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Lindenwood College Faculty Meeting Minutes, 1967-1968

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Lindenwood College
St. Charles, Missouri

AGENDA
for

Opening Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9:00 a.m., September 8, 1967
President John A. Brown and Dean Gary H. Quehl, presiding

Remarks

President John Anthony Brown

Faculty Meeting of Lindenwood College

Invocation

Mr. Conover

I. ORGANIZATION OF THE FACULTY

Mr. Quehl

- A. Reading of the minutes of May 10, 1967
- B. Review of Faculty Manual: Academic Affairs - 1A
- C. Review of Faculty Committee Assignments
- D. Appointment of Tellers and Parliamentarian
- E. Appointment of Faculty Secretary
- F. Election of Faculty Treasurer
- G. Election of three faculty representatives to the Educational Policies Committee (See Enclosure #1)
- H. Establishment of faculty dues
- I. Reconsideration of time, place, and frequency of faculty meetings

II. SPECIAL ORDERS OF BUSINESS

- A. Introduction of New Faculty Members
- B. Seminars on Academic Freedom
- C. The Freshman Common Course
- D. The Summer Session
- E. Admissions and Enrollment for 1967-68
- F. Explanation of Registration Procedures
- G. Library Procedures
- H. Review of New Policies in Faculty Manual

Mr. Quehl
Mr. Wehmer
Mr. Hood
Mr. Barnett
Mr. Davis
Miss Beale
Miss Ambler
Mr. Quehl

III. OLD BUSINESS

- A. Appointment of Committee on Resolutions for:
Miss Gray, Miss Dawson, Miss Kohlstedt
- B. Other old business

IV. NEW BUSINESS

V. ANNOUNCEMENTS

- A. Symposium on "Revolution in the Liberal Arts:
The Student Comes of Age"
- B. Orientation seminars for new faculty
- C. Nominations for Danforth and Woodrow Wilson Fellowships
- D. General American Life Insurance Co. (Retirement)
- E. Other
- F. President Brown

Mr. Quehl
Mr. Quehl
Mr. Conover
Mr. Hood

Enclosure # 1

ELECTION OF FACULTY REPRESENTATIVES TO THE EDUCATIONAL POLICIES COMMITTEE

Purpose of the Committee

The Educational Policies Committee represents the faculty in the interim between meetings of the faculty and serves in an advisory capacity to the President and Dean of the College. The Committee prepares the college calendar, examines periodically the overall educational program and policies of the college, considers any proposed changes in the program, and makes recommendations to the faculty regarding such changes.

Membership

The Educational Policies Committee consists of the three Divisional Chairmen (Messrs. Bornmann, Conover, Moore), President Brown, and Dean Quehl as chairman. In previous years, the number of elected faculty members represented on the Committee was limited to two.

Change in Faculty Representation

The Nominations Committee requested, and the President and Dean of the College approved, that faculty representation for the 1967-68 academic year be increased by two members, making a total of four elected faculty representatives on the Committee. Mr. Doherty's term expired at the end of the 1966-67 academic year, and Mr. Richey's tenure will last until the end of the 1967-68 academic year. The faculty is thereby charged with the responsibility of electing three new representatives to the Educational Policies Committee.

Tenure of Membership

The tenure of the four elected faculty members will be (1) at least the duration of the 1967-68 academic year and (2) until such time as the new Constitution and Bylaws of the Lindenwood College Faculty is formally adopted. There is every reason to believe that the new Constitution and Bylaws will be adopted well within the current academic year, so tenure of the faculty representatives will probably not exceed the present academic year. Once adopted, this document will stipulate the number of elected members, their tenure of staggered membership, and the dates at which elections will be held in future years.

Nominations to Educational Policies Committee for 1967-68

Based upon the recommendations of the Committee on Nominations to Faculty Standing Committees, the President has approved the nomination of eight faculty members, among which three will be elected to fill the vacancies on the Educational Policies Committee. Additional nominations may be made from the floor.

No more than two of the elected members may serve from the same academic division. The social sciences are presently represented by Mr. Richey. Therefore, at least two (one each) of the members must be elected from among the slate of nominees of the Natural Sciences and the Humanities. The third member will be elected from the slate of Candidates At Large, each of whom represents one of the academic divisions.

Nominations are as follows:

Natural Sciences Candidates (Elect one): Miss Talbot, Mr. Murdock

Humanities Candidates (Elect one): Miss Boyer, Mr. Feely, Mr. Wehmer

Candidates At Large (Elect one): Mr. DeWulf, Mrs. Hueseemann, Mr. Hume

Respectfully submitted,

Walter Grundhauser
William Thomas
DeLores Williams

Committee on Nominations to
Faculty Standing Committees

Lindenwood College
St. Charles, Missouri

Minutes
Meeting of the Faculty of Lindenwood College
September 8, 1967

After President Brown's opening remarks (Enclosure No. 1), the regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9 a.m., September 8, 1967. President Brown and Dean Quehl presided, and Dean Conover gave the opening invocation.

I. ORGANIZATION OF THE FACULTY

- A. The minutes of May 10, 1967, were approved as distributed. Dean Quehl announced that both the agenda and minutes of the previous meeting will be distributed two days before future meetings.
- B. Dean Quehl declared that highest priority will be given to formal adoption of a constitution and bylaws for the Lindenwood College faculty during the 1967-68 academic year. President Brown will implement a committee to work with the administration and the Board of Directors.

The question of faculty membership will also be reconsidered; the Educational Policies Committee will discuss the present membership and make suggestions. However, during the year 1A - 4B under ACADEMIC AFFAIRS in the Faculty Manual will remain in effect. This organization of the faculty in the interim will provide ground rules by which to proceed.

- C. Dean Quehl then reviewed the faculty committee assignments. Whether or not the Off-Campus Study Committee will have jurisdiction over the interim term has not been resolved.
- D. In addition to the faculty committees and assignments for 1967-1968 listed under ACADEMIC AFFAIRS in the Faculty Manual Dean Quehl appointed Mr. Moore and Mr. Murdock as tellers; Mr. Clevenger, as parliamentarian.
- E. Miss Purnell's appointment as faculty secretary will continue.
- F. Miss Beale gave the treasurer's report (Enclosure No. 2). Mrs. Rechtern's motion that Miss Beale be unanimously elected to continue as faculty treasurer was seconded and passed.
- G. After Dean Quehl reviewed the information on the nomination of faculty representatives to the Educational Policies Committee, additional nominations were made from the floor. Miss Beasley was nominated for the Natural Science Division; Mr. Thomas, for the Humanities; Mr. Hood, for a candidate-at-large, but his other duties prevent his serving. In response to Dean Quehl's query, President Brown suggested

that a majority vote serve to elect, with a run-off vote in the event of a tie. Mr. Murdock, Mr. Thomas, and Mrs. Huesemann were elected.

- H. Miss Beale recommended that faculty dues continue to be \$4. A motion was made, seconded, and unanimously passed that the treasurer's recommendation be accepted.
- I. When the time, place, and frequency of faculty meetings were considered, Mr. Bauer's motion that monthly meetings on Wednesday at 4:30 p.m. be continued was seconded. After several objections were raised, Mr. Hendren moved that the motion be tabled; he then rescinded this motion, and substituted a motion to refer the question to the Educational Policies Committee for a report to the faculty. This motion was seconded and passed unanimously .

II. SPECIAL ORDERS OF BUSINESS

- A. Dean Quehl introduced the 16 new faculty members. Three faculty members from the spring semester were also introduced: Mrs. Lucy S. Morros, Instructor of Modern Language; Mrs. Carol J. Nisbet, Instructor of Classical Language; and Mr. James Temmen, Instructor of Sociology. There are now 68 full and part-time faculty members.
- B. Mr. Wehmer, President of the Lindenwood Chapter of AAUP, called attention to the page in the Faculty Manual marked Calendar 1H and asked that the first seminar on academic freedom be marked for October 25 instead of October 18. The first two seminars will take the place of the regular AAUP meetings, which will be on Wednesdays, although the exact time has not been decided. Mr. Wehmer feels that this year the aims of the AAUP and the administration will be close together.
- C. Mr. Hood described the session September 7 with the new faculty as the best to date because the new members were already committed to the new program. He discussed problems which might arise under the new calendar and curriculum (Enclosure No. 3).

The core of the Freshman Common Course is the nine discussion groups. The nine groups will remain constant, and the faculty member will rotate. After a week or two, each student group will elect one member to meet with the Common staff for evaluation purposes.

The nine groups will be basically dormitory groups so that the bulk of each section will be living together, often on

the same floor. The day students have been invited to live in the dormitories for a few days before other students get back; this plan is an effort to lessen the cleavage between day and resident students. We are hoping that there will be a great deal of carry-over, with continuous cross-fertilization of ideas. Although classrooms in Roemer will be assigned to the groups, normally the meetings will be in the recreation rooms of the dormitories.

The entire freshman common group, with student counselors and the faculty and administration involved, will go to Meramec Park on Tuesday for a discussion of Jacques Barzun's DARWIN, MARX, AND WAGNER, which the students have been asked to read as a jumping-off point.

The Freshman Common House (formerly The Gables) is now filled with books. Mr. Hood's office is there, and Mrs. Fusco will take charge of the house itself all the time it is open. There will be a reception in the Common House on Sunday, September 17, from 3 to 6 p.m.

Dean Ouehl added that there will be a day-long seminar on Monday, September 11, for head residents, student counselors, administration counselors, and the nine Freshman Common faculty members. One or two of the books on the reading list will be reviewed. Mr. Davis is eager that we bridge the gap between what we say we are and what we want to be, and we are working to communicate the excitement.

- D. Mr. Barnett briefly described the summer session. There was a total of 151 students, some of whom took only one course; three visiting professors; a series of art lectures attended by approximately 40 to 60 townspeople; a symphony concert for about 110 townspeople and students. The population program was canceled because of lack of off-campus response. A modified form was given for students on campus.

The response of students to the classes was good, and we have prepared the way for future summer programs. We also discovered what future sessions might be. Although we used extensive publicity to test our summer school potential, we find that we cannot draw from all over the country. Those attending were our regular students, college students home from other schools, and public school teachers.

At present we have no projection of next summer's schedule. We know that we must have more interesting programs and a

balanced budget, with the summer sessions an integral part of our regular sessions.

- E. Dean Quehl introduced Mr. Earl L. Davis as "our man in the field who will determine what we will be in the future." Mr. Davis announced his admission staff: Mrs. Mildred L. Alexander, Mr. William S. Hitchcock, and Mr. Edwin A. Saye, assistant directors of admissions; and Miss Marilyn J. Griffith, admissions counselor. He then described the 1971 class (Enclosure No. 4).
- F. Miss Beale told that the preregistration of the freshman class by Dean Lichliter and Mr. Hood took one and one-half days. Forms prepared by Mr. Hood were so explicit that choices were easily made. Special students should register by going first to the admissions office, then to the registrar's office, and next to the business office. A limited number of returning students or transferees have been assigned to advisors. The new schedule booklet prepared by Mr. Berg is available, "the nicest we have ever had"; and the advisors' responsibility will be to schedule any changes.
- G. Miss Ambler spoke of the library as the "learning center of the campus." During orientation week, all freshmen will be given a standardized test to measure their library knowledge. After these tests are graded, students in need of special help will receive additional information from a member of the library staff. The pamphlet "How to Use the Library" will be given to each freshman. All faculty members are urged to call on the librarian to discuss before any class the use of reference books and card catalogues.

Some of the library budget has been left in the hands of the librarian for filling in at weak points. From time to time, the librarian may send catalogues of out-of-print books, notices of new books or books which are not available, and other helpful information to faculty members. If possible, a list of the backlog of books requested but not yet purchased will be sent to the department heads.

- H. Dean Quehl reviewed new policies in the Faculty Manual and emphasized certain points.

