaded to divert from their original campaign for a Student Center and a matching amount from the college.

"Coming alive" for Lindenwood students has meant becoming aware of their responsibility as partners in the educational enterprise. They are speaking out because they know they will be heard. They know that they have quick access to the President, to whom they come with problems, but with important insights, too. To his delight, when he turns their questions back to them with "All right, what would you suggest doing about it?", they may reply with detailed recommendations, in writing. Soon after the Inauguration when Lindenwood's young women were agog over forecasts in the President's speech, he paid visits to each of the halls to talk with them, and to listen to them. He keeps abreast of campus trends by meeting at least twice monthly with the inter-club council. Responding to the warmth and informality of having a family on campus, the girls drop in at the President's home on slight prettexts. They know Mrs. Brown who rides, and who walks the

wire-haired and the poodle. They know Barbara who is in their classes. The boys, who go to school in St. Charles, are familiars at campus spots. They play cards with the girls or join them at the Tea Hole, or swing an axe with the men clearing trees felled by the tornado.

A sense of closeness to the administration has been building in the students since the President first spoke to the freshmen. Then he said that the College belonged to them, as well as to the faculty and the administrators—a statement which gave rise to an approving editorial in the campus newspaper. Students recall with appreciation the President's comments to their parents early in the fall. In his chapel talk, he emphasized that students would have a voice in determining the future of Lindenwood College. He had already discovered that many Lindenwood students have "an amazing and fierce determination to do something worthwhile". He noted that "young people wish for relevance", and the college must develop "a program with validity in terms of the future". The baccalaureate years, he said, must be "four wonderful years" during which the student learns "what life is all about and what we as individuals are all about".

With this over-arching interest in the students, it was logical that the topic chosen for the All-College Convocation on Inauguration morning should be "The New Student". This was the occasion for which Dr. Theodore Gill—enthusiastically remembered from his years on the campus—came from Geneva to speak. His rousing address appears in full in this issue of *The Bulletin*. Students then responded to his talk with pertinence and force—three young men from neighboring colleges, and the president of Lindenwood's student body.

The same new mood of expectation and excitement and involvement that stirs the students flows from the faculty, experiencing the exhilaration of new leadership. Early in December, the faculty spent a day away from the campus, at Pere Marquette State Park—to study the College of today and plan for its future. The retreat followed weeks of preparation during which faculty committees gathered data on all segments of the College operation: the nature of the student body, students' qualifications and expectations; the financial position and resources of the College; the faculty's own strengths, its distribution as to age, the percentage of part-time teachers; comparative figures from other liberal arts colleges for women. After an intensive morning session devoted to this exploration, the faculty sought an answer to the question: If this is what we are, what reasonable prospects are in sight for us? Out of this discussion came

a new formulation of the aims and objectives of Lindenwood College, in the light of which curriculum will be overhauled and the calendar possibly revised.

The faculty has already been asked to make significant changes in the curriculum. Plans are underway, for example, to develop a totally new freshman program which will afford a distinct and vivid contrast to the experience of high school. "A new concept for a program," says the President "which will present different kinds of opportunities for different kinds of students, for we have them. It is a mistake to think that they are alike as peas in a pod." The President has said he hopes it will be an extremely flexible program, providing new ways to explore the educational world, with the minimum of regimentation and requirement. To get it moving he has appointed Lindenwood's popular and respected Professor James F. Hood, Assistant Dean of the College.

A notable development in the curriculum is an emphasis on mathematics, exemplified in the faculty's unanimous endorsement of the President's proposal for the establishment of a Center for the Undergraduate Study of Mathematics at Lindenwood. President Brown believes that the total impact of mathematics must be studied—"not just mathematics as a discipline, not just an undergirder of the natural sciences, but in its direct relationship to other areas such as social studies and the humanities." If the proposal for the establishment of the mathematics center proves feasible, the President has said that qualified young men would be admitted in the upper division provided they did not displace equally-qualified women students. Such an interim policy would operate until a coordinate institution for young men materializes adjacent to the Lindenwood campus.

The idea of a men's college to be co-ordinate with the present College is gaining favor with the faculty, the President states. He finds strong indications of support also from students and alumnae, so encouraging that he believes that a decision on this long-debated question ought to be reached within a year. If a co-ordinate college is established, the two institutions could have many upper division courses in common, as the President views the possibilities. "Such a procedure makes academic sense," he says, "it is economically sound, and it could introduce a kind of intellectual competition and stimulation that would be very desirable." He finds little merit in the prevalent argument that young women tend to bank the fires intellectually when they are competing directly with young men in the classroom. And the President is committed to a program which

The new look in the library, under the Sibley coat-of-arms.



will foster the fullest possible intellectual development of young women. He gave this assurance in his Inaugural address and he reiterated this dedication when he spoke at the Jewish Federation Women's Division meeting in late November. Before this large and important audience he discussed the revolutionized role of women in society taking as his subject "A Woman's World—Complexity and Change."

He said then, "The recent trend of women away from professional careers troubles me as a women's college president. It also troubles me as a man. . . . Isn't there plenty of evidence that marriage and a professional career can be successfully juggled? . . . Women have been given precious time by our current social revolution. Time which comes even during their child-bearing and rearing period . . . women have the time to discriminate, to appreciate, to unwind the tangled threads of thought which make this an age of mass communication and mass confusion. . . . Women must, and many do, concern themselves with the quality of life."

The role of women, young women, in today's world was considered as it relates to education at Lindenwood when President Brown met with Fathers' Council members in December. Their purpose was to discuss the goals of the College, what the College hopes to accomplish with their daughters, what life is like on the campus, why it costs so much to send a daughter to a college like Lindenwood, and other perennial concerns of fathers. The President led them through a day's program which included an inspection of college facilities, a look at the site for new stables, and a dinner party to which daughters were invited. Part of the

time was spent with a series of large charts in the President's office with which he illustrates his conviction that facts must be the basis for action.

President Brown has said that he was "not in favor of turning things upside down". Certain Lindenwood traditions which have amused and interested him have shown a surprising resistance to being upset. The swings, for instance. When he gently suggested that these Victorian vestiges ought to go, students raised protests in dorm meetings, saying "and what would we have instead—stone benches?" The singing prayer at meals was another tradition which seemed dispensable, but which proved to have enormous popularity. Other changes in the dining room were acceptable, such as removal of the Venetian blinds, and the addition of piped music. The President, who often takes lunch or dinner in Ayres with his family or guests, admits to being baffled by the passing-of-plates ritual. Upperclassmen, he is finding, cling with particular devotion to these "Lindenwood ways". As one senior put it, "We're closer to being alums."

"Alums" figure, too, in the new mobilization of the Lindenwood forces. Since he arrived on campus in August and promptly called the Council together, alumnae have been finding their way to President Brown's office. Always surprised to find that it occupies the opposite wing of Roemer, where business classes used to meet, they exclaim over the red carpet wall to wall and the handsome furnishings. An eight-foot-high walnut break-front which for years served as a specimen cabinet in the biology lab, now holds books and mementoes and art objects. Upholstered chairs, a print-covered couch, a capacious coffee table, are arranged for conversation at one side of the imposing room. A grandfather's clock from the Browns' home in Maryland, faces the President at his desk. When he's behind it. Things pile up on that desk, to the dismay of the President, but his schedule is demanding in the extreme and the working staff is limited.

Swelling the pile on his desk on the afternoon of this interview was a stack of catalogues from a dozen or so colleges like Hood, Beaver, Wells, Hollins. Why does the President keep these at hand? No, not for copying anyone, he replied. "But we are interested in what other comparable colleges are doing; in ways they have found that might work for us. There is no sense in repeating an experiment if it has already proved wrong." He was saying in effect that there is no time to lose in fruitless repetition.

A sense of urgency is in the air at Lindenwood, along with the "mood of high hope and expectation".

Farewells with Affection

On his departure from The George Washington University, John Anthony Brown, Jr., was given warm-hearted and heart-warming farewells. In an unusual move, the University Senate of the faculty adopted this resolution of "appreciation and farewell":

To Vice-President and Dean of Faculties, John Anthony Brown:

Early in 1963 a stranger came to The George Washington University as Vice President for Plans and Resources. Within weeks of his arrival, he knew us. Soon we came to know him as a man who sought the facts, but who also sought to know our aspirations, our unvoiced dreams.

To restless students and an uneasy faculty, he imparted a vision of our potential. He worked with us unceasingly, helping us to overcome our fear of change and to set new goals and objectives. He challenged us to find new approaches to old problems.

From his deep sense of what a university *could* be, he helped us begin to make plans for a future which, in his words, would not be "an exercise in imitation, but a calculated and reasoned approach to goals that are feasible, appropriate, and most of all, pertinent to the time and place."

Because we have known him, and because he has loved us, this University has a great future.

We shall miss John Anthony Brown. We shall miss him greatly. We wish him Godspeed—and great success in the tasks that lie ahead.

The University Senate
May 13, 1966

GW students made him the first honorary member of the Student Council and presented to him a gavel inscribed "with affection and thanks". The student newspaper carried the following editorial on April 19, 1966:

A Scholar and a Friend

The influence of John Anthony Brown will be felt at the University long after his upcoming departure from his position of vice-president and dean of faculties.

While we certainly join Vice-President Brown's many friends in wishing him luck in his new position as president of Lindenwood College, we can not help but selfishly reflect on the extent of the loss which his resignation will mean at George Washington.

During his three years here, Vice-President Brown has been not only the most energetic and dynamic member of the Administration, but also the most admired and respected, by faculty and students alike.

Coming to a university which was wallowing in its own conservative mediocrity, John Anthony Brown did not consistently accept the status quo, and he committed what was to some the unpardonable sin of seeking changes. And yet, in his few years here, time after time his original heresies have been vindicated as the school has discovered that there really might be new and better ways of doing things.

John Anthony Brown represents the unique combination of an outstanding scholar, administrator and friend, and the search for his replacement will be not only sad, but extremely difficult, as well.

April 19, 1966



About The New President

John Anthony Brown, Jr., came to Lindenwood College from The George Washington University at Washington, D.C., where he was Vice President and Dean of Faculties, and professor of political science and international affairs.

At the time of John Brown's appointment as dean of faculties and academic vice-president, the late Thomas Henry Carroll, then President of the University, described the new dean's administrative duties as those of "the principal academic officer of the University, responsible under the President for the academic vitality of the entire University. He will be the Dean of Deans; he will be the man responsible for the recruitment of the faculty as well as the performance of the faculty. And I hope he will also be a constructive, teaching member of the faculty."

John Anthony Brown received his A.B. in history and political science from Temple University in 1943 and his M.A. in international law and politics from the University of Chicago in 1945. He was a DuBois Fellow in Political Science at Princeton University in 1947-48, and in 1948 he accepted an appointment as assistant professor of political science at his alma mater. While continuing to teach at Temple, he was a Faculty Fellow at Princeton under a grant from the Fund for the Advancement of Education in 1951-52.

In 1952 Mr. Brown became Dean of Men at Temple, and that same year, with the permission of Temple University, he served as a lecturer at Princeton's Woodrow Wilson School of Public and International Affairs.

In 1955 Mr. Brown moved to the position of assistant to the President at Temple, devoting most of the years 1955-1960 to long-range planning. He left Temple to become vice-president for Public Affairs and Finance at Occidental College in 1960. In 1962 he received an honorary LL.D. from Westminster College and an honorary L.H.D. from Ursinus College.

By this time John Brown's accomplishments and published articles in the fields of academic development and long-range planning brought him to the attention of the Ford Foundation, for whom he served as a consultant for long-range planning for colleges and universities and long-range planning for educational television. Soon after Vice President Thomas Henry Carroll of the Ford Foundation became President of The George Washington University, he asked Mr. Brown to join him as Vice President for Plans and Resources, a job which President Carroll described as one of "giving leadership to areas of activity within the University which are related to long-range planning and the eventual organization of resources to implement those plans."

Less than two years later, with the endorsement of the

faculty, Mr. Brown made the move from non-academic administration to become academic Vice President and Dean of Faculties of The George Washington University.

His first task was to undertake the development of a long-range academic plan for the university. With emphasis on the relationship which must be recognized between financial planning, physical plant planning and academic planning, a comprehensive document was drafted, presented to the appropriate committees of the Board of Trustees, and the Faculty Senate. That document was enthusiastically endorsed by the University Senate as the planning framework which should prevail in the period ahead, and was accepted by the Board of Trustees Educational Policy Committee as the basic academic guideline to which the University would relate its financial and physical planning. The academic plan also received unanimous endorsement from the academic and administrative deans of the University.

Lindenwood's new president has served as planning consultant for many colleges and universities, most recently for the Inter-American University, Puerto Rico. In the summer of 1964 he was a consultant to AID on long-range planning for education in Brazil. In addition to these consultancies and those mentioned above for the Ford Foundation, John Brown served as one of the New York Legislature's Consultants on Higher Education (Wells Committee), whose report, *The Legislature and Higher Education in New York State*, described long-range financial projections for the State University of New York. Mr. Brown is a standing consultant for the Academy for Educational Development, and has served as a consultant for Community Research and Development, Inc., Baltimore, Md.

A brief selection of President Brown's publications in the fields of political science and university administration follows:

Director of Conference and Editor of the *Report* for five regional assemblies of The American Assembly—

1965 *The Congress and America's Future*, Washington, D.C.

1963 *The Population Dilemma*, Washington, D.C.

1962 *Cultural Relations and Foreign Policy*, Los Angeles, California

1962 *The Role of the Secretary of State*, Los Angeles, California

1961 *The Federal Government and Higher Education*, Los Angeles, California

"The Merry Tuition-Go-Round," *College and University Business*, Chicago, January 1962.

"Long Range Planning for Colleges," *Selected Papers*, American College Public Relations Association, October 1961.

"Trustees," *The A.C.P.R.A. Reference Manual*, Washington, D.C., 1961.

"Measuring a Development Program," *Pride*, February 1961.

"A Forecast for Higher Education," *Alumni Review*, Temple University, 1958.

"Argentine," Pamphlet, published by KNX-CBS Radio, 1960 (Prize-Winning Script of "Governments of Man" series).

"The Point Four Program—A Phase of U.S. Foreign Policy," *Economic and Business Bulletin*, September 1951.