Under Special Independent Study Program and Departmental Honors Program (ACADEMIC AFFAIRS - 13C), he added that a special committee will define precisely how the departmental honors program may be developed. It may begin with the freshman common and stretch throughout the four years; the examination would be conducted by departmental members.

Under Off-Campus Study (ACADEMIC AFFAIRS - 15C), he cautioned that we must not treat a sightseeing trip with little

academic substance as representing a complete course. Dean Lichliter's committee will deal with this question.

Under Sabbatical Leaves and Leaves of Absence (GENERAL - 2A), Dean Quehl has asked the Educational Policies Committee to announce in the near future the dates for applications. At the present time a faculty member is eligible for a sabbatical leave after six years, and two sabbatical leaves may be granted each year. Dean Quehl feels that a sabbatical leave is a privilege, not a right; that this whole program must be discussed thoroughly; and that anything in the Faculty Manual or the catalogue is subject to faculty review.

III. OLD BUSINESS

- A. Dean Quehl appointed Mr. Clevenger, chairman; Miss Toliver; and Miss Purnell as the Committee on Resolutions for Miss Dawson, Miss Gray, and Miss Kohlstedt.
- B. There was no other old business.

IV. NEW BUSINESS

There was no new business.

V. ANNOUNCEMENTS

- A. The Lindenwood Student Association is sponsoring an inter-collegiate symposium on REVOLUTION IN THE LIBERAL ARTS: The Student Comes Of Age, on Wednesday, November 1, 1967.
- B. Under Calendars 1H (ROSTERS AND CALENDAR) orientation seminars for new faculty are listed; all faculty members are welcome to attend.
- C. Dean Conover asked that applications for nominations for graduate fellowships under either the Woodrow Wilson or the Danforth Graduate Fellowships be made quickly. Since only about 100 Woodrow Wilson Fellowships are available in the entire country, the persons nominated should be outstanding. Faculty members who wish to nominate a student for a Woodrow Wilson award should consult Dean Quehl.

While both the Wilson and the Danforth Fellowships are for prospective college teachers, the Danforth criteria stress "evidence of concerns which range beyond self-interest and narrow perspective and which take seriously the questions with which religious expressions attempt to deal." The Danforth nominations must be made through Dean Conover's office.

- D. Mr. Hood announced that on September 19 and 20 the representatives of the General American Life Insurance Company will be on campus in R17. New faculty members should get full information about this retirement plan; present members should make any adjustments.
- E. Dean Lichliter asked that Calendars 1J be corrected to 6:30 for the Saturday dinner, with the convocation in Roemer Hall.

She announced that all faculty members have advisees this year. Counselors and counselees are now called advisers and advisees.

She also announced that Miss Jean Fields will be in Cobbs Hall this year as faculty associate.

- F. The all-day meeting ended with President Brown's closing remarks:
 - 1. He told of one student who had returned from Detroit where she had a sleeping bag in the home of a family whose home was burned. She described last year at Lindenwood as "utter boredom." He told her that she is needed here, that she can bring something to us that printed words and TV cannot, and that her rather mundane schedule worked out last year can be altered.

Her experience and this impact should be shared with all of us. She is a symbol of many young women today. We should be able to open up the established rules and regulations for some persons so as not to stifle, extinguish, or in any way minimize the light that burns in them these days.
 - 2. The President has agreed to join with the World Affairs Council in St. Louis in sponsoring a project on the Philippines. He has been the director of five regional American assemblies. He has accepted a grant and has agreed to be the director. Mr. Berg will also be involved.
 - 3. We have said several times that it is time to get about the faculty constitution. The faculty must be represented by the right persons for the negotiations. The AAUP, which represents a large majority of the faculty, has given us a guidance document. There must now be a committee, not the AAUP, but a faculty committee. The President invited the faculty (a) to elect a committee of

three or five to work with the administration in the development of the proposal and as liaison with the Board, or (b) to designate the four elected members of the faculty who serve on the Educational Policies Committee as the committee.

Mr. Thomas moved that we elect members of the faculty rather than work with those on the Educational Policies Committee as the committee.

The President then asked if the special nominating committee should prepare a slate or if nominations should just be made from the floor. Mr. Doherty's motion that the special nominating committee select a slate to present at the next faculty meeting was seconded and passed unanimously.

4. Finally, President Brown complimented Dean Quehl on his excellent organization of the first faculty meeting.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary to the Faculty

REMARKS - PRESIDENT JOHN ANTHONY BROWN

The President spoke first of the improvements in the physical plant: (a) The stables have been completed; (b) Work has started on the enlargement of the library to a 150,000 book capacity; (c) The new art building will be started when the loan is approved, perhaps in late fall; (d) Niccolls Hall, which has been closed for remodeling, may be made into a combination recreation center and dormitory. A careful study of the use of the building will be made.

Faculty salaries have been raised significantly. Only one school in Missouri (Washington University) has a higher scale. However, other salaries for staff, maintenance workers, etc., are in a less favorable range.

We no longer have any one-man departments. With our increased faculty of 68 members and our decreased student enrollment of 640, some faculty members will have only a few students. This favorable faculty-student ratio gives the faculty an opportunity to work closely with students and to lessen the cleavage between high and low-ability students, between upperclassmen and freshmen with higher scores. It also provides time for the faculty to do the reading and professional development which will be of great value in fulfilling our teaching function.

In order to foster the desired atmosphere in classrooms and dormitories, disruptive influences which obstruct our academic mission will not be tolerated; and non-students will be asked to leave without delay.

Our selectivity with the freshman class this year has caused a decrease in the enrollment in the fine arts department. It will create problems for the music department as well. Since creativity cannot be measured by standard tests, we must devise some way of admitting students with special artistic qualities.

The plans for a mathematics center must be implemented. We have under development a proposal to secure a grant for computer maintenance and operation to serve the math center, the faculty, and the administration.

Dean Quehl, who has worked with an Upward Bound program, is eager to get one started here at Lindenwood; the President endorses this project.

Since we need unrestricted gifts of money, President Brown will be traveling extensively, asking for funds and helping to involve our alumnae to a greater extent than at present. He asks for faculty understanding of his frequent absences. The administrative staff has his complete confidence, and needed decisions

can be made during his absence. He feels no backlog of decisions need develop.

The President then spoke of his gratitude for Linderwood's rapid transformation during the past year and of his enthusiasm and encouragement for future progress. He expressed his personal appreciation for the understanding and cooperation which marked the year.

Enclosure No. 2

1966-67 Treasurer's Report
Lindenwood College Faculty and Administration Fund

Amount Brought Forward	\$ 60.40
Dues received	<u>276.00</u>
Total Operating Fund	336.40

Expenditures

Flowers: Illness	\$ 84.40
Flowers: Baby	7.30
Flowers: President's Inauguration	10.00
Flowers: Deaths	51.20
Retirement Gifts	<u>144.66</u>
Total Expenditures	<u>297.56</u>
Balance	<u>\$ 38.84</u>

PROBLEMS OF TEACHING UNDER THE NEW CALENDAR AND CURRICULUM

Rather than considering that the new pattern of courses and scheduling presents us with a set of problems to be solved, we may feel that they present us with opportunities to be exploited. These patterns were not devised and adopted because they are different or because they represent at best a compromise, but because they offered us chances to do our work in new ways, to make the educational process here our own.

Small liberal arts colleges are having difficulties at the moment. If we feel that they have a place in the educational scheme, then we must not attempt to imitate the large university. We must not feel that our courses are successful if they are not bad for a school our size. We must devise programs that are successful because they are done in a school our size, made especially for us, out of the reach of the monster universities. These universities, plagued by the impersonality of size, are all searching for ways to achieve the kind of atmosphere that we have already.

There are a number of areas within the new curriculum that will need our attention. The first is the time differential between the morning and afternoon classes. The block-time classes in the morning will have to be designed for the longer periods. It must be something more than merely doing two days' work each day. The four-day week for the afternoon classes may become a bore or a drag unless they, too, are done with such a schedule in mind, a schedule which varies the work from day to day.

The fourteen-week term must also be done on its own terms. It is not a quarter or a semester. The courses must be designed so that they are specially done for this term. They, too, must be something more than a quarter course spoken more slowly, or a semester course in which the lectures are speeded up. The reading and writing programs must be carefully scheduled to fit this particular type of term.

Those of us who were accustomed to the old semester with its initial nine-week grades at midterm must remember that this probationary period is no longer there. Our students in the past often failed to begin until low midterm grades appeared. Now, the term is shorter; this period of marking time has been abandoned. The student who wastes her time for a period of weeks will never be able to recover. While most of the responsibility for this remains with the student, some of it stays with the faculty, particularly in the case of the upperclassmen who are used to the old system. We must give particular care to freshmen. Our past experience indicated that freedom from parental checking was too much for some of them. We must try very hard to get them off to a good start.

The free Wednesday offers us particular opportunities as well. There are many potential activities for Wednesday. It will give

students a chance for a full day of reading or writing, without the usual interruptions for class. Field trips can be taken, and these need not interfere with scheduled classes. Movies too long for regular classes can be shown. Office tutoring can span a longer time without interruption. Students themselves will devise ways in which the day can be spent. They may have their own Wednesday courses. This might not have been true a few years ago, but students are changed.

Wednesday has its pitfalls, though. It is not a "free" day for students, and it cannot be a free day for faculty either. Office hours will be particularly important on Wednesdays. A fine distinction will be necessary between overloading students with impossible work loads because of Wednesday and allowing them to fall into boredom, with too little to do.

Another area in which exceptional opportunities present themselves is in January. Here the need for specially designed courses is obvious. The ordinary courses simply cannot be fitted into this pattern. Particular courses appropriate for January must be invented. Most of us, so far, have invented only names for such courses; the real invention is yet to come. Maybe the best direction for the January courses will follow a path of joint faculty-student research in problem areas. It will give a chance for faculty and students to work together, with the instructor in the role of master-student. Because both can give full time to the project for several weeks, it can be a good learning situation for both.

January will be a short term for those whose planning is thorough and whose choice of topic is wise. It can be a long time if both faculty and students are bored with the result. The student will have no other course to relieve the tedium of a poor course.

We will have to avoid the temptation to designate glamorous but academically indefensible courses for January to give us a month of light work or a trip to some interesting place. These courses must meet the same standards as other courses.

One last possibility in the new curriculum: Because the term is relatively short and contains only four courses, it will be possible to "yoke" together related courses from a variety of departments to make a coordinated term. For example, courses in Renaissance history, art, literature, and music might all be offered during the same term and at times to allow students to take all of them and immerse themselves in several facets of the period at once. The instructors, with a little consultation, could also coordinate readings, paper topics, and discussions so that a maximum amount of carry-over is achieved. The classes could meet jointly at some times, separately at other times. It requires no extra staff or equipment.

This address was graciously reconstructed by Mr. Hood for the faculty minutes. EP

LINDENWOOD COLLEGE - CLASS OF 1971

Geographical Distribution

The Lindenwood College Class of 1971 came from high schools located in 25 states and 7 foreign countries, with 75 coming from states other than Missouri. The distribution is: Missouri, 41; Illinois, 19; Oklahoma and Arkansas, 16; Texas, 15; other states, under 10 apiece.

Fifty-four percent of the students offered admission enrolled in Lindenwood, with higher yields from the best-qualified students. Of the students offered admission from the top quintile of their secondary school classes, 68% enrolled. Of those offered admission from the third quintile, 39% enrolled. Although we are not truly selective, we are more selective.

	<u>Verbal</u>	<u>Math</u>
Above 650	5%	3%
600-649	13%	5%
550-599	14%	20%
500-549	27%	19%
450-499	26%	25%
400-449	12%	18%
Below 400	3%	10%
Mean Score	521	502
Median Score	517	498
(Mean Score - last year	463	458)
Class Rank		
1st 5th	49%	
2nd 5th	33%	
3d 5th	13%	
4th 5th	3%	
5th 5th	2%	

Results from Questionnaire

Letters were sent to students who were offered admission but did not accept. Of the 132 questionnaires, 88 were returned, a 67% response. Forty-five of the respondents went to other women's colleges, 23 to coeducational schools, and 22 to schools which they considered to have better reputations.

Additional Information

All letters to prospective students will be individually typed and will be sent within 24 hours after the receipt of any inquiries here.

The admissions staff plans to visit 700 high schools by Christmas. In addition, either President Brown or Dean Quehl and Mr. Davis will be holding a series of counselor-articulation meetings in approximately 20 cities across the country. Although they anticipated an average of 20 counselors at each meeting, 62 counselors from the St. Louis-St. Charles area have already enrolled for the meeting here in St. Charles on Tuesday evening, September 19.

Lindenwood College
St. Charles, Missouri

AGENDA
for
Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9:00 a.m., October 4, 1967
(Coffee: 8:30 a.m.)

Invocation

Mr. Conover

Reading of the Minutes of September 8, 1967

I. REPORTS OF STANDING COMMITTEES

A. Educational Policies Committee

Mr. Bornmann

1. The Educational Policies Committee recommends, for faculty consideration, the following policies regarding place, frequency, time, and dates of faculty meetings:
 - a. That faculty meetings be held in Young Science Hall Lounge.
 - b. That faculty meetings be held once a month, with the provision that additional meetings can be called if needed.
 - c. That faculty meetings be held on Wednesdays at 9:00 a.m.
 - d. That faculty meetings be held on the following dates during the fall and January term and on the second Wednesday of each month during the Spring term:

November 15	December 13	January 10
-------------	-------------	------------
2. The Educational Policies Committee recommends that the faculty extend the following privileges:
 - a. That Mr. Earl Davis, Director of Admissions, and Mrs. Dorothy Roudebush, Counselor, be extended the privilege of attending all faculty meetings and that they have voice but not vote.
 - b. That Miss Mary Yonker, Secretary to the President, be extended the privilege of attending faculty meetings - but that she have neither voice nor vote.
 - c. Announcement: President Brown reminds the faculty that Mr. Robert Colson, Vice-President and Business Manager, and Mr. Richard Berg, Vice-President for Public Affairs, have the privilege of attending all faculty meetings with voice but not vote. The President, the Vice-President and Dean of the College, the Registrar, the Dean of

Students, the Librarian, and the Assistant Librarian have faculty status and rank, which gives them full faculty privileges to attend all faculty meetings with both voice and vote.

3. The Educational Policies Committee recommends, for faculty consideration, that the Secretary of the Faculty also serve as the Secretary of the Educational Policies Committee, and that the Secretary have voice but not vote in Committee meetings.
4. The Educational Policies Committee recommends, for faculty consideration, the following institutional policies regarding the College Entrance Examination Board Advanced Placement tests. Faculty adoption will bring existing college policies in line with current national practices (particularly recommendation a and b).
 - a. That prospective freshmen who score a 3, 4, or 5 on Advanced Placement Examinations be given automatic credit and placement upon application to the college.
 - b. That prospective freshmen who score a 2 on Advanced Placement Examinations have their placement reviewed by the department concerned and placement and/or credit may be granted.
 - c. That Advanced Placement Examinations awarded credit and placement also satisfy, when applicable, requirements for exploratory divisional electives.
 - d. That Advanced Placement Examinations awarded credit and placement count, when applicable, toward the 34 course graduation requirement.
5. The Educational Policies Committee recommends, for faculty consideration, that Wednesday continue as a "free day" (without scheduled classes) during the January term.
6. The Educational Policies Committee recommends that the faculty adopt "in principle" the procedures and guidelines to be used in administering the institutional English proficiency requirement (see attachment).
7. The Speech Department has proposed several programs for fulfilling the institutional Speech proficiency requirement. Before the Educational Policies Committee recommends one of these proposals for faculty consideration, it wishes the faculty to clarify its original intention regarding the speech proficiency requirement.

B. Special Academic Programs Committee

Mrs. Crowley

Study and development of Honors Program for Lindenwood College. Report to be submitted to the Educational Policies Committee for review

by February 21, 1967, and for formal consideration and adoption at the March 13 faculty meeting.

C. Off-Campus Study Committee Miss Lichliter

1. Off-campus courses during January term
2. Development of guidelines and procedures for all future off-campus study.

II. REPORTS OF AD HOC COMMITTEES

A. Committee on Resolutions Mr. Clevenger

Resolutions for Miss Dawson, Miss Gray, and Miss Kohlstedt

III. OLD BUSINESS

A. Election of faculty Constitution and Bylaws Study Committee Miss Williams

1. The Committee on Nominations recommends the following slate of nominees:

Mr. Moore, Miss Toliver, Mrs. Crowley, Miss Fields, Miss Banks
2. Additional nominations may be made from the floor. From the total number nominated, five will be elected to the committee. The chairman will be elected from within the committee.

B. Other old business

IV. NEW BUSINESS

- A. "Wonderful Wednesday?" Mr. Thomas
- B. Reconsideration of administrative decision to eliminate the class hour bell system Miss Beasley
- C. Other new business

V. ANNOUNCEMENTS

- A. Registration procedures for January term Miss Beale
- B. Latin American Conference: October 27-28 Mrs. Crowley
- C. Completion of advanced degree (Dr. Carpenter) Mr. Quehl
- D. January course revision due in Dean's Office by October 13 (Title, description)
- E. Symposium: Revolution in the Liberal Arts
- F. Parents' Day - October 21. Information will be sent in a few days.
- G. New campus parking regulations
- H. Other announcements

THE FRESHMAN COMMON AND ENGLISH COMPOSITION STANDARDS

I. The Idea

- A. Composition is almost universally required, although there is often a method of exemption. Our omission of such a course (since all students are involved) must therefore be justified by an effective quality control program which will command the respect of the best colleges and universities as well as our students.
 - B. Transferring the Common as an equivalent of composition will not be a problem if we can assure other institutions of the composition content. I suggest the catalog description be specific on this matter and the course be listed on a transcript somewhat as follows: After the name of the course and the grade an asterisk pointing to the phrase "English Composition with Proficiency fulfilled" or "English Composition Proficiency to be met with a one term course in writing."
 - C. The quality control operating throughout the Common and the Proficiency Examination in the spring term replace not only the standard composition course but also the Junior English Proficiency required in many institutions for graduation--as was the case at Lindenwood until this year.
 - D. This program may be considered an improvement rather than just a substitution, in the sense that the student is given greater responsibility for improving her writing effectiveness. The student is not using such a course as a crutch in matters which could be managed independently.
 - E. A secondary objective of this program is to promote universal concern among instructors for the quality of writing which they accept from students.
- II. A. The English instructor in charge and the student assistant will serve in three ways: as examiners, advisers, and tutors.
- B. Examination activities will involve a reading of one full set of papers at the beginning of the year. The purpose of this will be to discover in advance those students who may have deficiencies and arrange for tutorial sessions early in the term. A second reading will occur in the spring term when a full scale proficiency examination will be given: an essay, and an examination on style and form. Inadequate performance will lead to the requirement that the student take the essay course, English 213.

- C. Advising will include the designation of a composition handbook with suggestions for its use, the L.C. Research Manual, and a statement of what is expected in college writing as well as presentations to the Common class as deemed necessary and assistance to the instructors as requested.
- D. Tutoring will be done for individual students in three categories:
 - 1. Students whose work examined by the English instructor appears to indicate need for special instruction.
 - 2. Students referred to the English instructor by the Common instructor.
 - 3. Students who decide for themselves that assistance from the English instructor would be valuable.
- E. The essay course is designed to give intensive experience in the writing of prose and is valuable to all students, regardless of their performance in composition in the Freshman Common. It is not a remedial course in any sense--all such work being available on the tutorial level. It is rather a full-fledged, serious study of and practice in prose composition.

III. Sequence of Activities

- A. Reading of first papers (written within the first two weeks?).
- B. Presentation of composition standards and explanation of the use of the handbook.
- C. Individual conferences with students needing assistance as determined by the reading of the first papers and after consultation with the instructor.
- D. Tutorial instruction as required (continuous from this point throughout both terms).
- E. Lectures and demonstrations on college writing in first and second terms, the second term lecture dealing especially with research mechanics.
- F. Proficiency tests: essay and examination in the spring term.

IV. Recommendations to the Common Staff

- A. Do not criticize a paper for grammar, style, structure, etc. except as these factors are related to effective treatment of the assigned topic. Reject without marking those papers which are defective and ask the students to bring them up to standard by using the handbook. They may seek the help of the English instructor if they wish, but encourage them to take as much of the responsibility for quality on themselves as they can.

- B. Refer a student for tutorial help only after you are sure she has tried to make the improvements on her own or if you see deficiencies which clearly indicate a need for systematic review of fundamentals.
- C. Send us any suggestions you have concerning a particular student being referred or concerning the program as a whole.
- D. Be firm in requiring effective writing throughout the course. The English Department intends to be reasonable and is definitely not promoting "fine writing" but laxity will do more harm than good to the student who who forms her writing habits and her personal standards of effectiveness in the first year of her college studies.

An independence and sense of responsibility on the part of the student are important objectives. The tutorial service should not be used to find errors and diagnose difficulties which the student could discover for herself if she would make the effort. On the other hand, we welcome a student's sincere interest in improving her writing.

Howard A. Barnett
Chairman, English Department

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
October 4, 1967

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9 a.m., October 4, 1967. Dean Quehl presided, and Dean Conover gave the opening invocation.

Miss Williams' motion that the tape recorder not be used was seconded and passed.

The minutes of September 8, 1967, were approved as distributed.

I. REPORT OF STANDING COMMITTEES

A. Educational Policies Committee

1. a-d. Mr. Bornmann moved that faculty meetings be held in Young Science Center Lounge once a month at 9 a.m. on November 15, December 13, and January 10 during the fall and January terms and on the second Wednesday of each month during the spring term, with the provision that additional meetings can be held if needed. This motion was seconded and accepted unanimously.
2. a. Mr. Bornmann moved that Mr. Earl Davis, Director of Admissions, and Mrs. Dorothy Roudebush, Counselor, be extended the privilege of attending all faculty meetings and that they have voice but not vote. This motion was seconded.

Mr. Hendren asked about Mrs. Sue Brizius, who is listed on the organization chart of Lindenwood College as administration but not included in those who may attend faculty meetings. Dean Quehl said the line on the chart should be corrected to show the Director of Financial Aid, Mrs. Brizius, going directly to President Brown's office; also, that her name can be submitted at a later date as a person who wants to petition for the privilege of attending faculty meetings. The motion then passed unanimously.

- b. Mr. Bornmann's motion that Miss Mary Yonker, Secretary to the President, be extended the privilege of attending faculty meetings, with neither voice nor vote, was seconded and accepted unanimously.

c. Dean Quehl said that the Announcement on the agenda spoke for itself: President Brown reminds the faculty that Mr. Robert Colson, Vice-President and Business Manager, and Mr. Richard Berg, Vice President for Public Affairs, have the privilege of attending all faculty meetings with voice but not vote. The President, the Vice President and Dean of the College, the Registrar, the Dean of Students, the Librarian, and the Assistant Librarian have faculty status and rank, which gives them full faculty privileges to attend all faculty meetings with both voice and vote.

3. Mr. Bornmann's motion that the Secretary of the Faculty also serve as the Secretary of the Educational Policies Committee, with voice but not vote in Committee meetings, was seconded and passed unanimously.