"The Public Opinion in the Soviet Union," *The Russian Review*, January 1950.

"World Politics is Your Politics," weekly newspaper column, 1951-57.

In addition to writing and speaking in his fields, President Brown has had considerable experience in broadcasting. He wrote and broadcast "Governments of Man," a weekly half-hour series on CBS radio from 1959 to 1963. In 1964-65 he was host for the series, "Q.E.D. Capital," 20 programs shown across the nation on NBC television, and "Washington Profile," 10 NBC documentaries on Washington, D.C.

The new President's participation in civic affairs has included the following:

Board Member and Treasurer, International Movement for Atlantic Union (Federal Union)

Director, Airlie Center, Warrenton, Virginia

Chairman, Universities and Schools Trade Group, United Givers Fund, 1963-64; 1964-65

Board of Directors (Executive Committee), American Council for Nationalities Service, New York, 1958-1965

Comprehensive Planning Committee, Washington Planning and Housing Association, 1964-65

Chairman, International Section, Town Hall, Los Angeles, Calif., 1962-63

Past President, Board of Directors, International Institute of Philadelphia, 1952-1960

Past Vice President, National Citizens Committee on Immigration and Naturalization

President Brown holds professional memberships in the American Political Science Association, the American Conference of Academic Deans, the American Council on Education (Vice Chairman of the Taxation Committee), and the American Alumni Council. He is a member of the International Club and the University Club.

John Anthony Brown was born July 15, 1918, in Harrisburg, Pa. In 1943 he married Franceline Harrison, and they have four children—Barbara, Tony (John Anthony Brown III), Phillip and David.

Student Response

The response of Lindenwood students to their new president is epitomized in the comment of Susan Burns, a senior and president of the Student Association:

"He's great!" This is a typical comment made by the students in referring to President Brown. When you ask them why they feel this way, the students usually say that it is because he is exciting, his ideas are new and challenging, and he is always willing to listen and answer any questions asked. Recently President Brown has gone to every dorm and has met with the students to talk and answer their questions. The students have confidence in him. They appreciate his appreciation of established ways at Lindenwood. They feel that he is truly concerned with the importance of active student responsibility and with continued development at Lindenwood.



President looks over plans with Susan Burns, president, Lindenwood Student Association.

Inauguration

A high bright sky, jubilant music across the campus for hours, a long procession of men and women in robes representing the learned societies, colleges and universities, students actively involved early and late, stirring words from every speaker, and a smiling new leader made the inauguration of John Anthony Brown, Jr., on October 20, a splendid occasion. The installation ceremony took place in the afternoon before a gathering of 1500 on the lawn in front of Roemer Hall. Some 250 educational institutions sent delegates, who marched in the order of the founding of their alma mater, Harvard—1636—leading the procession and The Junior College District of St. Louis—1962—concluding, Phi Beta Kappa, The American Association of University Women, and The American Association of University Professors, were among the 25 societies and associations represented in the academic procession.

On being presented by Dr. Franc Lewis McCluer, President Emeritus, John Anthony Brown, Jr., was officially installed by John M. Black, President of the Board of Directors.

Dr. Calvin Darlington Linton, Dean of the Columbian College of Arts and Sciences at The George Washington University, gave the principal address, in which he developed three themes—liberal arts, civilization, and women. "Whether or not life on this planet is to be endurable in the future," said Dr. Linton, "depends heavily on the way these forces are mutually fostered." The complete text of his address is given here beginning on page 4 insert.

Dr. Linton departed from his text to speak spontaneously about the energetic leadership to be expected from the new president. "You have put a tiger in your tank," he said. "The right man has come to the right college." Later in his address he paused while a jet roared overhead. Then he resumed, "That's either a jet, or it's President Brown having another idea."

Dr. Brown's announcement of the interim policy of admitting highly qualified young men to the upper division in the sciences—a statement which formed a brief paragraph in his inaugural address—was headlined in the St. Charles and St. Louis papers. Actually he placed major emphasis on the function of a liberal arts college as a "place of controversy and dispute, where ideas are weighed and tested and criticism is fostered." He advocated a redefinition of the objectives of a college so that the four-year baccalaureate program is not "a high school revisited or graduate school revisited."

The new President called also for a new effort to relate Lindenwood to other colleges and universities in the area,

stating that conversations to this end have already begun. The full text of Dr. Brown's address is published beginning on page 11 insert.

Seated on the platform as members of the President's party and participants in the ceremony, in addition to Dr. McCluer, Dr. Linton, and Mr. Black, were: the Rev. W. Sherman Skinner, the Rev. George E. Sweazey, the Rev. W. Davidson McDowell, the Rev. Theodore A. Gill, the Rev. C. Eugene Conover, the Rev. Edward J. Drummond, Dr. Homer Clevenger, the Honorable Henry C. Vogt (Mayor of St. Charles), the Honorable William L. Hungate, Mrs. James C. Hamill (president of the Alumnae Association), Arthur Goodall, and Susan Burns (president of the Student Association).

The morning convocation in the Chapel was directed to a consideration of "The New Student", with student leaders from four colleges responding to a provocative speech by the Rev. Theodore A. Gill. The many alumnae in the audience, who had warm recollections of Dr. Gill's years at Lindenwood in the '50's, added a special enthusiasm to the reception which greeted him. Dr. Gill is now director of the Joint Study Commission on Education for the World Council of Churches and the World Council of Christian Education with headquarters in Geneva.

After reviewing the respective roles of faculty, administration and students in other cultures, Dr. Gill spoke of the need for a new articulation between the three forces in the United States. Commonality and "an unprecedented tenderness" are requisites of the new order, he said, to bring out the best contribution from each of the three forces. The complete text of Dr. Gill's address is published here beginning on page 13.

Guerin Walsh from St. Louis University took issue with Dr. Gill on the urgency to participate in affairs of the big world, arguing that students must first "like" themselves and strive to be the best persons possible before they can "like others". Eldon Silverman from Washington University spoke vehemently for youth's freedom to act today, not tomorrow, as citizens, calling his generation "children of a revolution of awareness". The men at Westminster College are making good progress in their efforts to assume responsibility for many areas of student life, said James C. Morton, Jr., speaking for that student body. Susan Burns, "Lindenwood's top woman", as President Brown introduced her, pleaded for greater freedom for students in governing themselves. She stated that Lindenwood girls are alive, eager to learn, ready to assume full responsibility for student government. They are, she said, willing to seek help

and guidance and desirous only of being heard on such questions as course and teacher evaluation.

Following the convocation in the Chapel, an elaborate buffet luncheon was served in the gymnasium, with the 1200 students and guests proceeding from there under a white canopy to Ayres dining room.

The Day

That Beautiful Day

Thursday, October 20, dawned cool and bright, after five gloomy days ushered in by a small tornado the Friday before. As debris was cleared from the campus and the rains set in, those of little faith had begun mentally to rearrange the inauguration to be held in the Chapel. Others had remained sanguine. In setting the date for the Inauguration way last July, had not the Farmer's Almanac—no official meteorologist—been consulted, and had not the Almanac predicted that Thursday, October 20, would dawn fair, following five days of inclement and stormy weather?

Reception

Alumnae from many different classes returned to the campus to meet the new president and enjoy the Inaugural festivities.

Nell Quinlan Reed '08
(Mrs. James)
Board of Directors



Nancy Alvis McClanahan '56
Barbara Ringer Hamill '32
Carol Gardner Franson '58
Jane Fox Elliott '51

Gloria Bagwell Richardson '59
Dyke Steinbeck Barton '29
Helen Meyer Fuerhoff '41
Margaret Burton Jones '58
Barbara Wexner Levy '47

The President Speaks Out

John Anthony Brown, Jr., has spoken out on many aspects of higher education in recent years. Excerpts from a number of his speeches and writings suggest the breadth and intensity of his thinking.

at Lindenwood College . . . to students at opening convocation, September, 1966

"If this is a year of importance and time is to be well spent, we must come alive and relate what we are doing to the great problems of the time . . . College is not a fox-hole in which we can hide from life. It must be a place of ferment and restlessness . . . It is a retreat for decompression from adolescent foolishness and fancies . . . So let's live here, let's talk, argue, question. Let's debate, define and search, let's sing new songs and paint exciting, even disturbing, pictures. Let's undertake things too audacious for others. Let's come alive."

at the dedication of the Young Hall of Science, May, 1966

"So today we can dedicate this building to the advancement of science (knowledge) on this campus, and dedicate ourselves to the mission of putting and keeping science in its important and honored place at Lindenwood College . . . I see two broad general functions for science at a liberal arts college, and both of these categories of function have a direct and effective bearing on today's sensitive student mood. The first of these functions is to help us adjust, relate, orient, fit ourselves as human beings to our external environment, to each other, and no less importantly to find and understand ourselves. The second great function of science has led us to a concern for the causes of things. We ask—students particularly—not only, "Who am I?"; we ask, "Why is life this way?" "How did we get this way?" "Who said?". And as we ask and as we get answers, we take the next step, under science's prodding: we set out to change things once accepted as unchangeable. Science makes us magnificently restless."

at The George Washington University, on different occasions, as reported in a Faculty Newsletter when he became Dean of Faculties

On quality:

"Isn't it clear that in a world in which we are wrestling with the problems of the inner mind as well as outer space, there can be no acceptable second-rate education?"

"Who advocates second-rate education? Nobody. The problem is not a battle between the advocates of quality and those of quantity or something else. The need is for growth in quality as well as in quantity."

"In the next twenty years the distinction between universities is likely to become very great in terms of quality. And quality, in every analysis, is going to be determined by the ability and zeal with which institutions attract and hold a fair share of our top academic minds. To fall behind in this matter now is to accept a role of mediocrity from which it will be very difficult to escape later.

"Perhaps the quest for quality will lead to a more practical application of higher education 'for all who can profit by it.' It is a great waste to subject the brightest of our young people to an educational system geared to the mediocre mind, just as it is a great waste to confront the mediocre mind with failure and frustration in an educational system geared too high."

On the role of students:

"The colleges and universities exist to serve students; students are and should be at the center of the enterprise. Sometimes it looks otherwise.

"Sometimes it seems that administrators 'own' the institution, that the university is an educational business, with administrators as managers and the board of trustees representing the stockholders.

"At other times the faculty creates the impression that students are but a necessary evil without which their research and writing could not be financed or justified.

"But the students—the students never forget that they are or should be at the center of our endeavors. We should not forget this central truth either."



The President in his office with Miss Mary Lichliter, Dean of Students.

The President with his family in living room of President's house on campus.



Address by The Reverend Theodore A. Gill, A.B., B.D., Th.D., D.D., Director of the Joint Study Commission on Education for the World Council of Churches and the World Council of Christian Education.

Delivered at the All College Convocation, Lindenwood College, October 20, 1966, on the occasion of the inauguration of John Anthony Brown, Jr., as fifteenth President of Lindenwood College.

Even phonies have their uses. Stereotypes, for instance, are not true. They are invalid because in order to create or inhabit a stereotype, you have to shave the items observed of exactly those individualities which may make them worth observing. And they are dangerous because the manipulation of stereotypes in the mind is too easily mistaken for refined thought about reality.

But stereotypes are handy. They can let you sweep up, lump the obvious facts, and argument proceeding across the field thus cleared gets more quickly to the point.

As in the case at hand. This afternoon we install a new president here at Lindenwood. We strike a hyphen: a recently appointed president-elect will abruptly be plain president. His credentials are already established or he and we would not be here for this occasion. His much-pondered pedigree will probably be rehearsed again in the course of events after lunch. But what equips him best for a college presidency now is his choice of subject for this morning's deliberation. What equips him even better than all of his past experience is his present determination to discover with his campus colleagues here, what for the future is the best new articulation of the old academic forces.

And this is where a few stereotypes will get us ahead most rapidly. Remembering that they do not describe anything accurately, I turn to them because they can delineate an issue adequately. So we may say that the prime, personal, on-campus elements in higher education are administration, faculty and students. There are others, of course, but these three are locked into the center, together. And there they have worked out their accommodations, their relative authority, their rank, their status, their role, their pecking order.

In Europe, traditionally, the faculty is everything: head of the table, main ring, top dog—faculty. There is no loftier title in Germanic society than professor. Titles of royalty are only quaint; political titles, transitory. It is the academic title, professor, which is the noblest name man or woman can bear in that whole continental society. When I signed into a recent UNESCO meeting in Paris, putting Doctor where the title was called for, a solicitous secretary, jealous for my dignity, suggested that if I were or ever had been a professor, *that* would be the prestigious designation. Faculty gets the honor, faculty there makes the plans,

faculty calls the shots—and teaches, too, of course. Teachers enter the classroom after the students are assembled; the professors read their lectures; students take notes, do *not* ask questions. And they applaud their teachers with their feet when the hour is over (a wonderful rumble on the hollow floors). Administrators, administrations are honorary. In some parts of Europe, administrative jobs are held, honorarily, by members of the reigning family, none of whom, of course, ever did degree work himself. But, usually the administrators are faculty members elected to an honorary rectorship for a term of one or two years.

History accounts for most of this, as usual. In the great humanistic tradition of which Europe's schools are direct extensions, no sea changes having broken it anywhere (history can swing around the north end of the Adriatic, you know), the teachers were the occasion and the matter of education. First there were great teachers, scholars, artists walking around, working out their own ideas. Only later did others begin to tag along after them, taking them in. These trailers and cabooses on the academic train we call students. They did come second and, as far as we know, in the great formative decades of the tradition there was no equivalent to administration at all. There was no curriculum as we know it either. The teachers taught whatever they were currently thinking about, and that was all right with the footsore students because they were there to get the teachers. Students did not major in subjects in the beginnings, they majored in men. They wanted all of their master. They wanted to reduplicate him themselves. They wanted not just his ideas but his emphases, his accent, his style. They majored in men. People who went to Athens to trail Plato or Aristotle around wanted Plato and Aristotle, whatever they happened to be thinking or teaching. Saul, when he left Tarsus to go to Jerusalem, wanted to get Gamaliel: not just the legal courses he was doing that semester, but all of him. This still happens. I taught once in a college where I remember very well the advent of a splendid young woman scholar, teacher, historian—lovely and brilliant and straight out of I forget what English university, but trailing clouds of British glory. Her tweeds were so thorny, so thick, she probably got slivers putting them on. Her stockings were so thick they were shaggy: hairy hose, if you can believe it. Her shoes were as shapeless as shovels with heels so low they were more than sensible, or even sober—somber is probably the word: somber heels. And now you have to imagine this woman confronting the freshmen—those filmy, floaty, bouffant ingenues—drifting onto campus right out of a second floor boutique

at Nieman-Marcus. It was quite a collision. The girls got their hair chopped off and they bought thick tweeds, and they knocked heels off shoes, and all of a sudden we had a few duplications and a lot of near-misses.