4. Mr. Bornmann separately introduced four recommendations regarding College Entrance Examination Board Advanced Placement tests, which would bring existing college policies in line with current national practices (particularly recommendations a and b):

a. He moved that prospective freshmen who score a 3, 4, or 5 on Advanced Placement Examinations be given automatic credit and placement upon application to the College. When Mr. Hendren suggested that this policy has already been accepted by the faculty, Dean Quehl said that we were now voting on accepting the scores of 3, 4, and 5 and merely refining our existing policy. This seconded motion passed unanimously.

b. Mr. Bornmann then moved that prospective freshmen who score a 2 on Advanced Placement Examinations have their placement reviewed by the department concerned and placement and/or credit may be granted. This motion was seconded, and the discussion which followed brought out the following points: A score of 2 means "possibly qualified"; both test and scores are sent, at the student's request, to the department for study and decision; the examination is an essay type, not standardized; the tests are severely graded; only superior students are taking these examinations, so low mark is not outside the range of consideration; 1 to 5 is not a normal curve but rather sharply skewed; some strong institutions are taking 2's. This motion passed unanimously.

c. Mr. Bornmann moved that Advanced Placement Examinations awarded credit and placement also satisfy, when applicable, requirements for exploratory divisional electives. After this motion was seconded and discussed, Miss Beale moved that the motion be amended to state that a course equally as good as one we offer could be substituted for a divisional requirement. Mr. Feely felt that "when applicable" in the motion should take care of any contingency. Miss Beale withdrew her amendment, and the original motion was passed unanimously.

d. Mr. Bornmann's motion that Advanced Placement Examinations awarded credit and placement count, when applicable, toward the 34-course graduation requirement was seconded and passed unanimously.

5. The motion that Wednesday continue as a "free day" (without scheduled classes) during the January term was seconded and passed unanimously.
6. The motion that the faculty adopt "in principle" the procedures and guidelines to be used in administering the institutional English proficiency requirements was seconded and accepted unanimously.
7. Mr. Bornmann then introduced Item 7 of the Agenda: The Speech Department has proposed several programs for fulfilling the institutional Speech proficiency requirement. Before the Educational Policies Committee recommends one of these proposals for faculty consideration, it wishes the faculty to clarify its original intention regarding the speech proficiency requirement.

In the February 20, 1967, proposed curricular changes presented by Mr. Barnett and Mr. Hood, this statement is found under Summary of Changes: "(6) To replace the conventional composition and speech requirement, proficiency examinations will be given in the spring term of the freshman year."

This statement is found in the minutes of February 22, 1967:

Closely related is a proficiency examination in composition and speech. In order to establish a standard of performance, the English Department proposes to present to the students a manual which will set the standard for writing throughout the FCC's. In the spring term, a general English test will be given. If below standard, the student will take a writing course later. This same procedure will be followed in the area of speech.

Mr. Bornmann asked for clarification of the function of this program. Did the faculty intend (a) for the English and speech to be handled together? (b) Is the speech examination to test public speech or the mechanical problems? (c) Is it to test the ability to express oneself and to participate in public meetings? (d) What kind of consistency should there be between the handling of English and speech?

Mr. Barnett felt that the intention for both the English proficiency and the speech proficiency was to set forth the principles and the implementation; that there was no intent to get the faculty to approve any specific procedure; and that it seemed natural to tie in the English proficiency with the Commons, but he saw no way for the speech to be included.

Dean Quehl said that the Educational Policies Committee's interpretation was that the speech should be handled with the Commons. When it found that this procedure could not be followed, the Committee felt that it must bring back to the faculty the question for clarification.

Miss Boyer said that the members of the Speech-Theatre Department are in strong harmony with regard to what they feel should be done. Testing must be done by one person, with the other departmental members called into consultation.

Miss McCrory read from the first Proposal for Procedure to Determine Speech Proficiency for Consideration of the Educational Policies Committee:

IV. Evaluation will be made on the following bases:

1. Reasonable maturity of thought and organization expressed in acceptable language
2. Adequate projection
3. Distinct articulation
4. Acceptable pronunciation

Note: Perfection in any or all of these areas is not expected. Total impression will take precedence over speech techniques.

V. At the conclusion of the test the student may be:

1. Approved
2. Recalled for a conference or conferences

Miss McCrory also read from the second Proposal for Procedure to Determine Proficiency for Reconsideration of the Educational Policies Committee:

E. Evaluation will be made on the following bases:

1. Reasonable communication of the thought and feeling of the author
2. Adequate projection
3. Distinct articulation
4. Acceptable pronunciation according to the standard of educated people
5. Freedom from unacceptable regionalism

Note: Perfection in any or all of these areas is not expected. Total impression will take precedence over speech techniques.

F. At the conclusion of the test the student may be:

1. Approved
2. Recalled for a conference or conferences

Mr. Hendren's motion that the two documents be submitted to the faculty for consideration was seconded. Dean Quehl said that, since the Freshman Common decided to reject the proposal to include the speech proficiency, there is essentially only one original proposition. Mr. Hendren amended his motion to specify one document only. After the amendment was seconded, the amended motion carried with a majority of Ayes.

B. Special Academic Programs Committee

Mrs. Crowley reported that this committee for study and development of Honors Program will have a report to be submitted to the Educational Policies Committee for review by February 21, 1968, and for formal consideration and adoption at the March 13 faculty meeting.

C. Off-Campus Study Committee

If any member of the faculty is planning any work off campus, Miss Lichliter should be informed immediately. For independent study off campus, the student must go to Dean Quehl's office for an application, get the approval of the faculty member involved, and then submit the application to the committee.

There are five off-campus studies in January: Florence, London, Mexico, New York, and Washington. After getting some detailed evaluation by the faculty involved and the students on their return, the committee can set up better guidelines for faculty approval.

II. REPORT OF AD HOC COMMITTEE

Mr. Clevenger read the resolutions for Miss Dawson, Miss Gray, and Miss Kohlstedt and moved that these resolutions be put in the minutes and that copies be mailed to each of the persons mentioned. This motion was accepted unanimously.

III. OLD BUSINESS

Miss Williams, reporting for the Committee on Nominations, presented the following names for election to the faculty Constitution and Bylaws Study Committee: Miss Banks, Mrs. Crowley, Miss Fields, Mr. Moore, and Miss Toliver. Her motion that this slate of nominees be accepted was seconded and passed unanimously.

Mr. Conover, Miss Sibley, and Miss Williams were nominated from the floor; and the motion to close nominations was seconded and carried. Mrs. Crowley moved that Miss Sibley (on sabbatical leave) be elected as an ex officio member; this motion was seconded and passed. Mrs. Crowley, Mr. Moore, Miss Fields, Miss Toliver, and Miss Williams were elected, with the chairman to be elected from within the committee.

IV. NEW BUSINESS

A. Mr. Thomas made a plea for "Wonderful Wednesday" as originally planned - a day for research, study, and reflection instead of a plethora of meetings.

Dean Quehl spoke of two viewpoints and two needs: (1) The original idea of a day just described, and (2) the move to the rule by faculty on a committee system, resulting in a greater need for meetings. He feels that we now have more involvement of both faculty and students in the affairs of the school; he will shortly send out some responses of the freshmen and upperclassmen to the new program.

Several new faculty members felt that there are excessive meetings, with not enough reliance upon new faculty and new students' judgment.

Mrs. Vokoun moved that an ad hoc committee be appointed to look into the question of Wednesday and related problems. This motion was seconded and passed unanimously.

- B. Miss Beasley spoke in favor of a reconsideration of the administrative decision to eliminate the class hour bell system. After several expressions for and against a reconsideration, Dean Quehl said that, unless there was a motion to change the present policy, it will stand, although it can be reviewed at any time. No motion was forwarded.
- C. Miss Ambler said that orders have not been coming in very rapidly for books, particularly for new courses. Notices of back orders and the amount of allotment for library budget will be sent soon.

V. ANNOUNCEMENTS

- A. Miss Beale asked that any new courses for the January term not in published booklet be sent to her by Wednesday, October 18, the date for registration for the January term.

Mr. Wehmer's motion that we send advisees an appointment time was seconded and passed. Miss Slayman's motion to reconsider the former motion was seconded and passed. Mr. Hood then moved that students be asked to confer with advisers in the period after the course list is published, but that on Wednesday they register with the person with whom they wish to take the course. This motion was seconded and passed.

- B. Mrs. Crowley announced the Latin American Symposium to be presented by Lindenwood, Maryville, and Fontbonne on October 27-28, 1967, at Lindenwood College.
- C. Dean Quehl complimented Mrs. Carpenter upon her completion of her doctorate degree.
- D. Dean Quehl asked that all January course revisions be sent to his office by October 9.
- E. Dean Quehl called attention to the Symposium: Revolution in the Liberal Arts, November 1, at Lindenwood; he urged attendance at this all-campus event.

- F. Dean Quehl urged full cooperation in making Parents' Day, October 21, a successful occasion.
- G. After October 14, cars will no longer be parked inside the campus except on designated parking lots.
- H. Miss Lichliter spoke of the increased use of the guest house. She asked that requests for use clear through her office; for meals, through the business office first, then with her office.

If any department has exchanged advisees, Mrs. Barklage in the Dean of Students' Office should be notified immediately.

- I. Mr. Wehmer announced that the scheduled AAUP meeting will be postponed, but that the Salary and Tenure Committee will meet briefly following this meeting.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary to the Faculty

Whereas long-established custom was formalized by a resolution adopted in open faculty meeting, that those who retire from the faculty shall be memorialized by including a statement of appreciation for their service in the minutes of a faculty meeting, we, the members of the appointed committee whose names appear below, propose that the following statements be spread on the minutes and that each of the persons mentioned be given a copy:

Elizabeth Dawson, B.A., M.A., Ph.D., joined the Lindenwood English Department in 1927. Toward the end of her career she was promoted to the Chairmanship of the Department and retired as a part-time Professor of English in 1967. She was honored and respected by the many students who passed through her classes. Her concern for the students in her courses followed them into the work-a-day world after commencement. The evidence is found in letters of appreciation now on file.

Her colleagues in the faculty and administration recognized her scholarship and professional skill as a teacher. Her pleasing personality won the admiration of all who knew her.

She has made a distinct contribution to Lindenwood College as an educational institution and deserves this honor we accord her.

Carolyn S. Gray, A.B., B.S., A.M., began her service with Lindenwood in the Chemistry Department in the fall of 1942. She

retired as an Associate Professor of Chemistry in the spring of 1967. Except for the difference in terms of service and departmental position, the same words of praise and appreciation for Elizabeth Dawson apply to Carolyn Gray's career at Lindenwood. She, too, deserves the honor of this public statement in the faculty minutes.

Mildred Kohlstedt, A.B., M.A., began her work in the Lindenwood Library in 1936. As a librarian she had faculty status, was a regular attendant of faculty meetings, and made appropriate contributions in the group.

She performed the duties of a librarian industriously and well. She was pleasant, willing, and helpful to those students and faculty members who sought her advice about locating wanted information in the collection. She has made a place for herself in the annals of the college and merits this formal recognition in our official minutes.

Signed:

Homer Clevenger, Chairman

Hazel M. Toliver

Emma Purnell

October 4, 1967

REPORT OF JOHN ANTHONY BROWN, PRESIDENT OF THE COLLEGE,
TO THE BOARD OF DIRECTORS AND ADVISORY BOARD
OF LINDENWOOD COLLEGE
OCTOBER 24, 1967

At the end of a full year in office I am pleased to report to the Board on the condition of the college and the efforts we are making to relate the college to the world in which it functions.

The newspapers have made it abundantly clear that the private colleges face serious problems of adjustment. Some of the statements made this fall about private colleges have been extreme, designed to shock the friends of private education out of their lethargy. The President of the Ford Foundation led the field in this matter of urgent outcry; I quote from the New York Times, October 13, 1967:

"The president of the Ford Foundation said today that the nation's colleges and universities had failed to convince the public of their 'imminent bankruptcy' and would succeed only if they met a 'new requirement of candor.'