It happens still and often in more serious ways. No wonder: this is where higher education came in. Many places in Europe are not yet far from it.

In Latin America the students are it. Again, history explains that. About one hundred years ago the idea of university autonomy and student control grew out of the liberal-conservative conflicts which characterized Latin America all through the nineteenth century. The original idea was that the universities were to be protected from tendentious political pressures by giving authority to the students or by letting the students seize authority. The obscurantist clerical pressures, the limiting pressures from the church, were also to be deflected, frustrated or otherwise averted by the students. The students got their backs up. They even armed themselves sometimes. They took over and in some places they still control. They made policy. They didn't actually teach classes but they did sometimes tumble governments. They were and are powerful elements in the national life. How real and how powerful was demonstrated very recently when a few liberal teachers in Argentina, who would ordinarily have been scandalized by the government's intrusion on university affairs, expressed satisfaction that something was being done at last to challenge student dominance.

So, stereotypically at least, we say that in Europe the faculty is it; in Latin America the students are it. In the United States the administration has frequently been it, has been the institution. Only in the United States have colleges and universities been known by the names of their presidents. Only in the United States would the mentioning of a name like William Rainey Harper (or Eliot, or Angell, or Conant) mean a whole great college or university to everyone who heard the name. Administrators have never enjoyed that identity anywhere else in academic history. And once again, I suppose, to explain this development among ourselves we have to look to history. The United States, after all, entered Western culture and Western history late. The United States, which had some new trails to blaze, also had some catching up to do. It was denied the luxury of slow development. For institutions to be born and to develop in time to help the new nation, we needed organizers. And we had the organizers. Or maybe it was that just as we entered Western history late, so too, we entered industrial history early. We were in on the

beginning of the age of industrialization. We were one of the first in the organization society, with all of its emphasis on management. Maybe that explains partly how administration was so big an element in our colleges and universities. Or maybe it's just that we have an administrative genius, we Americans—an organizational, a managerial bent. But for whatever reason, our schools were frequently, even ordinarily, first just a gleam in a man's eye and then the lengthened shadow of that one man's existence. And don't knock it. It has worked for us.

As a matter of fact, they have all worked. Europe with its way has given us our traditions, our standards, our models. In many disciplines, some of our major books still come from those faculties. They still train and send back to us our teachers. So the European model has worked. But there are strains on it now and European educational life is breaking out of its traditional form at this moment. Look at the newest European universities and you see it. Go from the stone and the ivy of the old English universities to the red brick or to the glass brick of Sussex and Kent and you will know that the European schools are breaking out of their ancient mold—having to, under internal pressure. At Sussex or Kent you could be on any university campus in the United States. If the continuity of European educational history is not broken at these schools, it certainly takes a right angle turn there. And so it is all over the world: Americans are entirely at home on the new campuses everywhere. Nothing strange in them at all. All over the world that model of the school longest familiar in America is moving in on the older one. It is a kind of oblique, tacit credit which American educators do get in substantial fact even when their country doesn't get it verbally or politically. But the point being made here is not that our fathers had some good ideas; the fathers of European education did too, on many of which we still depend. But no more than ours (as we shall see), does their model longer suffice.

The Latin America way worked too. It gave education there great social relevance and currency. But it also conduced to relaxed academic standards and an emphasis as much on political as scholarly activity. Student strikes over a difficult examination were common. Terrorist activities sometimes headquartered on campuses, which is fine for the drama of education but pretty hard on the deliberation. So Latin America in education is trying to grow out of its shape and form, too, its tradition.

In the United States the way we went at things worked, too. Our administrative emphasis has given us what we



Dr. Theodore A. Gill

have, what we see: the size and the spread and the vigor and the technique and the equipment—and the strong hold on what will be. It is almost as if the European model focused on what had been—and it is a good thing somebody did; the Latin American model focused on what is currently—that is important; and the North American concern was for what was going to be—setting up an institution which would be appropriate to what was coming on. It has given us what we see: strong administrators have built this place and all the places you can think of and I can see in mind's eye across this country.

But sometimes and in some places our particular emphasis meant an imbalance that cut faculty out of a chance to be its whole self. Sometimes in some places our strong administrators gathered the best people they could snare, the people they thought really knew the most (that is why they were asked to be teachers) and then gave them no chance to use what they knew, except in the classroom. Teaching scholars were thought of more as labor than as what faculty really is: the whole plant, the machinery, part of the raw material, part of the product, part of the market—the works! And sometimes this American ordering cast students as recipients, as customers; worse, as children with all of us surrogate parents bossing.

Well, all of this is now redressing itself among us, too. That setup and that understanding didn't get the best and the most out of anyone in American education. What new articulation of these central elements will get the best and the most out of all of us remains to be seen. Lindenwood has been trying to discover that for some time, and it is going to go on trying. The rest of us will await its new trials with their successes and their failures as one college makes an effort to find a new articulation of administration and faculty and student for this day. We await word of its trials and of its successes and of its failures because only such reports can help the rest.

All of us are up to the same thing now, so we hail a new president who intends to take a mighty new whack at it here. We wish that we had appropriate counsel, but even yet it is too early in the groping to make out firm new outlines for these new orderings. Commonality is the only clue that I can offer. Surely the new orderings will have to feature commonality more than ever before—commonality of responsibility for the whole venture, everybody involved responsible for the whole shebang.

That may not, must not mean a confusion of functions. Nor does it mean a couple of elements ganging up on the other element. That is not commonality. A faculty and

administration which conspired to keep the students in their dependent place would thereby prove their contempt for any real communication, would thereby foreclose any real education, however long classes continued to meet (which in these activist days might not be prolonged). Administrations and students who try to gang up on the faculty would as effectively blast communication, as effectively foreclose education. For educability is a voluntary vulnerability, a plasticity on both sides of the lectern. Any grouping that puts teachers or students "on guard", anything that makes them harden their shells against each other, aborts education. But students and faculty who thought they could go together against the administration would constitute a very shifty alliance, especially with students going in and out every four years, every two years, sometimes every one year; a very shifty alliance in which faculty would find itself waiting for its own Nielson ratings to know where it stood; a very shifty alliance in which the first student activity that threatened the faculty's income would be smashed by an understandably nervous faculty long before a reasonable, case-hardened administration would have arrested it.

Commonality means mutuality, it means no side choosing, no gang-up, no isolation either. It means mutuality in responsibility for the whole enterprise. It means for us now (because this is a very airy ideal at the moment) inventing structures which have never yet existed in any institution on any campus, devising brand new structures for that mutuality, for that commonality. What shall they be? What new orders will have to be dreamed and designed? What new committees, commissions, councils will have to be arranged?

Whatever they are, let them all be such that each element in higher education is charged with the whole and each element knows what its specific accent within the whole is to be. My own hunch here is that for the students *responsible for the whole thing*, the *special* emphasis should be on the currency of the whole business, on the relevance of the whole operation, on the contemporaneity of what goes on, on the importance which this campus-centered operation has for the whole world and on the importance that what is going on in the whole world has for this campus-centered operation. Currency is what they should be watching out for; not alone, of course, faculty and administration too; but students especially. What old courses ought to be rejustified, what new courses haven't occurred to the faculty? Students living where they are, being who they are have some answers that must be taken seriously.

They even know who ought to teach some of the suggested new offerings. There must be ways for faculty-administration to hear that counsel, to take it seriously and implement much of it. In parts of the world where such means have not been devised in time, students are currently establishing "free universities" alongside the old universities. Students remain members of the traditional university, but for their most important classes they go to a rump outfit that operates in a house alongside the campus where students take without credit student organized courses taught by student-invited teachers, including many from the regular university's faculty. We can do better than that. These are responsible students, these are important persons. We can incorporate. We must find the ways and means for this to happen *within* the structure. Students then, on currency.

For the faculty *responsible for the whole thing*, the *special* emphasis should be on the depth and the breadth of the operation—the sources, the ramifications, the perspectives. This is where the historical cast of their own advanced degree work enters. This is how maturity makes its difference.

And for the administration *responsible for the whole* operation, the *special* emphasis is stability. My own feeling here, after some time at it, is that the ideal president is one who has lively academic instincts and *no* academic ambitions; that is, one who has academic instinct enough to know who the teachers ought to be (or knows who knows who the teachers ought to be) and to arrange their freedom and to safeguard their liberties and to turn them loose, who knows who the students ought to be and what can be expected of them (these I call academic instincts), but who does not, himself, think he knows more than anybody else or even knows as much as everybody else knows on the campus; who is there to sustain the operation, protect the operation, undergird and stabilize the whole operation.

But in all of this, please, each element stays aware of all elements, each element participates in every part of this—currency, depth and stability—each element safeguarding the whole but not any element doing everything.

But it was President Brown's intention that I put special emphasis on the student role in all this, so I wind up by noting very briefly what this will mean for them. They are already in new activity, that is perfectly plain. You have only to read the newspapers occasionally to know that students everywhere are on the move. This is sometimes called the take-over generation, an over-simple way to describe what is going on: isn't growing up always a taking over? But the fact is that students today are, in substantial percentage, taking earlier initiative on many

campuses, and my whole point here has been that this is entirely right and proper.

Even if you limited yourself to the startling arithmetic of population you would see that is so. There are going to be many more youths shortly, not just on college campuses but as percentages in the whole population of this country. In the next 20 years there are going to be 7 million more people over the age of 65 than there are now; there will be 11 million more people between the ages of 35 and 65; there will be 25 million more people between the ages of 20 and 34; and there will be 35 million more people under the age of 20. By 1986, 18 million more people 35 or over; *60 million* more under 35. If you went by nothing but statistics, you must know that youth in such a swollen gross is going to demand and has every right to demand new hearing, new authority, new play in everything that happens. To ignore the young, to try to restrict them to traditional roles would be taxation without representation. We would be taxing them with our expectations, our inhibitions, our limitations without giving them a chance to speak and cast their vote. There is a vast shifting of the center of human gravity going on in the whole world. Stresses mount, and taken-for-granted of awesome age and pedigree are going to have to give.

But it is not just that there are more of the young that puts such pressure on old soft spots. They happen to know more than the rest of us, too. At the big "Church In Society" conference in Geneva this summer, this is one of the points Margaret Mead kept hammering into the rest of us. Dr. Mead's repeated claim was that, added to all the traditional tensions between the generations, we have this brand new development, this unique thing in human history: that the younger generations know more than the older ones. So much of the information about life and world is so new every day that only current students know or at least have broad samplings of all of it. Each teacher of course knows more than any student in his particular discipline. But how many teachers know as much as many of their students (the good ones anyway) about several disciplines in which novelty stacks up daily? Mature generations today are short on much information very important to the common life and to future history, information which people under 20 years are getting every day and taking utterly for granted. And whether they admit it or not, adults know that in many important areas their children know more than they do. Which is a unique and unsettling recognition. But what is even more vexatious, adults who are honest with themselves know that they aren't as sure as they were



about what they once thought they knew for sure.

So, it is a whole new situation. It calls for an unprecedented kind of tenderness among us. It calls for response appropriate from those who know how things are: no quick reach for the radical razzle-dazzle, but first for a kind of tenderness between human beings, all suddenly in an unprecedented situation, but together.

There are a lot more student-age people, they know a lot more than some of the rest of us. So we can hail them today. These are the new students, becoming aware of their weight and using it. Hailing that, insisting on their new rights, fighting for their new place, we can still hope that they will recognize the requirements thus placed upon them, too. They will have to get more outside themselves than to play well the new role assigned them, carry well the heavy new responsibilities shared with them, they must get more outside themselves than they have on most campuses, more outside their campuses than they yet have. To play a role in the world, the world is what you have to know about, the world is where you have to be. You have to give your first attention to something more interesting, more important, bigger than yourself—the world. You have either heard wrong or you are listening to the wrong teachers if *anyone*, scientist or philosopher, has you concentrating on yourself. The *New Yorker* cartoonist knows better, showing us a harried father answering the telephone in the middle of the night, (worried mother standing on the steps, bathrobe clutched around her) saying, "Yes, yes, Francine, I know, but stay right there at Wellesley and we'll talk about who you are and who I am this summer when you get home."

I remember well, here at Lindenwood, a Religious Emphasis Week during which our very charming, romantic, European lecturer was telephoned at 5 o'clock in the morning by four anxious girl students who insisted that he rise *then* to confer with them—in a roadside diner, it developed, because nothing else was open. There they sat, crying in a row at a counter in the dawn, marveling truck drivers all around them, doughnuts arrested on the way to dunking—the dear bleary-eyed girls crying "because they couldn't feel God." God is too busy in the world to go around feeling people. That is where you find Him, that is where you find yourself, that is where you do this new job: in your society, in your whole culture. You students must develop subtler instincts than is often clear among you. Yours must be a more sensitive, brighter social litmus. You must install much more sophisticated antennae than are yet seen very regularly on the campuses. I mean you've got to know

what is going on that matters to more. You cannot be so wrapped up in yourselves, in your own floor, in your own dorm, that you let the Congress of the United States debate (as it has for some weeks now) a national service law which could make all the difference to you and everybody in your generation. Should national service be given solely military service definition, as it is now, or should it be expanded to include the kind of service that could enlist you and let you discharge your duty and obligation to your government in any of the social areas that need you and your attention? What could possibly be more significant for you or for the whole country or for the history of the world? Yet at present speaking almost no students have shown in Washington, few have testified, there is little public evidence that anybody your age is concerned about this. Settled old senators sat and waited while this take-over generation gave over, came near missing its chance, muffing its chance. This is where sensitivity, alertness, awareness come in. Put away your thermometers and get those antennae out, let them quiver and tremble to every current; then figure out what it all means and do something about it.

And, finally, I would hope that if students will take what we must offer them, they will remember that in their action, in their new initiative, in the planning and doing that we look to them for, they have a much bigger arsenal to draw on than we have seen engaged on any campus recently. In an academy, in any institution of intellection, there must be an enormous quiver full of a hundred arrows. Without denying for an instant the right to protest, to demonstrate, to march, (do it all till you're blue in the face and gone in the throat and flat in the feet, change the world that way if you can) remember always that that is just one avenue open to you, that is only one weapon. There are many others—debate, persuasion, electioneering, petitioning, plain finagling, arranging—dozens of approaches to all the issues and problems before us. Don't limit your armamentarium too early. Just when we're melting old forms don't freeze a new one. Look through the whole repertoire every time, old and new, and develop the act appropriate to the occasion. Use them all on every occasion if you want. But keep fluid. Don't jell too soon. New orthodoxies can be as smothering as the old—or more so, with none of the holes in them yet that the centuries rue.

You at Lindenwood, don't miss the chance being given you. Get the good out of it. Make a new thing. Show us all how.

Eleven Join Faculty

Eleven new full-time members joined the faculty at the College this fall.

William A. Barbour, who has been appointed instructor in the history department, holds a bachelor of arts degree from the University of Florida and a master of arts degree from the University of Illinois.

Bruce M. Buck, who will serve as assistant professor in the art department, recently completed work for his M.F.A. degree at Claremont Graduate School, (Claremont, Cal.) where he had an assistantship in graphics and sculpture. He is a graduate of Colorado College.

Mrs. Frances Crowley, who will be associate professor in the department of modern languages, taught at the University of Missouri at Normandy for the past five years. Earlier she conducted a language experiment for the St. Louis public schools. She received her master's degree from Teachers College, Columbia University and her doctoral degree from Washington University.

Robert W. Murdock has been named associate professor and chairman of the mathematics department. He was previously assistant professor and chairman of the mathematics department at Principia College for five years. He holds degrees from Syracuse University and East Tennessee State College and is now doing doctoral study at Washington University.

Joseph C. Robbins, assistant professor in the music department, holds a master of music degree in opera and voice from Indiana University. Last year he taught voice at West Virginia University while doing doctoral study there. He also taught voice and music theory for four years at Shenandoah Conservatory of Music, Winchester, Va. and was visiting professor of voice at Arkansas State Teachers

College for four summers.

Miss Molly Jane Schwab, a candidate for a doctoral degree in English at the University of South Carolina, has been appointed instructor in the English department. She is a graduate of Agnes Scott College and Tulane University.

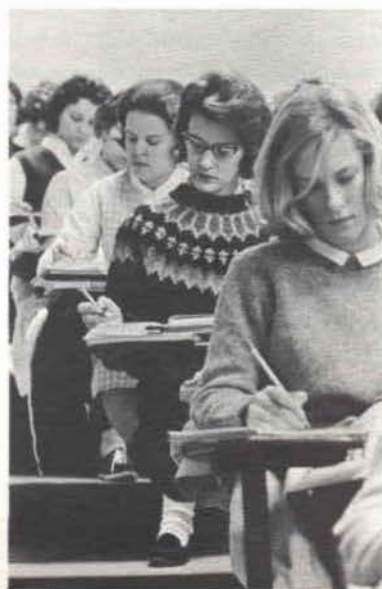
Mrs. Elizabeth Stevens will serve as assistant professor in the English department. She previously taught English at St. Paul's School for Girls and at Whitman College, both in Walla Walla, Wash. She is a graduate of Bucknell University and Northwestern University.

Miss Marion Louise Stoerker, a graduate of Lindenwood College and a native of St. Charles, will be an instructor in the physical education department. She has taught physical education at the College of William and Mary, Wellesley College and Barnard College. She has a master's degree in physical education from the University of Wisconsin and also has a master's in religious education from Union Theological Seminary.

Mrs. Rosemary C. Thomas will be instructor in the department of modern languages. A graduate of Salve Regina College, Newport, R.I., she holds a master's degree from Indiana University where she taught French the past two years while working on her doctorate. She has also done graduate work and taught in Nancy and Toulouse, France.

Mrs. Carolyn Vokoun, an instructor in the biology department, is a graduate of the University of Tulsa and is doing graduate work at Washington University.

Miss Stephanie Meszaros, who will serve as assistant to the librarian, received her bachelor of arts degree from Fontbonne College, did graduate work at Southern Illinois University and is now working on her doctoral degree at Simmons College, Boston.





Alumnae Council Meets

The annual fall meeting of the executive officers and the Alumnae Council was held on Friday, Oct. 21, in the Ida Belle McCluer Alumnae House. President Brown talked with the Council about plans for the coming year and about how the alumnae can best help the College with projects that are being planned for the near future.

Harry Hendren, chairman of the art department, talked with them about Alumnae Day, May 6, 1967, which will be devoted to an Alumnae Invitational Art Exhibit. Rosemary Edminster Duffy '44 has been appointed Alumnae Day Chairman.

The Alumnae Council and Officers lunched in Ayres dining room with students from their geographic areas, and the afternoon was devoted to the business meeting. Council members attending were: Barbara Ringer Hamill, president; Rosanna Veach Bruere, vice-president; Marguerite Metzger Hall, secretary; Helen Meyer Fuerhoff, treasurer; Mary Jean DuHadway Craig, past-president; Dyke Steinbeck Barton, alumnae trustee; Sharlene Agerter, Gloria Bagwell Richardson, Ruth Wertz Morton, Margaret Burton Jones, Jane Fox Elliott, Barbara Wexner Levy, Carol Gardner Transou; Council members-at-large; and Nancy Alvis McClanahan, Alumnae Executive Secretary. Nancy Montgomery Orr, a past president of the Alumnae Association, attended as a guest.

Following the Inauguration Ceremony of President Brown, the Alumnae Council and officers were hostesses at the reception held in McCluer Hall.

Mrs. William H. Krueger (Virginia Sterling '34), Katherine Krueger, Mrs. John Anthony Brown, Jr., and Mrs. Robert Bruere (Rosanna Veach '40), Vice-President Alumnae Association.



COURTESY OF ST. LOUIS GLOBE-DEMOCRAT

Alumnae Daughters

On Parents' Day, Oct. 15, alumnae mothers and their daughters were entertained at a coffee given by the Alumnae Association in the Ida Belle McCluer Alumnae House. Mrs. John Anthony Brown, Jr., wife of the President, was the honored guest and Mrs. Robert Bruere (Rosanna Veach '40), vice-president of the Alumnae Association, and Mrs. Henry Fuerhoff (Helen Meyer '41), treasurer of the Alumnae Association, were hostesses.

There are 32 students on campus this year whose mothers are Lindenwood alumnae. Twelve of these mothers attended the coffee on Parents' Day. Those present were: Rosemary Nissley Bellis '46 and daughter, Barbara; Marianna Carter Batt '46 and daughter, Barbara; Virginia Sterling Krueger '34 and daughter, Katherine; Patricia Tobin Fischer '46 and daughter, Betsy; Flora Mae Cravens Quillian '42 and daughter, Sally; Ethyl Bernice Clark Lawson '43 and daughter, Fran; Phyllis E. Durbahn Hutchinson '41 and daughter, Karen; Betty Jane Kelloway Bell '41 and daughter, Susan; Guinivere Wood Carnahan '36 and daughter, Steffanie; Pearl Lammers Schaberg '41 and daughter, Ann; Lillian Rohlfing Schuttenberg '64 and daughter, Jean; and, Helen Purvines Kettelkamp '35 and daughter, Sally.

Encore Club

After several years of inactivity, the Encore Club was reactivated last spring by Roxanna Young, a senior this year and the daughter of Gloria Stunkel Young '43. Members of the club are girls whose relatives have attended Lindenwood. This year, 112 girls are eligible for membership. The club members greet new students at registration in the fall, serve as hostesses on Parents' Day and on Alumnae Day and work with the Alumnae Office. Officers of the club for this year are: Jean Lundy, president, daughter of Ruth Buckley Lundy '32; Michele Fitzpatrick, vice-president, daughter of Betty Butler Fitzpatrick '37; Jean Schuttenberg, secretary-treasurer, daughter of Lillian Rohlfing Schuttenberg (who took her degree in '64); and Bernadette Jackson, historian, daughter of Grace Ritter Jackson '34.

Lindenwood Alumnae in Europe

22 days AUGUST 2—AUGUST 23, 1967

Only \$719 from New York to New York

This is not one of the usual bus ride tours thru Europe. Most travel is by air with 2- or 3-day stops in each city. Write the Alumnae Office for more details!



BIRTHS

Class

- 1954 To Serita *Humphner* Inglis, a son, Thomas Robert, July 22 (5th son)
 1955 To Jill *Turner* Easdown, a son, Matthew Joseph John, Feb. 14
 1962 To Martie *Skaer* Ballard, a son, Eric William, Oct. 25
 1962 To Michaela *McKittrick* Huesing, a son, John David, Oct. 14
 1963 To Lynne *Randall* Senn, a daughter, Stephanie Randall, Sept. 9
 1964 To Judy *Hale* Opitz, a daughter, Laura Christine, Sept. 16
 1964 To Sarah *Wells* French, a daughter, Sheila Marie, August (picture elsewhere)
 1964 To April *Anderson* Pritchett, a son, Roland Beaumont, Aug. 19

MARRIAGES

Class

- 1963 Mary Ann Young and Douglas Alan Walcher
 1964 Nancy Lee Hamilton and Emmerich Michael Schebeck, Oct. 1
 1965 Prudence Anne Paine and the Reverend Roger John White, Aug. 11
 1965 Catherine Louise Cocking and Ronald K. Stobaugh, August (pictured here)
 1966 Betty Annell Bosking and Donald R. Hammond, Sept. 17
 1966 Janet Hoetker and William Curtis Strube, June 18
 1968 Sara Anne Russell and Ensign Richard S. deVore, Oct. 29
 1968 Gladys "Punkie" Hendren and James Gary Dennis

IN MEMORIAM

- Gertrude *Bird* Fox '25
 Mary Elizabeth *Boggess* Overby '26
 Beth *Douglas* Overbeck '43
 Janet Stein '08

Order the official Lindenwood Alumnae Letter Opener in Florentine gold finish with the College seal. Wonderful gifts for Lindenwood alumnae. \$3.00 each.

Order from: Alumnae Office
 Lindenwood College
 St. Charles, Mo. 63301

Make check payable to Lindenwood College



If your class has no secretary—Volunteer!

Dear Alumnae:

As you will note, many classes have been remiss with their news this issue. PLEASE send in news about yourself and your family. It will be a big help to your class secretary, and your friends would like to know where you are and what you are doing.

If Lindenwood is to move forward with help and support from its alumnae, it is most important that you keep in touch with your College. Hope your class secretary hears from you soon.

Next deadline for news is APRIL 1, and we want lots of news!

Sincerely,

Nancy *Alvis* McClanahan '56
 Alumnae Executive Secretary

Join a Club or start one!!

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Mail to Alumnae Office

Class Notes



'32 Helen *Culbertson* Beste
(Mrs. Robert W.)
104 South Duchesne dr.
St. Charles, Mo. 63301

It will be a great assistance if you will notify the Alumnae Office of any new address six weeks in advance, telling us the date you will move. Class Secretaries will appreciate receiving news from all of you several weeks before their copy is due at College on April 1.

Let's try harder this year, and be the first class to reach our \$1,000 goal! It can be done, you know.

Our class notes have dwindled pitifully. There was a time when ours was the longest column. There are about 250 of you and only one of me. And I've written to all of you. So... enough said.

Ethel A. Mitchell ("Tuck", as many of us remember her) writes that she is Associate Dean of Students at DePauw University at Greencastle, Ind. She has been at DePauw University 19 years, the last six of which have been in this position. She went to the university as chairman of the women's physical education department.

'50 Lorraine *Peck* Remmers
(Mrs. Douglas B.)
432 Gascony way
St. Louis, Mo. 63122

Vivian *Brubaker* Priddy (Mrs. Marvin D.) reports that she is active in the community, political, and church affairs of Fort Wayne, Ind. Vivian and her husband, a physician, found time for a recent summer vacation at a dude ranch in Colorado. Activity in the Priddy household centers around their three children—Mark, aged 7, 6-year-old Lynn, and Leah Beth, 2.



Doris *Danz* Goodrich (Mrs. F. J.) writes that her husband is now retired, and they are living in Grand Junction, Colo., enjoying the ideal climate, the scenic beauty and the great hunting and fishing facilities. Doris's two eldest children are married and gone. A son, Mark, is a junior in pre-med at the University of Colorado, and the two remaining boys are Rex, 9½, and Brian, 8. Doris is active in the National Federation of Music Clubs, P.E.O. and Toastmistress, besides her hobby as an amateur radio operator. Her call letters are W A Ø M A Z. "We dearly love this part of the west and hope any one coming through the 'crossroads of the western slope' will stop to see us."



Jane teaches second grade in the Jonesburg, Mo., school and directs the children's division of the Jonesburg Methodist Church. Her husband is a farmer, raising field crops, beef cattle, and hogs.

I enjoyed visiting with Ruth *Haines* Doering when she recently came to St. Louis to see her mother, who is in a nursing home in St. Louis County. Ruth's children, Christian, Peter, and Gretta, are all away at prep schools now. She says they are typical teen-agers, with a fondness for long hair and their own guitar music.

Liz *Becker* Knoch (Mrs. J. Kenneth) welcomes letters to her family's new address at 5133 Mt. Rainier dr., in the North Highlands suburb of Sacramento, Calif. 95660. While her husband is busy opening his own insurance agency, Liz will be operations chief of their four sons, ranging from 16 to 2½ years of age.

Holidays are snowflakes, flecked on holly;
Time for remembrances; moments made jolly.
Grace again granted to begin a New Year...
How 'bout resolutions for writing us, dear?

'43 Doris *Banta* Pree
(Mrs. J. Roe)
3 Cherri lane
St. Louis, Mo. 63132

'49 Marie *Koch* Brundige
(Mrs. John C.)
535 N. Edgewood ave.
LaGrange Park, Ill. 60528

Had a note from Dolores *Thomas* Griner (Mrs. J. N.) informing me of their move from St. Louis to Peoria. Her new address is 2321 W. Riviera dr., Peoria, Ill.