"McGeorge Bundy, the foundation's president, told 1,700 leaders of higher education that 'you and I may know in our bones that the needs of our colleges are more urgent than ever; we may even know from our balance sheets that the deficits predicted so long are now becoming a brutal reality.'

"But, 'as a whole, and to the country as a whole,' he added, 'we have not made our case.'"

Headlines are often misleading. The "bankruptcy" Mr. Bundy suggests can be averted, he believes, by a new level of candor and honesty in the academic community. Your president heard Mr. Bundy's speech and agrees with him that the time has come for a new kind of reporting, particularly to Boards of Trustees, for a new candor, particularly to prospective donors, and a new realization that good collegiate education can only be financed by a combination of many sources of support, both public and private.

In the mood of candor that should prevail may I report to this Board first about our academic situation at Lindenwood, then our physical problems, and finally, not because it is least but because it supports our academic and physical growth, our finances.

We have had a year of intensive planning and are underway with a significantly revised academic program. The program has been carefully defined and described in our new catalogue and is the result of months of careful study and constructive revision by our faculty. The first and foremost "bankruptcy" we must avoid is a bankruptcy of program. Students come to college with the highest kind of expectation; the better the high school from which they come, the higher their expectation. College is too often a straight line projection of high school; more of the same. We have seen to it that Lindenwood is not just a projection of high school.

We deal with students, and they are part of a generation that is deeply concerned about the great issues which threaten our civilization. Young women,

particularly, concern themselves with the stirring problems which affect the quality of life. Where once they wanted piano lessons, they want economics; where once they wanted dressmaking, they want History of the Far East; where once they wanted courses on social etiquette, they now enroll in courses in religion and philosophy. We have seen to it that Lindenwood meets these needs. It has meant adding new faculty in academic areas of central concern; we had only one political scientist; we had only one economist and one sociologist.

I report to you about the things that really matter. For it is the quality of our academic life which must be measured and evaluated, and always put first.

We have applied resources to this problem: eight new faculty positions were established. Two positions were dropped. No major is now offered in a department with only one faculty member. We could not reassign people in fields of low demand; at considerable cost we acted to give our students a full academic program in the liberal arts. These new people are bringing life and vitality to the college.

Our faculty is paid at a scale which gives us the right to be proud. But we must maintain this level if we are to attract top-level people and hold them. No good college, rated well in academic circles, is at a lower scale. It will be necessary to reduce the size of our faculty somewhat by a very careful analysis, and I have asked Mr. Skinner, of the Faculty and Curriculum Committee, to work with the administration in an analysis of the problem. Tenure policy is involved, and we must deal with the problem in ways acceptable to the academic community.

There is a fact of academic life with which we must always live. The level of an academic program at a college must be related to the academic achievement and aptitude levels of its students. We reviewed the statistics on student input at the Board meeting last spring; the Board endorsed our new policy. Where did it leave us when enrollment was complete? I have distributed a profile of our Freshman Class. It reflects a gain of some sixty to seventy points in the College Entrance Examination Board's Standard Aptitude Test in one year. The Freshman Class this year is capable of college work; the level is respectable but not high. We are where we were before we softened our standards to fill McCluer and Parker. The most positive and exciting factor is the percentage of students admitted who actually enrolled at Lindenwood who were in the top fifth of their high school class. We enrolled nearly seventy percent of the top students we admitted; our previous experience has been something less than half that percentage over the past four years.

Our freshman class is comprised of 165 students; we are proud of them and we will be prouder if the new program brings us more like them next year. We intend to hold at our present academic level and hope to enroll at least 200 freshmen in September, 1968.

I move now to physical problems. Candor demands that I admit to this Board that we are possessed of residence facilities we cannot fill with students. This has happened before. Dr. McCluer had residence halls closed even before we built McCluer and Parker. While we were building McCluer and Parker halls, we were, I believe, neglecting Niccolls Hall, particularly in the upper levels where lighting, bath facilities and heating were far less than desirable. And while we were building these two new residence halls, we were actively engaged with a field staff as high as seven recruiting students at lower standards. On

top of this effort, we did not seem to be aware that a decrease in the college age population would affect us in 1967, 1968, 1969, and 1970. It will be 1971 before there are again as many students as in 1965. And by that time, public colleges and universities will have at least doubled their residence capacity from the 1960 figure.

The problem of residence hall space is compounded at Lindenwood by several very uneconomic units. Ayres has a capacity of 57; Butler houses 53; Sibley is costly to maintain with a capacity of 67. We are currently studying new ways to control and service these units and we could, by careful management, operate at a level of 700 students without Niccolls.

While we have this excess housing capacity, we have still with us the pressing need for a College Center. In terms of location and adaptability Niccolls Hall would seem to be a perfect solution; we could convert the lower two levels to the College Union function and the upper two levels to a refurbished residence hall with a separate entrance.

The Buildings and Grounds Committee has studied this problem; consultants have reported and our architects now are ready with figures. I am disappointed with the cost factors and will ask for the privilege of expressing my views when the Committee report is made. But here and now I go on record: our students deserve and must have the basic facilities described in the program we gave the architects.

The physical plant is also inadequate for art instruction. The Board previously authorized us to proceed with planning and financing a Fine Arts Building. Sketches and floor plans have been brought before you. Our application for a grant has been approved in the amount of \$370,198; our application for a loan is caught in the current freeze in Washington, but we expect approval later this year. We ought to proceed, and to avoid delay I request approval from the Board to submit the final plans, which have been completed by Mr. Wischmeyer, for review by the Office of Education so that this step can be out of the way by the time the loan is made.

We have invested in new lights on the campus; they improve our situation but do not adequately light the campus at night. We will budget this item again for 1968-69; we have installed an information booth and control center at the front gate to eliminate the unpleasant invasions of our campus by undesirable elements. It costs us over \$12,000 a year as currently planned but it has worked well in the few weeks it has been in operation.

The library addition rises on schedule and is very much needed. Library usage has increased nearly 300% under the stimulation of the new program.

Studies for new walls and altered entrance gates are underway; President Black will report on our negotiations with the Highway Department, and I encourage you to endorse his recommendation that we use our funds from the State to provide better security for the campus.

Finally, finances. The changes we have brought about, and those occasioned by the reduced student market, have led to a deficit budget. The administration has projected a budget ahead for the 1968-69 year, and we believe that we can regain a truly balanced budget by the 1969-70 fiscal year. But here, as elsewhere, a good college must have generous gift and grant support. Here, as elsewhere, we

must receive foundation and government grants. The budget you will be asked to approve today reflects the hope that we can increase our gifts and grants this year over last, for operating expenses, by something like \$70,000. It has a deficit beyond this of \$150,000. We will have to borrow this, with our own resources as collateral. I am no happier than the Finance Committee about this; I am no less aware than they that such deficits cannot be indefinitely sustained. During the present period of transition for our college, and in a period of great challenge to all independent liberal arts colleges, we need not panic at this deficit. We rather should help reduce it, and I pledge my full efforts to that end.

But here, with finances, if candor is to truly mark this report, I must not stop. As your President, I need more help than a Board of 15 and an Advisory Board of 5 can give. If we put first things first in the months ahead, we will broaden and strengthen this Board. Mr. Black has begun to work on this and I hope that he will be given every assistance possible. In addition, we need to take a very hard look, right now, at the problem of a coordinate men's college. With your approval I will proceed to appoint the appropriate study groups within the college, so that students, faculty and alumnae views are heard. We will bring together the necessary information from Kenyon, Hamilton, and other colleges which have gone through the spawning process and try to bring the problems involved into focus by the June Board meeting. In addition, we will study Lindenwood's potential as a woman's college both within and without a coordinate framework.

You all know that I like my role at Lindenwood. It has been a year of great effort and change; students have been very kind to me and I feel a wonderful sense of achievement. I also know that the better we are as a college, the more intense our financial needs will be; the road ahead is not well paved for any college. This is, perhaps, enough candor for the day.

Lindenwood College
St. Charles, Missouri

AGENDA
for
Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9:00 a.m., Nov. 15, 1967

(Coffee: 8:30 a.m.)

Invocation

Mr. Conover

Reading of the Minutes of October 4, 1967

I. SPECIAL ORDERS OF BUSINESS

- A. President Brown
- B. Dean Quehl

II. REPORTS OF STANDING COMMITTEES

A. Educational Policies Committee

Mr. Conover

1. The Educational Policies Committee recommends that the faculty adopt the new general procedures and guidelines to be used in administering the institutional Speech Proficiency requirement (See attachment.)
2. The Educational Policies Committee recommends, for faculty consideration, an optional list of requirements ("Composite Concentration for Elementary Teacher Certification" - See attachment.) Proposed by the Council on Teacher Education, this plan should be viewed as an option to and not a replacement for present teacher education requirements.
3. The Educational Policies Committee recommends, for faculty consideration, the appointment of a special ad hoc committee to study and submit a report on:
 - a. The purposes of language study in the liberal arts curriculum of Lindenwood College;
 - b. The languages and the methods of instruction most appropriate in the light of the college's objectives and curriculum.

B. Other

III. REPORTS OF AD HOC COMMITTEES

A. Institutional Research Committees

Mr. Moore

B. Other

IV. OLD BUSINESS

A. Announcement: The ad hoc committee to study and report on the purposes and problems of "free Wednesday" has been appointed. Members include Mr. Temmen (elected as chairman), Miss Boyer, Miss Johnson, and Mr. Bittner. Student members include Sandy Sather, Becky Meacham, and Liz Fleming. The Committee report will be submitted to the faculty at the December faculty meeting.

B. Other old business

V. NEW BUSINESS

A. Plans for Summer Session, 1968

Mr. Barnett

B. Other new business

VI. ANNOUNCEMENTS

- A. The Educational Policies Committee wishes to bring to the faculty's attention an error in the present catalog regarding music requirements. On page 26, the following sentence should be omitted: "Applied music courses may not be counted among the 34 courses required for graduation." Applied music courses, as outlined by the music department last year, may be counted among the 34 courses required for graduation.
- B. A comparative two year study of mid-term grades shows that a smaller percentage of D and F letter grades were awarded this year than last (See attachment.)

GHQ:fp

Revised Proposal Submitted by the Department of Speech-Theatre
for the Consideration by the Educational Policies Committee.

In a recent study on the Ohio State University campus Dr. Paul Rankin found that 70% of the student's waking day is spent in oral communication: 40% in listening and 30% in speaking. Another 16% is spent in reading and 9% in writing. Many colleges and universities, particularly those in the West and Mid-west, include a required course in speech in the liberal arts curriculum. A modest survey undertaken by members of the Department of Speech-Theatre this past summer indicates that where such a course is not required various plans have been adopted for assuring that students speak with sufficient effectiveness to function comfortably within the college environment and to assume the role in the community for which their education is preparing them.

The Department would like to define such communicative effectiveness as being that speech which reflects the following characteristics: reasonable maturity of thought and organization expressed in acceptable language, adequate projection, distinct articulation, and acceptable pronunciation. Perfection in all these areas is seldom achieved nor should it be demanded.

With these considerations in mind the Speech-Theatre Department offers as a service to the college community a plan for evaluating the speech of in-coming students with a view to determining its adequacy to serve the student in her college experience and further to provide, if needed or desired, tutorial assistance in achieving such adequacy. We offer this plan in the conviction that as it is conceived it will be in harmony with the present philosophy of the College as it pertains to the new curriculum.

For the required evaluation a student will have an opportunity to read a short prose passage of her choice and to talk briefly about a subject in which she is interested. Specific instructions for preparation of the above material will be furnished to each student participating.