Virginia *Beazley* Lambert (Mrs. John E.) wrote telling that her husband is home from Vietnam and has been assigned to STRIKE Command at MacDill AFB in Tampa. Her new address is 8417 Boxwood dr., Bay Crest Park, Tampa, Fla. 33615. Virginia started her note with "Sent a check to the Alumnae Fund today. With your encouragement how can '49 lose?" Thank you, Virginia.

We came so close to our goal last year.

'55 Nancy *Moe* Nowlin
(Mrs. Owen)
21 W. Cedar st.
St. Louis, Mo. 63119

Dot Neblett was on campus this fall for a brief visit. She is presently teaching art classes



in the University of the Seven Seas out of California. Classes are held on board ship, and students go on field trips when in port.

Sally *Snelling* Howell (Mrs. Ray) and her husband just returned from Portugal where Ray lectured at a graduate seminar in Lisbon. Ray is a chiropractor. While abroad they took side

Our class extends sympathy to E. M. Overbeck, whose wife Beth *Douglas* Overbeck, died suddenly last June. Beth is also survived by a son, Douglas, 18, a daughter, Leslie, 14, and her mother and father, Mr. and Mrs. L. L. Douglas. Mr. Overbeck very kindly sent a contribution to the Alumnae Fund, saying that he was sure Beth would have wanted to be listed on the roll of contributors from her class.

Jane *Finley* Wilson wrote me this fall that her first husband, Oral Coleman, died in 1957. They had one daughter, Frances Jane, who is now 15 years old. In May, 1961, Jane married Paul Wilson. Mr. Wilson has two daughters, Mary Elta, 17, and Arlene, 14. All of the girls go to the same high school and are interested in music and 4-H work.

trips to Madrid, Toledo and also saw a bull fight. Sally, her husband, and their two sons, David and Mark, live in Florissant, Mo.

'56 Marilyn Mitchell Thoren
(Mrs. Gunnar)
3810 Pleasant Ridge rd.
Annandale, Va. 22003

Nancy "Nano" Barkwell Elmer, her husband, and two daughters were on campus one day in October and dropped in to see Nancy Alvis McClanahan, Alumnae Secretary. Nancy reports that Nano hasn't changed a bit and it was such a nice surprise to see her and her family after 11 years.

'59 Julie Orr Van Woert
(Mrs. Edwin D.)
265 Graemere ln.
Northfield, Ill. 60093

Ann Hamilton McClendon (Mrs. Frank L., Jr.) is teaching English in Glendale College near her home in La Crescenta, Calif. Ann's husband is a lawyer with an oil company.

'60 Kay Dunham Wilkinson
(Mrs. Maurice L.)
416 Panhandle st.
Denton, Tex. 76201

In September, Lily Ann Trautwein Crocker (Mrs. John) opened her own Montessori Academy for pre-school children. The academy is located in St. Mark's Chapel, 360 Graham rd., Florissant, Mo.

'62 Sally Sicks Hart
(Mrs. Ronald E.)
2622 Creekview dr.
Marietta, Ga. 30060

Thank you, girls, for your many letters in recent weeks. There are still lots of you that we would like to hear from, so please write.

I received a long letter from Linda Thomas West (Mrs. Charles) telling of their new home in Tulsa, Okla. Last year Linda taught English to high school dropouts and underprivileged youths in connection with the anti-poverty program. Her class consisted mostly of boys between the ages of 18 and 21. She has retired this year to become a full time housewife and mother to her two children, Amber Allison, aged 3, and Geoffrey Charles, 5. Linda's husband has two companies of his own in graphic art and



advertising. During Linda's free time, she is training her own palomino quarter horse.

Lucy Schweickhart Hammond (Mrs. Shelby) received her M.A. in education from Southern Illinois University at Edwardsville in September and is teaching at a junior college. Recently Lucy visited with Craig and Mary Margaret Warneche Hull and saw their daughter, Holly.

The class extends sympathy to Charlotte McRee McCasland whose father passed away this past summer. Charlotte has been living with her mother in Oklahoma since that time, while her husband, Scotty, is on a cruise to Vietnam. Charlotte will be returning to California soon.

A nice note from Mrs. Paul Vassar (Jan Rollins) brought us up to date on another former LC girl, Sharon Walker Baggs (Mrs. John). Sharon and John are now living in Norman, Okla., where John is completing his masters in city and regional planning at Oklahoma University. Sharon is employed in the OU vice-president's office.

Jan had a nice visit with Sharon Stauss Johnson last spring. Paul and Jan hope to visit the campus this spring as her cousin is a student there now.

Michaela McKittrick Huesing and her husband, Mark, are now living in Indianapolis, Ind., where Mark is a systems analyst at a bank. The Huesings have two children—Michael Andrew, 2, and John David, 2 months.

Another lost member of our class has reported in—Gerre Engard Byrd (Mrs. Eddie L.). Gerre and Eddie were married four years ago and have two children, Thomas Engard, 2½, and Scott Edward, aged 6 months. Eddie is a consumer salesman for an oil company in Tulsa, Okla.

After Sharon Stauss Johnson (Mrs. L. D.) left Lindenwood, she attended Oklahoma State University for one year and then graduated from Northeastern State College, Tahlequah, Okla. Sharon worked for one year at the state welfare Office and then taught English in the seventh and eighth grades for two years, both jobs being in Wagoner, Okla. Sharon and her husband were married in 1960. They have a four-year-old son, Curtis Dean Johnson.

I would like to thank all of you who have already sent your check in to buy your share

of LC's future and to tell the rest of you that it is not too late to get in on this wonderful offer.

'63 Karen Rasmussen
1020 Forest ave., Apt. 17
Kansas City, Kan. 66103

Joan Maupin McHan (Mrs. Frank) writes that her husband received his Ph.D. degree in microbiology from the University of Arkansas this past summer and is now an assistant professor at Northwest Missouri State College in Maryville. Joan is decorating their new apartment, sewing, cooking and entertaining.

Marilyn Young Walcher writes that after receiving her degree in bacteriology from the University of Kansas, she studied in Honolulu, Hawaii, for her degree in medical technology and worked there after completing internship. She then left for an extended trip to Europe, the Middle East, North Africa and South America. "After studying about these places in history class at Lindenwood, I wanted to see them," she writes. After returning to the U.S. and settling in Seattle, Marilyn was married to Douglas Alan Walcher this past August. Douglas works in engineering physics, doing research and development.

'64 Janet Bergelin
1900 S. Eads ave., Apt. 923
Arlington, Va. 22202

I hope our class is responding with contributions to the Alumnae Annual Giving. The news is coming in, and it has been so good to hear from so many of you. I hope to hear from more of you before April.

Nancy Amazeen toured Jamaica for ten days in November. Nancy has changed jobs and is now in the trust department of the First National Bank of Boston. She was in Virginia in September for the baptism of her good daughter, Kathryn Anne McCracken, the first child of Amelia Alvis McCracken.

Kathryn Baldus is working on her M.A. in biology and on her teacher certification plus teaching school in Morrilton, Ark. Kathryn teaches all the physical education courses plus two biology classes and eighth grade science. She is also coach of the junior basketball team and cheerleader sponsor.

Winnie Mauser has finished her physical therapy training and is now back in Lexington.

Patty Germany is teaching at the Holy

Rosary grade school in Memphis, Tenn. She received her degree from Memphis State.

Alice Winegarner Carr (Mrs. Phillip W.), her husband, and two children, Catherine Ann, 1, and William, 2 months, are now located at Fort Sam Houston where Dr. Carr is a Captain in the Army. They attended the wedding of Marilyn Lewis Donnelly in August. Kay Poin-dexter was Marilyn's maid of honor.

Jeremy and Don Shackelford are living in Columbus, Ind., where Don is an account executive with Cargill, dealing with industrial-commercial salt. Jeremy is busy decorating their first home.

Sue Hazlett Engeland (Mrs. James) is in Stillwater, Okla., where her husband is working on his doctorate and Sue has become a banker.

Nancy Lee Hamilton received her M.A. degree in fine arts from the University of Minnesota this past June. After her marriage on Oct. 1 to Emmerich Michael Schebeck, Nancy and her husband sailed for Genoa, Italy, and



then went on to Vienna where Emmerich, an economist, is a member of the advisors' committee, to the President's Conference.

In August, Mary Lee Brannock received her M.A. degree in drawing and is now working towards her M.F.A. in drawing and painting. She is also working as an advisor to 270 undergraduates in the art school at the University in Iowa City.

Cinda Hauser Reed and her husband, Duane, have moved to Lincoln, Neb., where Duane is working on his M.A. and is the assistant archivist at the University Museum.

The Robert Streets (Mary Sue Stockenberg) are now making their home in Bloomington, Ind. Mary Sue is working for Bell Telephone and Bob is studying for his Ph.D. in chemistry at Indiana University.

Doreen Miller Stark (Mrs. Denis G.) graduated from the State University of Iowa in dental hygiene and is now working for the public schools in Denver, Colo. She has 36 schools in which she checks all the children's teeth. Doreen's husband is an attorney in Denver. A former college roommate of Denis's married Cam Connell!

In St. Louis, Suzanne Cundiff Vitale and her husband, Damon, are both working for

Monsanto Chemical Company. They have a ten-month-old son, Robert Vincent.

Barbara Sell is now an assistant director of Taylor Tower—a dormitory housing 874 students—at Ohio State University in Columbus. Barbara will receive her Master's in student personnel administration in June from Ohio State. Barbara recently talked with Genie Pesuit Mays, who was visiting in Cleveland and now lives in Rhode Island—How about a new address, Genie?

Amelia Williams is living in Memphis, Tenn., where she works as a guidance counselor.

That's the news! It's good to hear from so many. Keep the news, change of addresses and additions to the family coming.

'65

Vivian Lane McRae
(Mrs. Michael)
3889 Clover In.
Dallas, Tex. 75220

Mary Chapman has become the fashion and educational director of a fabric company in St. Louis. Mary was in home economics at Lindenwood and also holds a secondary education



teaching certificate. She will direct fashion and teenage activities at fabric stores in downtown St. Louis, Clayton, Crestwood Plaza and Village Square shopping centers, and in Springfield, Ill. A sixth store under the same management in Northwest Plaza shopping center, will also be under her fashion direction when it opens later this year.

Mary was especially interested in textiles and fashion design at college. She also studied art and art history in Europe. Mary has been with a department store in St. Louis, supervising sewing workshops in three of their stores. She is costume director for the Players division of the St. Louis Artist's Guild, and has extensive experience in speaking to groups of persons interested in fashions and sewing.

'66

Helendale Ledbetter
901 West Dickson, Apt. C-4
Fayetteville, Ark.

Please note that my address for alumnae news is now 901 West Dickson, Apartment C-4, Fayetteville, Ark., where I am working on my M.A. degree in English. This summer I completed requirements for my B.A. degree from Lindenwood by doing student teaching at Little Rock Central High School.

Last week I ran into Bee Gee Kennedy from Pine Bluff and Candy Pond from Fort

Smith. They are both sophomores here at the state university after transferring from Lindenwood.

Had a note from Ann Jackson White who attended Lindenwood from 1962-1964. Ann transferred to the University of Missouri in the fall of 1964. On June 20, 1965, she married Kenneth White, her "high school sweetheart." In June, 1966, Ann graduated from the university with a B.S. in education. She is currently teaching home economics in a small school near Columbia while her husband is in the School of Veterinary Medicine at the University.

Ann Fieber Hays writes that she has 20 students in her second-grade class in suburban St. Louis and just loves teaching.

Mary Jardine is currently working on her master's degree in library science at the University of North Carolina. Mary is a graduate counselor in the nurses' dormitory. She says "university life is so dynamic compared to L.C. and I think it's great." Mary ran into Cynthia Graham at the homecoming football game. Cynthia attended L.C. from 1963-1965. She is now a Tri-Delt senior at the U. of N.C. and is very active on campus. Last fall she was a candidate for University Queen.

Cheryl Scanland Wells (Mrs. Marshall) writes that she is teaching French and English



at a junior high school in Des Moines. Her husband is playing semi-professional football for the Des Moines Warriors and will enter Marine Officer Candidate School in January.

Corliss Olivier is working for a government agency, The Institute for Defense Analyses, in Princeton, N.J. She is also taking evening courses at the Rider Business College.

Janet Hoetker and her new husband, William, are living in Storm Lake, Ia., where he is teaching in the department of business administration at Buena Vista College. Janet writes "we love the community and faculty here—with a ratio of 600 guys to 200 girls it's a little different than Lindenwood".

Bette Bosking Hammond (Mrs. Donald R.) graduated from Deaconess Hospital School of Nursing in August and will return to L.C. second semester to finish work on her bachelor's degree.

Jean Remelius Lambert (Mrs. William R.) is teaching social studies in the 11th and 12th grades in Belleville, Ill.

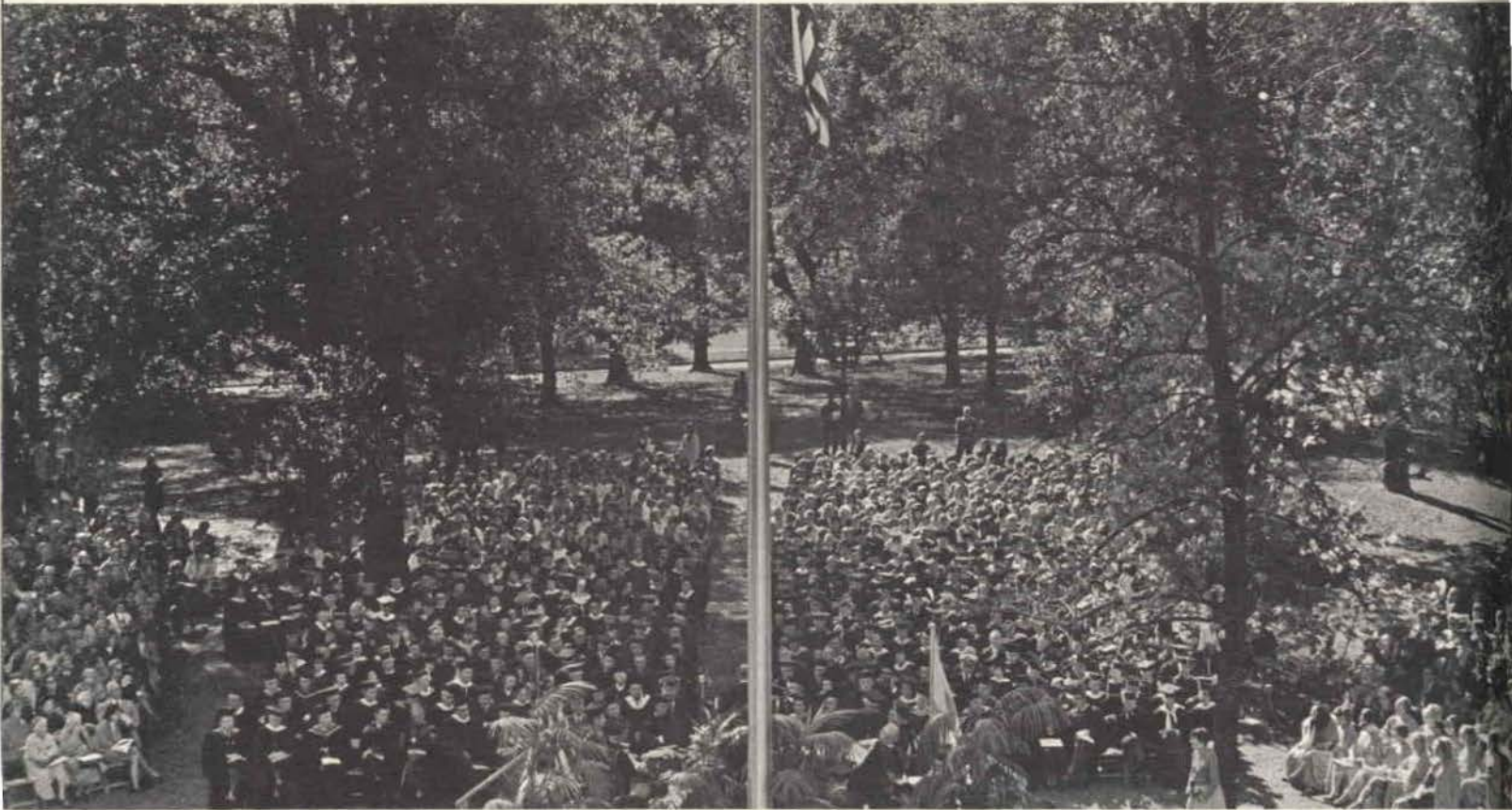
These class secretaries would like your news:

- | | | | |
|-----|---|-----|--|
| '08 | Aimee Becker
837 First Capitol dr.
St. Charles, Mo. 63301 | '41 | June Goran Dulany
(Mrs. Thomas F.)
Box 245
Pacific, Mo. 63069 |
| '14 | Cornelia Powel Du Hadway
(Mrs. F. A.)
304 N. Lafayette st.
Jerseyville, Ill. 62052 | '42 | Margaret Ball Gatzweiler
(Mrs. Robert)
P. O. Box 394
St. Charles, Mo. 63302 |
| '24 | Ruth Kern Messing
(Mrs. Eugene F.)
520 Woodleaf ct.
St. Louis, Mo. 63122 | '45 | Helen M. Bartlett
6372 Beryl rd.
Alexandria, Va. 22312 |
| '26 | Edith Baldwin Wieland
(Mrs. Ramsey)
Apt. 8N, 96 Fifth ave.
New York, N.Y. 10011 | '46 | Genee Head Schubert
(Mrs. L. George)
1100 Rose ln.
Hobbs, N.M. 88240 |
| '27 | Ruth Wertz Morton
(Mrs. T. J., Jr.)
Old Stone House—R. R. 1
Newburgh, Ind. 47630 | '47 | Gwen Macy Sorlien
(Mrs. Charles J.)
7005 West 23rd st.
St. Louis Park, Minn. 55426 |
| '28 | Helen Roper Stark
(Mrs. O. P.)
940 Evening st.
Worthington, O. 43085 | '48 | Miriam Neff Fischer
(Mrs. Robert W.)
13 Weldon Spring Heights
R. R. 2
St. Charles, Mo. 63303 |
| '30 | Jeanne Berry Cooper
(Mrs. Thomas Y.)
3921 South Lookout ave.
Little Rock, Ark. 72205 | '51 | Martha Reid Kuenzi
(Mrs. Donald E.)
924 S. Woodland dr.
Kansas City, Mo. 64118 |
| '33 | Harriette Gannaway Kern
(Mrs. Malcolm L.)
822 Taylor ave.
Mt. Vernon, Ill. 62864 | '52 | Sharlene Agerter
234 N. Mississippi River blvd.
St. Paul, Minn. 55104 |
| '35 | Clara Meints Stockenberg
(Mrs. A. B.)
6240 Southwood blvd.
St. Louis, Mo. 63105 | '53 | Nada Sue Roberson Schneider
(Mrs. Vern H.)
16 Lindworth lane
St. Louis, Mo. 63124 |
| '36 | Betty Morgan Baggott
(Mrs. George I.)
6236 Arendes dr.
St. Louis, Mo. 63116 | '54 | Sally Thielbar Quinnelly
(Mrs. Charles M.)
307 Louisville st.
Starkville, Miss. 39759 |
| '37 | Betty Butler Fitzpatrick
(Mrs. Michael H.)
2320 Hawthorne dr.
Amarillo, Tex. 79109 | '57 | Ann Zotos
7106 N. Villanova dr.
St. Louis, Mo. 63123 |
| '39 | Charlotte Williams Tower
(Mrs. Marcus R.)
4635 South Victor st.
Tulsa, Okla. 74105 | '58 | Carol Gardner Transou
(Mrs. Bedford T., Jr.)
1104 Seminole dr.
Johnson City, Tenn. 37601 |
| '40 | Kathryn Wagner Orth
(Mrs. W. A., Jr.)
310 South Summit st.
El Dorado, Kan. 67042 | '61 | June Tavlin Dean
(Mrs. Stanley)
538 Aster ave.
Escondido, Calif. 92025 |

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Lindenwood College Bulletin





ON THE INAUGURATION OF THE FIFTEENTH PRESIDENT OF LINDENWOOD COLLEGE

A plethora of color and pageantry in both sight and sound was the setting on the green before Roemer Hall as John Anthony Brown, Jr. was installed as fifteenth president of Lindenwood College. The crisp, balmy afternoon of October 20th was flooded in sunlight which highlighted a brilliant border of autumn foliage. The full academic regalia of the procession completed the picture as representatives of 255 colleges and universities and 25 learned societies and associations took their places before more than 1500 guests. John M. Black, President of the Board of Directors, installed the new President. Dr. F. L. McCluer, President Emeritus, made the presentation. The installation program included an address by Dr. Calvin Darlington Linton, Dean, Columbian College of Arts and Sciences, The George Washington University. Principal speaker at the All College Convocation in the morning was The Rev. Dr. Theodore A. Gill, Director of the Joint Study Commission on Education for the World Council of Churches and the World Council of Christian Education.





Although no sensitive adult appearing before a group of his peers for the purpose of making interesting vocal noises can, or should, be entirely at ease, yet my own situation at this moment is far from hopeless. Indeed, it has much to commend it. I might almost echo the Psalm: "Thou hast cast my lines in pleasant places." I am among friends, in an educational environment most gratifying to me, and I am given the opportunity of talking about things which I, at least, find fascinating.

In all honor, therefore, I owe you complete frankness. I must tell you at once exactly what I am going to talk about, how I expect to do it, and (since this is not a detective story), how it is all going to come out.

First, then, I shall talk about the liberal arts, civilization, and women. This, I may safely say, is a realm large enough for us to move about in without crowding. Next, I shall talk about these things by means of attempted definitions—except for the last, woman, before whom (as must all reasonably intelligent men over the age of 19) I stand in a condition of delighted but mystified wonder. Lastly, I shall conclude, most seriously, most earnestly, that whether or not life on this planet is to be endurable in the future depends heavily (though not exclusively) on the way these forces are mutually fostered.

So there you have it. Your immediate response may be one of pleased surprise, thinking that you can instantly go home. But I must plead with you not to do so. My task is still to talk, yours to listen, and I can only hope that you do not finish before I do. Perhaps, when I am done, you will agree with the toastmaster who once

"Civilization is a condition of mind, not an inventory of possessions."

Dr. Calvin Darlington Linton,

Dean, Columbian College of Arts and Sciences,
The George Washington University,
delivers an address.

announced, after I had finished talking, "Everything Mr. Linton says is sound." I was immensely gratified at the moment, but I have been undergoing a sort of perpetual double-take ever since.

I have said that I hope to deal with one or two great words and phrases, and this may suggest a certain abstractness, a degree of unreality, in my remarks. But we must remember that words are at the center of what we know and what we are. It has been said that in the realm of ideas words are not labels stuck on something else; the words are what we know. We can not think a thought for which we have no words. *Our vocabulary is the perimeter of our intellect.* No great civilization has ever arisen without the environment of a great vocabulary. We can at least get something of a hint of the great truth which lies in the declaration, "In the beginning was the Word," even though we know that the scope of this assertion goes vastly beyond our present situation.

I

As our first exercise in understanding through definition, therefore, let us consider the familiar phrase "liberal arts."

The role of this College, and of hundreds of others is centered in this term. What does it really mean, in living, contemporary application?

An essential step in making any definition is to identify purpose. Fortunately, this is fairly easy in the case of the liberal arts, for the purpose of a liberal education is quite specific: to transmit civilization from one generation to the next, and in the process *not only to preserve it, but also to enrich it and to extend it.* Although other activities of man are also devoted to this end, no other human enterprise has this purpose as its central, exclusive objective.

And yet this vital force in our society, a force which is among the first to be counteracted and exterminated in any totalitarian society, is widely misunderstood and, in consequence, widely held in low esteem—so much so, indeed, that the eminent dean of the Graduate School of Columbia University, Jacques Barzun, has sadly declared that “The liberal arts tradition is dead or dying.” The cause? “Both teachers and students are responding to the spirit of the times. They are impatient with everything that is not directed at the development of talent into competence.” (“College to University—and After,” *American Scholar*, Spring, 1964, p. 215.) In other words, they are impatient with any education which is not directly productive of a saleable skill.

And yet if anything obvious can be said about the nature of civilization (and surprisingly few can) it is that it is not the product of skills or machines or techniques. Although great civilizations have occasionally coincided with periods of great technological advances, it is dangerously misleading to equate the two manifestations. More about this in a moment.

What, then, are the liberal arts, and how are they the channels through which civilization is transmitted from generation to generation?

In some ways, our understanding is impeded by the modern connotation of both words of the phrase. “Arts” here does not mean, as we feel it always should, simply such areas as painting, music, sculpture, and the like. The English word comes, via Greek, from the Latin word *ars*, meaning skill, ability, power to perform. It is related to the words arm, armament, army—that which performs, accomplishes a defined purpose.

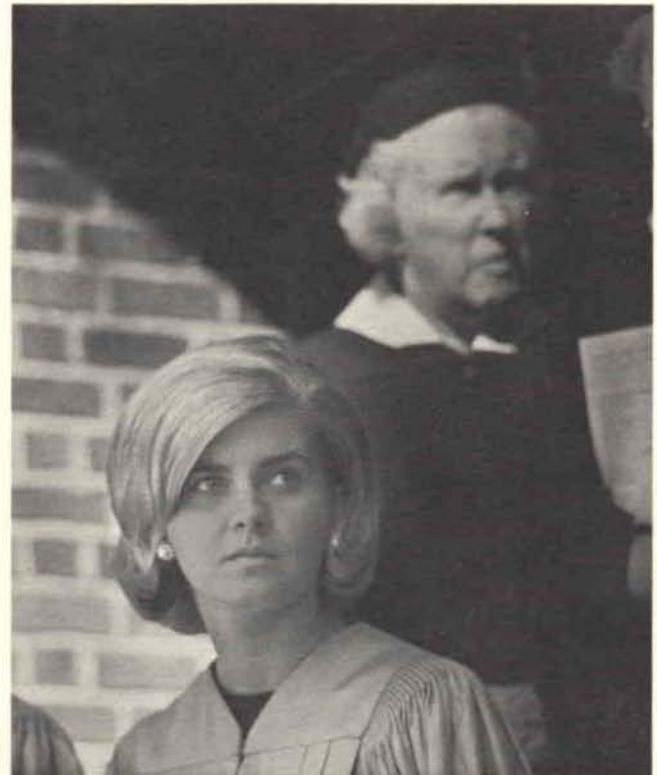
Hence, there is no necessary, etymological implication of beauty or of the realm we normally describe as artistic. There is, however, a fascinating philosophical relevance in this connotation of the aesthetic, for it implies that the competence, the skill, the thrust of man’s capacities *naturally* aim toward beauty, comeliness, order, purpose, and peace.

In education, furthermore, the word “arts” should just as specifically include such areas of man’s skill and competence as physics, mathematics, and anthropology as it does literature, music, and philosophy.

But have we now embraced too much? Is a liberal arts college, as a consequence, concerned with everything man finds he can do, from weeding a garden to pro-

gramming a computer? By no means, for the word “liberal” limits the scope, although this word, too, is susceptible in our time to much misunderstanding. It is notoriously true that no two persons will define the word similarly as it applies to political positions, although everyone is vaguely aware that its roots entwine another hard word, freedom.

Again, it is the Latin word which gives us the central meaning. *Liberalis* means that which is suitable to *free men*. It is not the “arts” which are free, or which bestow freedom, for only that which possesses self-consciousness and free will can be free. Rather, the liberal arts are those disciplines, intellectual activities, skills, capacities, powers which are appropriate to free men as distinct from slaves.



“... to transmit civilization from one generation to the next...”