Presentation of this material will be by scheduled appointment. During this conference the student's speech will be taped, played back, and evaluated. If the student's speech is adequate no further conference will be indicated. Should it fall short of the desired standard the student would be offered tutorial assistance. It is suggested that these first conferences be scheduled as soon as possible.

For these tutorial conferences the facilities of the Audio-Visual Department will be utilized if available. Should one-inch video tape instantaneous recording equipment be added to the present facilities of the College it could be used creatively to give the student an immediate and vivid auditory and visual "print" revealing her total speech pattern with complete fidelity.

In implementing this proposal the Department of Speech-Theatre would solicit the assistance of faculty in all departments of the College in requiring that speech in the classroom be adequate, that it be easily heard and understood, that it is not acoustically unpleasant, and that it is representative of an acceptable standard for the area from which the student comes.

This plan is predicated upon the concept of speech as a means of social control. It does not conceive of a student as a future actor, broadcasting announcer, public speaker, or entertainer. Hopefully some Lindenwood students may become

teachers, social workers, or community leaders. Most will become mothers and establish the speech pattern of their offspring. In any case they will talk---not occasionally; but almost constantly. Speech is a skill they must use whether they have a natural aptitude for it or not. It is the hope of the Department to assure them of the reasonable adeptness expected of educated people.

LINDENWOOD COLLEGE
St. Charles, Missouri

Elementary Certification Program
for Class of 1971

Suggested: Composite Concentration (Optional Program)

Lindenwood College Required Courses. Total 13

Freshman Commons -2
 Divisional Exploratory Elective -6 (Two courses elected from three divisions are
 Foreign Language -4 included in composite concentration list.)
 Senior Synthesis -1

CERTIFICATION REQUIREMENTS

<u>Education Required Courses</u>	<u>Humanities Required Courses</u>	<u>Exploratory Electives</u>	<u>Composite Concentration</u>
306-Tchg. Reading 1	Composition Child Literature $\frac{1}{2}$ Other Eng./Speech 2	Speech Eng. 111, 112 Eng. 231, 232 Eng. 325	Child Lit. $\frac{1}{2}$ English/Speech 1 Exploratory 1
14-Art El. Schl. $\frac{1}{2}$	Art and/or Music 1	200 Art 100 Music	1 Exploratory 1
12-Music El. Schl. $\frac{1}{2}$	(Piano/voice Recommended) $\frac{1}{2}$		Language 4 <u>7$\frac{1}{2}$</u> Elective $2\frac{1}{2}$ - $8\frac{1}{2}$
	2	<u>3$\frac{1}{2}$</u>	
	<u>Natural Science- Mathematics Required</u>	<u>Exploratory Electives</u>	
16-Math. El. Schl. $\frac{1}{2}$	Mathematics 2 Bio. Science 1-3 Phys. Science 1-3 (Total of 4)	Math. 101, 102 Bio. 101, 102	Math. 2 Biology 2 Physical 2 (Chem./Phys.)
74-P.E. El. Schl. $\frac{1}{2}$	Health Education $\frac{1}{2}$		Health Ed. $\frac{1}{2}$ <u>6$\frac{1}{2}$</u> Electives $2\frac{1}{2}$ - $8\frac{1}{2}$
	1	<u>6$\frac{1}{2}$</u>	
	<u>Social Science Required</u>	<u>Exploratory Electives</u>	
312-Ed. Psych. 1	American Hist. 2		History 2
200-Ed. in Am. or 1	Govt. (US/State) 1		Government 1
289-Phil. of Ed. 1	Geography 1		Geography 1
303-Study of Tchg. 1	Other Soc. Sci. 1	Econ. or Soc. 1	Other 1
350-Student Tchg. 2	Child Development $\frac{1}{6}$	100-Psych. 1	Psychology $\frac{1}{6}$ <u>6</u>
	<u>5</u>	<u>6</u>	
Total. 8	Total. 16		Electives 4-10 Total. 10-16

GRAND TOTAL: Minimum 34 courses plus Freshman Commons and Senior Synthesis

Office of the Registrar
8 November 1967

COMPARISON OF MID-TERM LOW GRADES
November, 1966 ---- November, 1967

Per Cent of Student Body receiving low grades

November, 1966 - 38%

November, 1967 - 20%

Per Cent of Students receiving low grades, by
Classes:

Freshman November, 1966 - 47%
 November, 1967 - 31%

Sophomores- November, 1966 - 45%
 November, 1967 - 23%

Juniors November, 1966 - 22%
 November, 1967 - 15%

Seniors November, 1966 - 15%
 November, 1967 - 6%

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
November 15, 1967

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9 a.m., November 15, 1967. Dean Quehl presided, and Mr. Conover gave the opening invocation.

The minutes of October 4, 1967, were approved as distributed.

I. SPECIAL ORDERS OF BUSINESS

- A. President Brown read his report to the Board of Directors and Advisory Board of Lindenwood College, October 24, 1967 (Enclosure No. 1).

In order to dispel rumors about the year ahead, he made two statements: (a) He hopes that it will not be necessary to dismiss any tenured member of the faculty except in the Music Department, and (b) he hopes that new faculty members will be offered contracts.

- B. Dean Quehl said that all new deans seem to have their positions misinterpreted and that he wished to correct two misconceptions:

(a) That the seminars on academic freedom are essentially AAUP activities. Rather, they are special faculty meetings planned jointly with the AAUP. Since this is the year in which we are working on faculty constitution and bylaws, we need to understand new developments and concepts regarding academic freedom for both faculty and students.

(b) That faculty meetings are merely a time for the faculty to accept the decisions of the EPC. Even though the EPC considers a recommendation sound, the faculty makes the final decision. The full swing of freedom to debate issues on the floor of faculty meetings is not only encouraged; it should be expected.

Since the majority of the faculty expressed an interest in taking over the guests' house for a faculty club, Dean Quehl will send around a sign-up list for those who will be willing to help with needed repairs either inside or outside. Whether or not students will continue to use this house will be decided later.

II. REPORT OF STANDING COMMITTEES

- A. Educational Policies Committee

1. Mr. Conover moved that the recommendations of the Department of Speech-Theatre and the EPC be adopted (attached to agenda). Mr. Bornmann seconded the motion, which carried.

2. Mr. Conover moved that the recommendation of the Department of Education and the EPC be adopted (attached to agenda). This motion was seconded and accepted.
3. Mr. Conover moved that the faculty adopt the EPC's recommendation for the appointment of a special ad hoc committee to study and report on languages at Lindenwood. This motion was seconded.

Mrs. Crowley responded with this statement: "The Educational Policies Committee's recommendation for the appointment of a special ad hoc committee to study and submit a report on (a) the purposes of language study in the Liberal Arts Curriculum of Lindenwood, (b) the languages and the methods of instruction most appropriate in the college's objectives and curriculum has created some wonderment within the Modern Language area of concentration as to the true meaning of this request. Last year both the place of Modern Languages and their importance in the curriculum were challenged in the divisional meeting. The challenge was met; the requirement was recommended, voted on, passed, sent on to the curriculum committee and was accepted both by it and the Educational Policies Committee. However, not unlike Parents' Day, Language Challenge Day seems to have become a Lindenwood tradition.

The Modern Language Faculty welcomes this challenge to prove itself and its values to its friends on the Faculty. However, it would in all fairness to Academic Freedom like to move in behalf of its own autonomy:

1. That first an ad hoc committee constituted only of Modern Language Faculty members be formed
 - a. to present to the Faculty the case for Modern Languages
 - b. to process, document, and act on suggestions, recommendations, and/or complaints from the divisions
 - c. to suggest new methods of instruction where needed

After a period of not more than 30 days, this ad hoc committee could report its findings to the Faculty. Should the autonomous group from the area of language concentration not have met all questions placed to it, then be it moved

2. That the Modern Language ad hoc committee be joined by an uneven number of representatives from all Faculty interests, if this should be necessary.

Be it moved that Motion 1 only be acted on today, and that Motion 2 be reserved for the next meeting, to allow objective evaluation and the time for thorough research.

Motion 1 will now be called." This motion was seconded.

Mr. Conover suggested that the substitute motion is based on a different understanding than that of the EPC, which assumes that the faculty's decision to have a language requirement is not questioned. The EPC supports the place of language in the new curriculum. This motion of the EPC is not a challenge but rather the feeling that, in the light of the new curriculum and the world changes, there are questions as to which languages are most helpful to our particular students, the methods of instruction which will best implement the program, studies abroad, etc. When an alternate choice of language or mathematics came to the EPC, it affirmed the College's policy of having a language requirement; this process resulted in the language study proposal.

Mr. Doherty said that, since the Modern Language Department has not met to discuss the substitute motion, Mrs. Crowley's motion does not represent departmental consensus. Although he does not consider the EPC's motion a challenge, he does feel that the ad hoc committee should be composed of members from the Language Department and other departments.

When questioned as to whether all departments will be studied, Dean Quehl replied that, since language is an institutional requirement, it seemed especially desirable to have a report.

Mr. Hendren felt that the omission of classical languages from Mrs. Crowley's motion fragmented the EPC motion, which considers languages in a more general sense.

Mrs. Mudd moved that the motion be amended to state that an ad hoc committee be formed of persons from not only the Modern Language Department but also the Classics Department and Mr. Barnett. This amendment was seconded and carried.

The amended substitute motion was then passed with 28 for and 17 against.

Miss Jacobson then moved that point I-a be revised to state "to present to the Faculty the case for both modern and classical languages." After this motion was seconded, Mrs. Huesemann moved that I-a be deleted, since "the case for" is quite different from "the purpose of." This motion was seconded. Both Miss Jacobson and Mrs. Huesemann withdrew their motions, and Mrs. Huesemann moved that I-a in the amendment be replaced with the a in the original motion: "the purpose of language study in the liberal arts curriculum of Lindenwood College" and a report submitted to the faculty. This motion was seconded and passed.

III. REPORTS OF AD HOC COMMITTEES

- A. Mr. Moore reported that the Institutional Research Committee has had two exploratory meetings. If we can get disk-pack on the

1620, the computer can be used to store information for later use. Some of the studies planned for this year are:

- a. Survey of interim term - number of students in each class, type of courses, type of material
 - b. Choice of courses that students will take over their four years here
 - c. Administration of College and University Environment Scales (CUES) to give some idea of what students expect when they come here and how their expectations have been fulfilled
 - d. Study of freshman class on not only the academic side but how they live here, sign out, date, etc., under changed living rules
 - e. Senior class survey
 - f. Summer school statistics
- B. Dean Quehl announced a combined meeting of the Institutional Research Committee and the EPC for 12 noon on Monday, December 4. Material used last year at the retreat is being brought up to date for another report on progress and problems.

IV. OLD BUSINESS

- A. The Ad Hoc Committee to study and report on the purposes and problems of "free Wednesday" will have a written report and oral presentation for the next faculty meeting.
- B. Mrs. Carpenter asked when a report on responses of students to the new program can be expected. The Freshman Common Research Council, composed of one representative from each of nine groups, will write a report of their reactions to the FCC. There is currently no general assessment of strengths and weaknesses, but a comprehensive study of the new program will be undertaken for a report back to the faculty.

V. NEW BUSINESS

- A. Mr. Barnett gave a report on plans for the summer session (Enclosure No. 2).
- B. Dean Quehl called attention to the rule on class attendance before and after holidays on page 93 of the College catalogue and the difficulty of enforcement, since no penalty is spelled out. The best solution seems to be for the Dean of the College and the classroom teacher involved to consider each case individually.

Dean Quehl expressed appreciation for the friendliness and the cooperation from the faculty and administration.

VI. ANNOUNCEMENTS

Mr. Wehmer announced that (a) the academic freedom seminar had been

rescheduled for 7 p.m. on November 30, and (b) an AAUP meeting would immediately follow this meeting.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary to the Faculty

November 15, 1967

Summer Session Report to the Faculty:

It is too early for me to give a full description of the 1968 Summer Session and too early for the commitments concerning faculty appointments, but I should like to give you the tentative plans and to describe our procedures.