Santayana has a pleasant definition of “art”. Art, he says, is whatever free, civilized man *wants* to do whether he has to or not. (I have oversimplified.) We all are compelled to do much that we do not innately desire to do, whether it be the need to earn a living, to

keep the house clean, or to repair that which is broken. But anything which emerges from the true nature of free man, anything which he would like to do if he were wholly virtuous and had complete leisure—from mountain climbing to laying out a garden—is art. This, as it were, is the occupation, the “busy-ness” of heaven. But, note, *only* if a man is free; if he is civilized; if his impulses have been disciplined by wisdom, knowledge, virtue, and understanding will he *naturally* express himself in art, as we have broadly defined it.

To the Greeks and Romans, the free man was, of course, a legally definable person; but more importantly he was a man intellectually and spiritually released from those confinements, limitations, chains which inhibit the slave from fully becoming himself. The leisure of the gentleman was not idleness, any more than Thomas Jefferson, out of office, “unemployed” at Monticello, was idle. (And I cannot here refrain from hinting at the subject of another talk, namely, the menace of leisure to the man not liberally educated. The result is likely to be at best idleness and boredom; at worst, uncivilized conduct, emanating largely from undisciplined eruption of biologism.)

II

But let us turn now from this term, liberal arts, and consider the second, that rich, bewildering word “civilization.”

First a few dogmatic assertions, possibly to raise your blood pressure, either in vigor of assent or heat of dissent.

Civilization is a condition of mind, not an inventory of possessions. No one is born civilized. Any civilization can end in an instant, after millenia of growth—just as an individual, after years of self-development, can die in the wink of an eye, and no one can inherit his powers. Civilization is another word for enlightened freedom. It is not generically related to technology, machines, or medical progress—though if none of these commodities are present, civilization is hampered. The biological genes cannot carry culture. The child, as J. B. Priestley has said, is born a perfect barbarian. Amusement to his natural inclination includes pulling wings off of flies, taunting his handicapped playmates, deceiving his parents if he can get away with it, and clutching to himself all the possessions he can possibly snatch from the



*“Who more dedicatedly should maintain
the ancient and humane values?”*

hands of others. Despite all the nice theories of Rousseau and other optimistic 18th century romantics, his totally unguided natural development will be exclusively biological and instinctual. Hence, it is the great, the primary, the most urgent responsibility of society to civilize each generation as it comes along. To do this job three forces, traditionally, have worked together: the home, the church, and the school and college. Each is needed; none can do it alone, although in earlier days the home often had to perform the role of the other two, and often did so with complete success.

Today we find that each of these channels of civilization is in a state of serious disrepair. Even “good” homes often provide no more than adequate vitamins, clothes, and physical conveniences, without intellectual, emotional, or spiritual resources. The church is like a ship so busy throwing cargo overboard and arguing with the Pilot that it has no skill and little interest in conveying passengers to safe harbor. And our institutions of higher education are increasingly becoming trade schools or research institutes. The astonishing fact is not that our streets, in affluent as well as poor communities, are filled with noisy, undisciplined, biologically magnificent but culturally non-existent young barbarians; the sur-

prising thing is that they are not noisier and more barbarian than they are.

To many, this is a bewildering situation, for they have the naive notion that civilization is a kind of artifact, like a great machine. It may need occasional adjustment; but once you have it, the heavy work is done. It is conceived to exist in visible things—dynamos, volumes of the law, super-highways, X-ray machines, vehicles and rockets, home freezers, intricate weapons of war. It is corrective to such naivete to remember that Nazi Germany was the richest nation in the world in all such things at the very moment when it almost succeeded in grinding the civilization of Europe to dust. (The real difference between Germany and Britain was not that of Messerschmitt and Spitfire, but of the mind of Hitler and the mind of Churchill.)

Civilization is a state of mind. As fragile, and as eternal, as a thought. It can be the possession only of free men. Hence a liberal education is peculiarly that education appropriate to free men. Among the first steps of any modern totalitarianism, as we have said, is to eliminate from its higher educational systems all dimensions of a liberal education—the study of great ideas, the development of civilized emotions, the probing of great spiritual realities—and to substitute that kind of education which is appropriate only to slaves. That is, a how-to-do-it education; an education aimed at exploiting the mere machine in man. To the ancients, this was the role of the slave, to perform the endless mechanical tasks attendant upon comfortable living. Today we call them engineers. Ask the average American today what we mean when we speak of sharing the “American way of life” with less privileged nations and he will sooner or later sum up by using the phrase “technological know-how.” Horrible! Civilized man must first know *what* and *why* before the *how* can have any significance.

But surely, you may say, it is idle to speak of civilization and a liberal education to the poor, the ill, the unhoused, those who die young. True, so long as we keep clear essential distinctions, and do not fall into the trap of thinking that the physical conditions in which civilization best thrives are to be equated with civilization itself. To many, it is impossible to think of civilization as declining, or, even, conceivably, as at an end, when the skies are filled with jet aircraft, the roads with air-cooled automobiles, and homes with televisions.

Many thoughtful persons, however, including a few distinguished historians, suspect that something very great came to an end with World War I. Perhaps it was only civilization as the western world had known it since the Middle Ages, or since the Reformations, or since the Enlightenment. And perhaps a new and better civilization will emerge, though one may be permitted to doubt that it will be called the Great Society. Perhaps, though, something far more profound did occur. Poet-critic Stephen Spender suspects it did. After adducing evidence in this regard, he writes: “Let it be assumed that civilization is at an end, is a mere assortment of ghostly lives without spiritual significance, moving among fragmentary ruins which have lost their significance. Then all fragments, whether derived from the past or the present, are equal in value to all other fragments: the only significance attaching to civilization is the sense of poignant loss.” (“Dilemma of the Modern Poet in a Modern World.” *New York Times Book Review*, January 4, 1948.)

But I must not be diverted from my immediate and simple point: *the role of a liberal education is to perpetuate and enhance civilization; and despite the marvels of modern technology, this role is of urgent, perhaps even desperate, importance in our time.*

How, basically, does a liberal education do (or try to do) the job? You know as well as I that I have not the wisdom or the time to give a full answer. But I can throw out some of the fragments of which Spender speaks.

Let us repeat a couple of basic postulates. First, civilization is utterly incompatible with slavery—intellectual, spiritual, emotional, or physical. Put positively, civilization is the culture of free men in a free society. I think we will agree on this; and yet, having agreed, we are simply out of one tremendous word and into another, namely, freedom.

Last July 14 (1966), President Johnson swore in Barnaby Keeney, former president of Brown University, as the Chairman of the newly formed National Endowment for the Humanities. In his address, President Johnson said: “All of us, Carl Sandburg has written, are reaching out ‘for lights beyond . . . for keepsakes lasting beyond any hunger or death.’ These keepsakes are not the products of industry, are not the spoils of war, are not the luxuries of wealth. They are the old ideas, the

old words. The older they are, the more their meaning really excites all men. Freedom is one of them. Truth is another." (Weekly Compilation of Presidential Documents, July 18, 1966, p. 934.)

So far as I am aware, there is only one inerrant statement about the relationship of freedom and truth. It is in your minds before I speak, for it is this: "You shall know the truth, and the truth shall make you free." (Incidentally, Christ spoke these words, not to the "world," but to his followers.)

So at least we start with one basic assumption: civilization is a condition of freedom; and one certainty: freedom is produced by truth. At the moment we need press no further, for there is ample food for thought here. Take the most obvious morsel. Whatever truth may be (and we sympathize with Pilate's question even though we may deplore his refusal to stay for an answer), we know that it surely is precise, absolute, unalterable, definitive. Freedom based on it must, therefore, be disciplined. It must be confined by the sharp perimeter of truth. The more perfect the discipline, the more precisely confined, the purer the freedom.

Seemingly a paradox—but an inevitable one. Think, for example, of the realm of number. When I am ignorant of the multiplication table, I am "free" to say that two times two equals anything my fancy dictates. When I know the truth, I am absolutely confined to that truth—two times two equals four, no more, no less. My freedom, by knowing the truth, has been defined, disciplined, made precise, and given reality. Think, too, of a musician in an orchestra. His freedom as an artist is not expressed by being "free" to play any note he chooses at any time. Rather, he is free only as he plays the precise note, in precise time, to the end that the overall effect may be harmony, order, beauty.

How foreign to modern trends of thought are these concepts! How readily do we assume that "freedom" means doing instantly whatever comes naturally! The social environment thus produced by unrelated and conflicting eruptions of impulse loses the name and form of order and moves ever more rapidly toward chaos. The seamless garment of civilization is rent into a thousand pieces.

We hope, of course, and declare that we are a nation under law. But we forget that only if the majority of people are so self-disciplined that they would do

what the law requires whether the law were there or not can they be ruled by law. Only when the heart and will of the individual *desires* what the law *requires*—only, that is, when one is truly free in the sense of being self-disciplined—can civilization exist. It is a grim paradox of our times that we hear many shouts of "freedom" from those who in the same breath demand a law to restrict the actions of others whose conduct they do not approve of. "Freedom" to one may mean the "right" to burn a KKK cross and start a riot; to another to throw a Molotov cocktail at a police car; to a third to do what is called "breaking the law for a good purpose." With such a philosophy widespread, it is frightening but not surprising to learn that the crime rate is rising over five times as fast as the population. Actually, within the prevalent philosophy of moral relativism—that is a Kinsey-report philosophy that an act formerly thought to be "wrong" turns out actually to be "right" because the majority of the people do it—within such moral relativism one cannot even define crime meaningfully. Bertrand Russell declared years ago (and I loosely paraphrase his meaning) that any act is right or wrong as 51 percent of the people decide, and if you happen to live in a society and a world in which you disagree with the majority, you are out of luck. In short, in such a view there is no truth, and hence there can be no discipline, and, finally, there can be no freedom. Without freedom, we have agreed, there can be no civilization.

There can, however, be an intricate, functioning, technological society, operating with all the efficiency of an ant hill, ordered not by freedom but by power, dictatorial power, or by "conditioned involuntary responses." This may be the world's next "civilization." Aldous Huxley and George Orwell, among others, have described it before it appears.

The situation is really quite frighteningly simple. Only two motives can produce the orderliness without which society is a jungle, either the free pursuit by free people of common goals, goals which have emerged from learning, knowledge, enlightenment, discipline—in short, from a liberal education. Or the unity imposed by a common fear or a common hate. The first emanates from man's best nature, his capacity to love that which is good. The second is based on that which is anti-human—fear, hatred, shared animosity. How easily are allies made during a time of war, when several people

share a common enemy! How terribly difficult to discover an equally dynamic common goal to bind peoples together when the common enemy is defeated! It is truism that most revolutions have brought about a more burdensome tyranny than that which they were begun to overcome. The shining exception, the American Revolu-



“... qualities of mind, heart, and spirit which challenge the objectives and resources of any liberal arts college.”

tion, is to be explained in the unique degree of spiritual and intellectual unity of the people who dared to come to a new and dangerous land in the pursuit of common ideas.

Today this national unity is being lost. The inability to articulate goals, to affirm basic beliefs, to agree on spiritual values are marks of diversity at very best, disorder at worst. Visible on the horizon is the deadliest enemy of any free society, that rough beast called “lawlessness,” with social chaos in his train.

III

If we are to be spared this horror, and if a civilization of freedom is to endure, it will be largely owing to the vitality of liberal education, the kind of education which alone is dedicated to discovering and enunciating truth, to transmitting unchanging principles of wisdom, to inculcating those powers of intellect, emotion, and spirit which, together, identify the civilized individual. Always the individual. Always the humane. Always the permanent value.

Now, you will observe that, true to my word, I have said little about the peculiar role of women in this great enterprise. Actually, little need be said, for their place is perfectly apparent. Who more dedicatedly should maintain the ancient and humane values? Who more deeply understand the intangible but vital aesthetic and spiritual principles which, shining first in the home, extend their rays into society at large? Who so peculiarly may influence the first, emerging capacities of the new generation, shaping them into conformity with Christian culture?

To fulfill this role requires qualities of mind, heart, and spirit which challenge the objectives and resources of any liberal arts college.

Naturally, this is not the sole task of higher education, though it is the heart of it. In so complex a society as ours, higher education must perform many functions, serve many needs. No single institution can perform them all. No single institution should try. We need professional schools, technical schools, Sunday schools, finishing schools. Lindenwood is none of these. It bears the most noble, and burdensome, designation possible: it is a liberal arts college. Dedicated as it is to producing a state of mind, there are no set methods, no sanctified devices, no unalterable techniques. These must be altered as freely as objectives are kept unalterable. Indeed, if methods do not remain flexible and responsive to changing conditions, the objectives cannot be served. Many small liberal arts colleges are in trouble at this moment partly because they have forgotten both the unchanging nature of the *end* of a liberal education and the constantly changing *means* by which that end is to be sought in a changing world. An illuminating metaphor is that of the journey, the pilgrimage. The destination remains fixed, but the terrain constantly changes. New adversaries and hindrances constantly appear. Each demands creative inventiveness if the journey is not to be delayed or even, possibly, brought to an end.

As this institution takes on new leadership, as old commitments are confirmed and as new methods are adopted, as faculty, administration, and student body come together to form a society unified by common goals and ideals, you may be sure of two things. First, be sure that the road will often be rocky and difficult; second, that you will never in your lifetime set your foot on a road aimed straighter in the right direction.



Franc Lewis McCluer,
President Emeritus of Lindenwood College,
presents John Anthony Brown, Jr.,
for installation, to John M. Black,
President of the Board of Directors.

Mr. President, it is my privilege to present to you the president-elect of Lindenwood College that he may receive the commission of this high office from your hands.

A competent scholar, holding his bachelor of arts degree from Temple University in history and political science and his graduate degree in international law and politics from the University of Chicago, he has further equipped himself for the responsibilities of the presidency as a distinguished teacher of political science at Temple University and at the Woodrow Wilson School of International Affairs at Princeton, as assistant to the president at Temple University and dean of men, as vice president for public affairs and finance at Occidental College and as academic vice president and dean of the faculties at The George Washington University.

He has been widely heard on both coasts of the United States, and to some extent here, on radio and television—on a CBS radio series and on an NBC-TV series entitled “Washington Profiles.” His partner in this second series was Mrs. Brown who did the research and the writing under her maiden name of Franceline Harrison.