The experience of 1967 indicated that we shall continue to offer as full a program for our own students as we can, but we should do so by extending the offerings which attract adults and public school teachers. Since the summer program this year must pay its own way - there being no cushion for a deficit available - curriculum, salaries, and extracurricular programs will have to be projected according to a most careful and thorough estimate of enrollment and income.

The 1968 session is, therefore, a modification of the 1967 session and is designed for four kinds of students: regular students (our own), those in the St. Louis area from other colleges, public school teachers, and selected high school students (if our studies indicate we can offer a program for them which is financially feasible). The focus will be on classroom courses and workshops; extracurricular programs minimized except for those which will pay for themselves or which grow naturally out of the subjects being taught.

While the final decisions will have to be made with financial feasibility in mind, the planning will proceed with the help of three committees: a Curriculum Committee composed of administration, faculty, and students from the Student Curriculum Committee; a Committee on Special Programs composed of administration, faculty, and high school representatives; a Committee on Cultural Activities composed of administration, faculty, students, and St. Charles residents.

Preliminary studies for the curriculum have already begun. A questionnaire to our students went out last week. Forty replies have been received thus far indicating a demand primarily for courses in Education, Psychology, and Sociology with secondary demand for English, Mathematics, Political Science, Biology, and Art (given in the order of greatest frequency of request). As soon as we can begin to project actual course offerings, a second approach to our students will be made so that we will have as clear a picture as possible of what courses are needed and how many will attend.

A questionnaire and announcement will go out to the public schools this week. In addition to querying teachers about their interests in courses, this announcement will test the feasibility of certain workshops. A return of this

Summer Session Report to the Faculty - 2

form in quantities comparable to last year should give us a mailing list of some 300 persons as well as an indication of what programs will attract the most students.

As soon as all this information is available, the committees will go to work. We hope to have the course offerings, workshops, and at least a tentative faculty set by the first of the year so that a bulletin may be issued. At that time, we will begin a promotion of our program to potential students in other colleges who may be in the St. Louis area during the summer.

The student population will again be coeducational, although we will not try to provide dormitory space for men.

Assuming that we can again have a summer enrollment of 150 students, we can anticipate the employment of twelve faculty members with a tentative salary scale as follows: (Last year's formula of 1/7 the professor's annual salary is too costly for us to follow if we are to balance the budget; but the proposed scale represents an attempt to be as competitive as possible on a national scale, if not in terms of the salaries offered by Washington University or Missouri University at St. Louis.)

Instructor	\$1,000
Assistant	1,150
Associate	1,300
Professor	1,500

These salaries are for six weeks of full-time teaching, by which we mean two full courses. Workshop directors and instructors offering a single course will be compensated proportionately. In accordance with the practice initiated last year, faculty contracts will be given so that the instructor will be assured of his summer's employment.

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
December 13, 1967

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9 a.m., December 13, 1967. Dean Quehl presided, and Mr. Conover gave the opening invocation.

The minutes of November 15, 1967, were approved as distributed.

I. SPECIAL ORDER OF BUSINESS

A. Mr. Hood reported on the current status of the Freshman Common Course and distributed two sets of papers:

1. A Preliminary Report to the Faculty, written by him
2. Examples of materials with which the FCC has been working

B. Some of the aspects discussed during the question-and-answer period were:

1. While the FCC may be equal to more than one course for the faculty participant, the students should have three other courses. President Brown feels that it is a mistake to assume that all courses require equal time and effort. He hopes to get foundation help in financing the FCC for four or five years, during which this course can be further developed.
2. Students who wish to continue a language started in high school should take it during their freshman year; others may postpone a new language if counseled to do so; early study of a language makes it available for use and clears the way for concentration on major.
3. When questioned about any difficulty in transferring, Mr. Hood felt that the FCC is not likely to fulfill any required course but will get credit as an elective.
4. Any possible imbalance among divisions, participants, speakers, and materials will be remedied when possible by more advanced planning.
5. Mrs. Clark felt that it is too early for a report on composition. The students are much better this year than last year; the more they have to think about the better their writing.

6. The faculty showed interest in (a) a report at the end of the third rotation to show the students' choices for independent work; (b) a final report at the end of the year; (c) the projected plan for next year's FCC.

II. REPORTS OF STANDING COMMITTEES

- A. Educational Policies Committee (Since Mr. Richey had a class, Mr. Thomas presented the Educational Policies Committee's recommendations.)

1. Mr. Thomas moved that the current statement on the INC. (Incomplete) grade (p. 93 - catalog) be revised to read: "An INC. grade must be removed within the first six weeks of the next long term or it automatically becomes an F," this policy to become effective in the 1968 fall term. This motion was seconded.

In the discussion which followed, the following statements were made: (a) INC. generally means that the requirements have not been completed within the time designated, (b) the faculty handbook states that an incomplete grade is given only for circumstances beyond the student's control, (c) there is no difference between an extension and an incomplete, (d) the six-week period sets a maximum, and the teacher can decide with the student on a convenient time for the final examination within this period, (e) the registrar asks that the faculty discourage incomplete grades unless there are extremely valid reasons. The motion carried.

2. Mr. Thomas moved that Mr. Davis' recommendation that a special arrangement be made to provide superior St. Charles high school seniors (both men and women) with an opportunity to take certain college level courses at Lindenwood be endorsed by the faculty "in principle" and that details be worked out by appropriate persons at a later date (attached to agenda). This motion was seconded.

Mrs. Crowley's motion for amendment to eliminate the words "St. Charles" was not seconded. Mr. Clevenger moved that the motion be amended to add Duchesne and Academy of the Sacred Heart. President Brown seconded this amendment, which carried. The amended motion was then accepted.

3. Mr. Thomas moved that the following recommendation be adopted as proposed: "The Educational Policies Committee recommends, for faculty consideration, that a special faculty ad hoc committee be established to accomplish a twofold purpose:
 - a. To review the educational and social merits of all phases of residence hall life and organization on the Lindenwood campus, particularly with regard to our new academic philosophy and programs

- b. To recommend ways in which present and/or new arrangements, policies, and practices might maximize the educational and social impact of our residence halls

As the person chiefly responsible for our residence halls, it is recommended that Miss Lichliter, Dean of Students, be a member of the ad hoc committee. Student membership might also be desirable." This motion was seconded and passed unanimously.

B. OLD BUSINESS

1. Mr. Temmen's request, a one-month extension of time in order that his ad hoc committee can complete its written report on the "overload" problems of Wednesday, was granted.
2. Miss McCrory moved that the Modern Language Special Departmental Committee's request for a one-month extension of time be granted. This motion was seconded and accepted unanimously.

C. NEW BUSINESS

None

III. ANNOUNCEMENTS

- A. Mrs. Crowley asked that the Special Academic Programs Committee meet immediately after faculty meeting.
- B. Mr. Bauer spoke of the equipment and material for and in the Audio-Visual Center and asked that more students be urged to use the self-instructional area.
- C. Instead of giving an oral report, President Brown will send a brief one-page summary of a statistical study made by the American Council on Education on the attitudes of entering college freshmen.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary to the Faculty

PASS-FAIL GRADING SYSTEM EVALUATION

BACKGROUND INFORMATION

46 women were interviewed and 46 Pass-Fail evaluation-interviews were tabulated.

Class-level Of the 46 women, at the time of the interview:
2 are classified as Freshmen
12 are classified as Sophomores
10 are classified as Juniors
22 are classified as Seniors

G.P.A. The accumulative grade-point average of these 46 women broke down accordingly:
G.P.A. 2.0-2.49 : 4 women
G.P.A. 2.5-2.99 : 22 women
G.P.A. 3.0-3.49 : 10 women
G.P.A. 3.5-4.00 : 10 women

Major Area of Concentration The major areas of concentration for the 46 women interviewed broke down accordingly:
Humanities: 20 women
Social Sciences: 14 women
Natural Sciences: 9 women
Elementary Education: 3 women
(Exception: 4 women had "double-majors" but were listed in this analysis as having only one major area of concentration.)

Area of Courses Taken on Pass-Fail Of the 46 women interviewed:
17 women selected Art courses on the Pass-Fail option
5 women " English courses on the Pass-Fail option
4 women " Language " " " " "
4 women " Philosophy seminars " " " "
3 women " Music courses " " " "
The rest of the courses taken on the Pass-Fail option were scattered among Psychology, Sociology, Political Sciences, Classics, Student Initiated Courses, Business, History, and Physical Education courses.
(Note: Many of the women have taken two or more courses on Pass-Fail but they were only evaluated for one course in this analysis.)

Total number of Pass-Fail Courses taken Of those women who have taken Pass-Fail Courses:
30 women have taken one course Pass-Fail
12 women have taken two courses Pass-Fail
4 women have taken three or more courses Pass-Fail

TABULATED QUESTIONNAIRE ANSWERS

I When the students were asked about their motivation for selecting a course under the Pass-Fail option, all but a couple of students listed two or three motivating factors. The two most listed factors were: "I wanted to take a course in an area I was unfamiliar with", (checked 28 times); and, "I wanted to work without the pressure of a grade", (checked 26 times). Following far behind as motivating factors were: "taking an overload", (checked 9 times); "it was a difficult course", (checked 8 times); "taking a large number of reading courses", (checked 8 times); and "taking a large number of math and science courses", (checked 2 times).

Other miscellaneous reasons given for selecting a course on Pass-Fail were: the course was only offered on a Pass-Fail basis (student initiated course); student desired to maintain fluency in a language; student wanted one course to coincide with another course; and one woman reported that she had been "in love with the professor and wanted to see what his class was like".

II When the students were asked whether they would have taken the course had it not been on Pass-Fail, 33 women (72%) reported that they would have anyway, and 13 women (28%) reported that they would not have taken the course.

III When the students were asked whether they spent more, less, or the same amount of out-of-class time on the Pass-Fail course as they did in classes in which they were on a regular grading basis, 9 women (19%) reported they spent more; 10 women (22%) reported they spent less; and 27 women (59%) reported they spent the same amount of out-of-class time.

IV When the students were asked if the Pass-Fail option had an influence on their class attendance, 7 women (15%) reported that it did; and 39 women (85%) reported that the Pass-Fail option had no effect on their class attendance.

V When students were asked whether there had been any difference in their attitude toward exams, 23 women (50%) reported that they did have a different attitude, and 21 women (46%) reported that they had the same attitude toward exams under the Pass-Fail system as they did in classes in which they were receiving a regular grade.

(Note: two of the students interviewed were in classes which had no exams.)

VI When the students were asked if they felt as though they put as much effort into their Pass-Fail course as they did in classes in which they were receiving a regular grade, 35 women (77%) reported that they put as much or more effort into the Pass-Fail course, and 11 (23%) of the women felt that they did not put as much effort into the Pass-Fail course.

VII When the students were asked if working without the pressure of a grade had encouraged them to branch off into special areas of study that would not have been possible had they not been on Pass-Fail, 16 (34%) women reported that they had branched off into other areas of study, and 30 (66%) women reported that they had not branched off into other areas of study.

VIII When the students were asked whether they felt that their professor's attitude toward them had been influenced by their being on the Pass-Fail option, 3 (6%) women reported that they did feel their professor's attitude toward them was influenced, and 41 (90%) women felt that their being on Pass-Fail did not influence their professors at all.

(Note: two of the students interviewed were in a Pass-Fail course with no professor.)

IX When the students were asked whether they felt that their fellow student's attitude toward them was influenced by their being on the Pass-Fail option, only one woman felt that it was, and 45 (99%) women felt that their fellow student's attitude was not influenced toward them at all.