Those of us who have come to know him, respect him for what he has accomplished. We honor him for what he is—a man of brilliant mind, warm heart and great faith. He believes in liberal education, not as a series of traditional courses but as a liberating force in higher education in changing times. He has confidence in students and would give them increased responsibility and would know and serve them as a friend and as a counselor, serving each one as an individual.

He is a Christian and he finds the spiritual resources of liberal education in an institution under the auspices of the church; not in dogma nor in sectarianism but in life and work as worship of the eternal spirit of God.

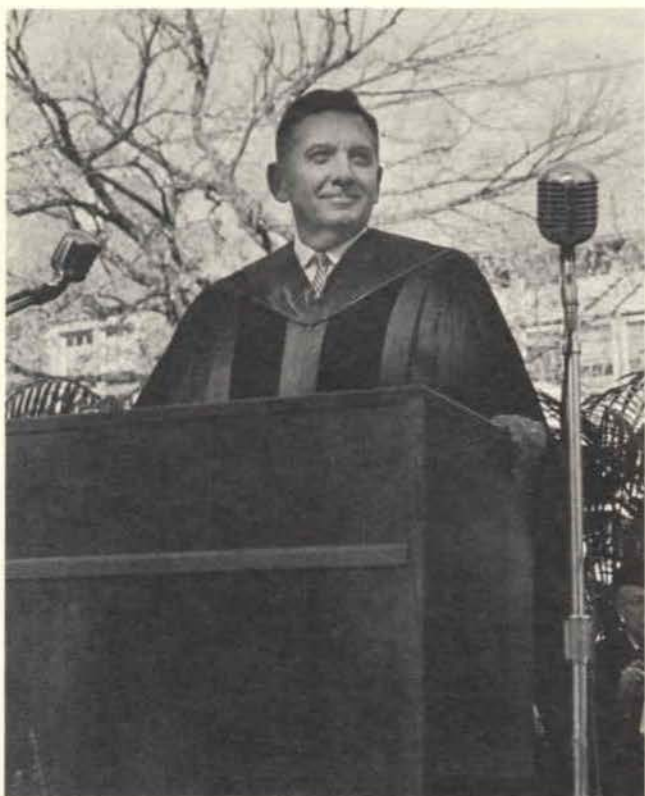
Under his vigorous and enlightened leadership, this institution will know great progress and those of us who belong to this community can paraphrase Tennyson in saying,

“Let knowledge grow from more to more,
But more of reverence in us dwell;
That mind and soul, according well,
May make one music as before,
But vaster.”

Mr. President, it is an honor to present to you, John Anthony Brown, Jr.



The new President warmly embraces his predecessor.



Mr. Mayor, Mr. Congressman, Mr. President of the Board, Mr. President Emeritus, Distinguished Greeters, Delegates and Guests, Members of the Faculty, Administration, Students and Friends:

We appreciate the generous words of greeting, the eloquent and thoughtful speech which Dean Linton has given, the warm evidence of friendship and good will which has come to us and to this college today, and we shall always be grateful. Clearly this new administration has been launched on a sea of good wishes. But I am aware that it is more than good wishes. For many here have great faith in this college, so rich in many ways—rich in traditions, for we are old and have many accomplishments for which we are respected, rich in our reputation for integrity in education, rich in our physical assets, rich in the leadership which has been given here, particularly by my predecessor, who is admired and beloved as it is the privilege of few men to be. So it is more than good wishes that we sense on this fall day. It is a more commanding feeling that permeates this inaugural atmosphere. *There is a mood of high hope and great expectation.*

*“There is a mood of high hope
and great expectation.”*

The Inaugural Address John Anthony Brown, Jr.

In this spirit, and with Dean Linton's clear concept of the validity of our enterprise still stirring our thoughts, let us look into the future, not in an effort to find it, but in a real determination to make it.

For there is, even more today than before, clear and present evidence that mankind yearns for a freedom enjoyed by only a few, longs for a standard of living achieved only on scattered and relatively small areas of this globe's surface, reaches toward peace with a universally shared awareness that war is catastrophe and cataclysm.

We have split the atom and touched the moon, yet hunger abounds and most human beings live in poverty. We have conquered polio, brought tuberculosis to its knees as a killer, lengthened life's span; yet our streets are alternately the scene of riots based on race and crime based on ancient causes with which we seem unable to deal.

Bridges and dams remain to be built; technological progress still is a stranger to vast areas of this earth's surface; we have streams to decontaminate and air to depollute. Vast projects on this earth challenge us, for the more we do, the greater grows our ambition and the higher our hopes, our goals, for mankind.

But at a liberal arts college we are concerned with more than moving mountains, digging harbors, throwing bridges across rivers and ravines. Here we are concerned with the improvement of man's environment, to be sure. But here we are also fiercely concerned with the improvement of man. *We exist to make humans more humane; our goals are related to the elevation of mankind. It is no small business.*

Nor can the way we go about it be routine in scope, or mean in concept. A liberal arts college must be a place of action as well as thought and contemplation, although we should put the action subsequent to, not prior to, the thought and contemplation. It must be a place of controversy and dispute, where ideas are weighed and tested and criticism is fostered, for we grow—mankind grows—by continually reviewing its old ideas and beliefs and eternally searching for the truths on which freedom thrives.

This is the third third of the twentieth century. We are working with young people who will be spending a considerable portion of their lives in the twenty-first century. And we are working in our colleges with young people who have been made impatient and demanding by our world of rapid change and constant tension.

We must foster in our colleges a condition of community in which the student is more than a number or a statistic.

One can believe in a role that is strategically more important, more central, more vital, for students without advocating a juvenocracy, without turning the whole enterprise over to the capriciousness of the young. One can believe that students usually know what is doing them good without always knowing what is good for them.

We are anxious to find ways to free our students, our faculty, and, indeed, the President himself, from the lockstep, the rigid regimentation of the course, grade, credit, requisite, pre-requisite system which seems to say we are all interested in the same identical thing at the same time at the same level of perception. And the compartmentalization of it, the fragmentation of it, the rigid layering of it—we deny the validity of the present system at every conference and meeting of educators, but we in education have not the nerve for a change.

Should we be taught to write out our mind only in English Composition, speak convincingly only in Speech 105, parler francais only to the machines in the language laboratory, exclaim over the beauty of a mathematical formula only in the presence of our math department chairman? We need to slop over in our teaching and learning, splash out, carry across, penetrate and permeate. We need to share with each other, teach each other, correct and advise each other, dispute and confirm. We need to break this educational compartmentalism which divides us in time and place and sends us about

our tasks as teachers or learners, givers or receivers, sayers or listeners.

Secondly, we must recapture the esteem for and rekindle the fervor of the teacher. We cannot restore the prestige of teaching by an annual prize or award for good teaching from the administration nor can we do it by submitting our teachers to a popularity contest in which student votes are carefully counted. Surely we must pay our teachers more; obviously in the colleges we can find ways to use the talents of our teachers to greater advantage; clearly modern electronic technology and developments in information retrieval have a place in a learning milieu in which the teacher is not less but more strategic in role. How do we measure good teaching? To ask the question is to bring the look of pain to the faces of my colleagues who labor in the educational vineyard. For we talk about this subject ad infinitum et ad nauseam behind our ivy covered walls. But how many really good teachers go unrecognized? How many really great teachers are dismissed because they do not publish or because they ignore faculty committee assignments? Is there a President or a Dean present who does not feel he knows who his great teachers are? The task is



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"... let us look into the future, not in an effort to find it, but in a real determination to make it."

not as we pretend it to be—to *find* them. The task is to *reward* them. Great teachers and great teaching are the adrenal glands and the adrenalin which gives life and vitality—zest and action—to the academic community. We intend to find them and hold them, as does every other President who wishes his institution to be alive and to survive. And we want these teachers to believe and live what they teach, to be warm, human and dedicated to the goals of the college, which are, we have stated, related to the elevation of mankind. We want teachers who do care about the problems which outrage mankind, who do live more nobly because their subject matter commands it. *Teaching that is indifferent to the needs for action, teaching that is callous in the face of human misery, such teaching is cold and dead, worse than the performance of a com-*

puter, which neither loves nor hates. Teachers lecture, teachers live; here we can see how they live.

To have and to hold a great faculty these days requires an environment that provides better than adequate facilities and equipment. It calls for a student body that is, to use the phrase of one of my friends here today, "worth teaching". And it requires a milieu in which the faculty play a role which makes possible their participation in the decision making process itself. Just as we can advocate a more active role for students without advocating a juvenocracy, a college run by the least experienced and least informed, we can believe in a due process for faculty participation which does not hand the entire fate of the college into the hands of a faculty committee. Faculty members here and elsewhere have attended too many faculty meetings and served on too many committees to want that.

If I am able to restructure the college in terms of student and faculty role, and remain in a position of leadership, and I believe the restructuring will not minimize the President's role, but will give him exceptional authority, what will we try to do in the President's Office in the year or two ahead?

Here is our program for action:

We will develop, with student, faculty and Board involvement, a new, carefully defined, and very explicit statement of the goals and objectives of this college. The study and understanding of the liberal arts is our business, but we cannot, at this college, be an educational department store. How shall we, here, now, approach the liberal arts? I hope our definition will be so clear, with our statements so specific, that our strengths will shine forth only moderately brighter than our weaknesses. Perhaps I should rephrase it? *Our* program and its emphasis will be made clear for those who believe in it to accept and support. Those who do not should not.

This definition will not be an exercise in words alone, for we will be able to do only what we can do. We will be limited by our resources, and resources we can reasonably expect to generate. But I hope we can break free from the squeeze in which our colleges are now locked. For more and more, in recent years we find ourselves continuing in our freshman year the basic programs and procedures of the good high schools, and moving in ways which are in response to the demands of the graduate schools. The baccalaureate years are

crucial years, if we make them so. But they must be more than a high school revisited or graduate school previsited.

And step two for us should be a master plan for the future which faces us in the direction of our goals and objectives; it should be bold enough to win us the support we will need. And I mean more than money: good students, great teachers, the interest and support of the educational community, and money. We should declare ourselves in this plan on issues which have long been discussed here as elsewhere: how large should Lindenwood College be? What is the best curriculum and calendar for us? Can our facilities be used in the summer? Should we launch a coordinate men's college on the land we own adjacent to our campus, or cooperate in the establishment of one by another college which conceivably might want to colonize here in the Mid-West? It is time we answer this question and we will sooner than you think. What can we do to better relate this college to this great American hinterland? To this St. Charles community? To other colleges in this area? To the great universities in metropolitan St. Louis? Are there new patterns of relationship we can work out with the two great private universities in St. Louis without becoming a satellite or a farm school? We believe such patterns can be worked out, and we have begun conversations to see if we are right.

This planning will lead to new programs and new forms of structure and organization. The colleges have been slow in facing the ordeal of change. We will be deliberate, but I hope not slow.

Meanwhile, there is no reason for us to stand still. This is a college for women, by charter and by years of practice. We have no intention to deny that mission at Lindenwood. We have strengths here, now, in mathematics and areas of the natural sciences which suggest the desirability of extending to young men, exceptionally qualified in mathematics and science, the opportunity of admission to our upper division. For several years we have had a handful of male students whose aptitudes were in the area of drama; we will extend the policy to science majors who may wish to transfer here in our upper division as long as no young woman equally well qualified is denied admission. This is an interim policy to be in effect while we make our basic decisions about a coordinate men's college, which, if founded, could conceivably place an emphasis on mathematics and the

natural sciences.

There is an opportunity to broaden our program at Lindenwood College for women who did not complete their collegiate work when they were 18 to 22 years of age. Quietly, for years, we have had a number of such women in our student body as special students. Their performance has been exciting; they add to our academic community a seriousness of purpose and maturity of judgment which we all have come to admire. What of the women, many with degrees, many for whom education, intellectual and cultural growth, and not a degree, is important? Can we here develop a program for women which will operate outside our degree programs, a program which will be designed to stretch the minds of women who have leisure time, or will find leisure time, a program which will be at a level, not of a hobby or entertainment, but at a level of graduate work at a college? We have begun the planning of a program appropriate to this St. Louis metropolitan area. It will not dilute our resources, nor will it sap our energies. It will add an element of excitement to our college community which we need. For the business of a good college is not restricted to the narrow channel of the age group 18 to 22.

We are, as everyone knows, a church-related college. We must come to grips with the meaning of that relationship at this college, and the church must deal more effectively with its colleges. It seems to some of us that the colleges and the church have a dialogue underway that is at the wrong level and deals with the wrong things. For the dialogue seems to concentrate on manners and morals, on rules and regulations. But surely the Church is with us not to restrict us; it is with us to inspire and motivate us. The Church should mean more than money to faculty and administration, and more than rules and regulations to the student.

Yes, we welcome the opportunity afforded us by this office. For it is, as everyone is education as a career knows, a warm and thrilling thing to work with youth. We have our resources and we have our determination, here at Lindenwood, to expend them in ways which are not indifferent to the great stirrings on the horizon of mankind. For it is also a warm and thrilling thing to be engaged in a truly worthy enterprise. The preservation—no, the extension and application of the liberal arts is such an enterprise.

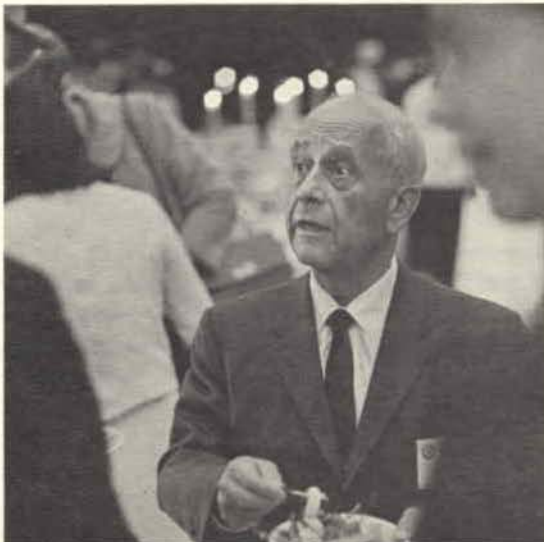


President Brown greets Mrs. James A. Reed.



The line for tea.

President Emeritus McCluer enjoys the party.



Lindenwood College's new First Lady in receiving line, with Mrs. John M. Black in background.

Buffet luncheon.