X When the students were asked if they would like to see the number of Pass-Fail options increased beyond the present limit of five courses, 30 (66%) women reported that they would like to see the number increased, and 16 (34%) women reported that they would not like to see the number increased.

Comments: The majority of those students who desired to see the number of Pass-Fail options increased thought that a student should be able to take at least one Pass-Fail course every semester. A few students responded that a student should be free to take two or more courses on Pass-Fail every semester. Three or four women expressed concern over Freshmen being allowed to take courses on a Pass-Fail basis, feeling that Freshmen would not be able to handle freedom of working without grades as a motivating factor.

Most of the students who were against increasing the number of Pass-Fail courses felt that the present number of five was adequate. Some of these students were worried that taking any more than five courses on Pass-Fail would lead to many students taking advantage of the system and more "goofing off".

When the students were asked if they would like to see the Pass-Fail option extended to courses within their area of concentration, 17 (37%) women did want to see Pass-Fail extended into their area of concentration, 24 (52%) women did not want to see the option extended, and 5 (11%) women were not sure.

Comments: The general consensus among everyone interviewed on this question was extreme doubt as the advisability of extending Pass-Fail into one's area of concentration because of graduate school and transfer student requirements. The women who did favor this type of extension felt that it would work in cases where one has already fulfilled the number of area-of-concentration requirements and still wished to take more courses within her specialized area.

GENERAL COMMENTS

The vast majority of women who have elected the Pass-Fail option are the "better" students. Twenty-two of them are C+ (GPA 2.5-2.99) students and another twenty women have G.P.A.'s of 3.0 and above. This could be a proportional ratio between college G.P.A. and college enrollment; but it also suggests that these students have a greater degree of self-motivation and feel less need to "just make the grade".

Students have, thus far, really only taken advantage of the Pass-Fail option in the Humanities division, and to a lesser degree in the Social Sciences division. Only one student interviewed had elected a course in the Natural Sciences division (Biology Seminar) on Pass-Fail. (It is worth noting that she is the only student who reported that her professor lightened course requirements for her because she was on Pass-Fail.) This would seem to indicate that students refuse to "experiment" with Natural Sciences courses despite the Pass-Fail option.

The strongest motivating factors behind a student's decision to elect the Pass-Fail option was a desire to take a course in an unfamiliar discipline and a desire to avoid the pressure of being graded. Yet 72% of the students interviewed would have taken the course even if it had not been on Pass-Fail. One woman's comment is indicative of the way

many of the women felt about this apparent paradox, "I was curious to see how I would do, knowing I didn't have a grade hanging over my head. It was a personal thing. It gave me a little added incentive to take a course I was kind of doubtful about.....but I would have taken it anyway because of schedule conflicts."

In answer to the questions dealing with the Pass-Fail option's influence on out-of-class-time spent on the course, class attendance, and general effort put into the course, the results were fairly typical. The majority of students put as much time and effort and went to class just as much on a Pass-Fail basis as they did in classes in which they received grades. Among the students who did not spend as much time or effort, one of the repeated remarks was that their lack of interest was due, in large part, to a "boring" class rather than to the "freedom" of not having a grade "hanging over your head".

There was a tremendous difference in the student's attitude toward exams while on the Pass-Fail system. 50% of the women interviewed reported that they had a completely different outlook on exams: they did not worry as much; they didn't "cram" as much; they didn't feel the normal exam pressure. Most of the students who thought their attitude toward exams under a Pass-Fail system was different, reported that they had done just as well (and in many cases better) as if they had been working for a grade. Four of the students who felt a different attitude reported that they "slacked off" and probably didn't do as well.

While a majority of women (66%) taking classes under the Pass-Fail option did not feel encouraged to branch off into other areas of study, 34% of the women did feel the freedom and found the time to go off into areas of their own choosing. Many of the girls were delighted when they

found they could ignore what they considered "busy-work" and not have to worry about losing an "A" or "B" because they didn't follow the professor's requirements to the letter. Some of these girls reported their excitement in taking over their own academic/intellectual lead for the first time. One student summed up her feeling in these words, "Education--true education--involves a matter of self-decision. Pass-Fail provided me with the opportunity for self-decision--it wasn't just meeting someone else's requirements".

There seems to be little conflict felt by the vast majority of Pass-Fail students as to whether their professors or fellow students were at all influenced because of the Pass-Fail option. The very few students who thought their professors were influenced reported that the professor seemed to think the students on Pass-Fail were simply trying to "slide by".

Suggestions

Many of the students interviewed expressed a desire that a student be allowed to change her Pass-Fail grade to a regular grade at the end of the term.

Serious thought should be given to the possibility of increasing the number of Pass-Fail options a student may elect from five, at present, to one-per-semester (8).

All faculty counselors should make more of an effort to get their students to experiment with courses outside their area of concentration on a Pass-Fail basis.

Students should receive greater encouragement to make use of the Pass-Fail option in the Natural Sciences division.

Respectfully submitted:

Becky Achelpohl & Sandy Starr
Student Academic Affairs

LINDENWOOD COLLEGE
SAINT CHARLES, MISSOURI

AGENDA
for

Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9 a.m., December 13, 1967

(Coffee: 8:30 a.m.)

Invocation Mr. Conover

Reading of the Minutes of November 15, 1967

I. SPECIAL ORDER OF BUSINESS

- A. Report on the current status of the Freshman Common Course (FCC Staff) Mr. Hood
- B. Discussion of report; question and answer period

II. REPORTS OF STANDING COMMITTEES

- A. Educational Policies Committee Mr. Richey

1. The Educational Policies Committee recommends, for faculty consideration, that the current statement on the INC. (Incomplete) grade (p. 93 - catalog) be revised to read: "An INC. grade must be removed within the first six weeks of the next long term or it automatically becomes an F."

If adopted, the Educational Policies Committee recommends that the new policy become effective fall term, 1968. Proper interpretation would mean that incompletes awarded at the end of the 1968 spring term must be completed six weeks after the beginning of the fall term of 1968.

2. The Educational Policies Committee recommends, for faculty consideration, a proposal from Mr. Earl Davis, Director of Admissions, for a special arrangement be made to provide superior St. Charles high school seniors (both men and women) with an opportunity to take certain college level courses at Lindenwood (See attachment #1). The EPC recommends that the faculty endorse this proposal "in principle", and that details be worked out by appropriate persons at a later date.
3. The Educational Policies Committee recommends, for faculty consideration, that a special faculty ad hoc committee be established to accomplish a twofold purpose:
- a. To review the educational and social merits of all phases of residence hall life and organization on the Lindenwood campus, particularly with regard to our new academic philosophy and programs.

- b. To recommend ways in which present and/or new arrangements, policies, and practices might maximize the educational and social impact of our residence halls.

As the person chiefly responsible for our residence halls, it is recommended that Miss Lichliter, Dean of Students, be a member of the ad hoc committee. Student membership might also be desirable.

B. OLD BUSINESS

- 1-A. Mr. Temmen, chairman, has asked for a one month extension of time in order that his ad hoc committee can complete its written report on the "overload" problems of Wednesday.
- 2-B. Mrs. Crowley, chairman, asks that the special departmental committee charged by the faculty to (1) study the purposes of language study in the liberal arts curriculum of Lindenwood College, (2) process, document, and act on suggestions, recommendations, and/or complaints from the divisions, and (3) suggest new methods of instruction where needed be granted at least a one month extension of time in which to complete its written report.

C. NEW BUSINESS

III. ANNOUNCEMENTS

- A. The inadvertent omission of Exploratory Divisional Elective Courses Religion 151 and 152 from page 22 of the current catalog should be noted.
- B. Partially due to the need to accommodate upperclass students caught in the transition of calendar and degree programs, and partially due to misunderstanding on the part of faculty advisers and students, a rather large number of students have attempted to carry an excessive overload in order to accelerate their degree program; in an attempt to complete their degrees in less than four years, there has been an obvious tendency for many students to merely squeeze in or collect a minimum of 34 courses necessary for graduation.

To allow the present trend to continue beyond the 1967-68 academic year would be destructive, primarily because it would certainly reduce the value of the degree to a hodge-podge of courses and perhaps threaten the integrity of our program. The economic outcomes, while of lesser importance, are also obvious.

Effective spring term, 1968, an Accelerated Degree Program Committee will accept petitions from students who wish to complete their degree requirements in as few as three academic years and two summers. Upon acceptance into the program, the student's academic schedule will be guided under the direction of an Accelerated Degree Program Adviser. The Accelerated Degree Program would prevent the present abuse and yet allow those students really capable of accelerated work to take advantage of the flexibility of the new curriculum.

Beginning fall termk

Beginning fall term, 1968, students not admitted to the accelerated program will be expected to distribute their degree requirements over a four year period. Ideally, admission to the Accelerated Degree Program should begin in the freshman year.

An open letter to the student body and parents, outlining the accelerated program, will be sent in the very near future.

GHQ:fp

(Attachment #1)

Lindenwood College proposes to provide opportunities for senior students (both boys and girls) from St. Charles High School to obtain advanced level work beyond the level normally offered in the secondary school curriculum. The college recognizes that, at this time, the high school's facilities are crowded and it would be impossible for them to add to their course offerings. Therefore, this proposal is intended to assist the St. Charles Public School District in enriching their offerings to students at a minimal cost to the taxpayers. As the St. Charles population increases, parental pressures also increase to provide students with opportunities for college level work while they are still enrolled in high school. At the present time, and in the immediate future, such offerings will necessitate facilities that are unavailable to St. Charles High School students.

To be eligible, students would have reached their senior year and would have a cumulative grade point average of at least 3.0 (B) in the academic courses that they have undertaken at the high school level. It would be expected that the students would have completed all necessary prerequisites for the college level course they anticipate taking. Students wishing to take such work would file an application through the high school guidance office and the Lindenwood College admissions office.

It would be Lindenwood College's responsibility to provide the necessary classroom facilities and instruction. It would also be the College's responsibility to hold credit in escrow for those students who are desiring college credit for the work they undertake at Lindenwood, and the College would provide one free transcript to be sent to the college of the student's choice.

The St. Charles High School would need to provide the students with the time and, where applicable, would need to provide students with secondary school credit for the work that they complete at Lindenwood College. The high school would also need to provide the colleges to which the participating students apply a complete description of the work the students have taken at Lindenwood.

Lindenwood College agrees to provide remission of one-half of the normal tuition of \$150 per course. The resultant tuition charge would amount to \$75 per student per course. Ideally, this cost could be shared equally between the St. Charles Public School System and the participating students. Because Lindenwood wishes that no student be refused an opportunity to participate in this program because of a lack of funds, the College would agree to provide opportunities for additional remission of tuition to deserving and worthy students who can demonstrate financial need.

It is proposed that this program be inaugurated on a limited basis beginning with the College's spring term of the 1967-68 school year.

A copy of the class schedule for the spring term and a catalog containing detailed course descriptions is attached for your information.

(You may wish to emphasize some specific courses.)

Earl Davis

THE LINDENWOOD COLLEGE FRESHMAN COMMON COURSE

A Preliminary Report To The Faculty

I. Background and Purposes of the Course

As a part of the general redesign of its curriculum, the faculty of Lindenwood College accepted, in the spring of 1967, a scheme for a required freshman course, the "Common." It was to be "common" in the sense that all freshmen would be taking part and sharing its concerns and problems at the same time.

The actual plan was an effort to obtain several results. We have had on the campus for a number of years a rather academic controversy about "integrated" courses. This disagreement reflected two distinct points of view:

1. There were those, on the one hand, who insisted that such courses must bring together all disciplines and points of view into the hands of instructors who would undertake to discuss and interpret problems without regard to strict "expertise" and disciplinary boundaries. The integration itself would show the unity of knowledge.
2. There were others who insisted that the development of knowledge had gone too far for this "Renaissance Man" approach; that the command of knowledge possible for any one person precluded this sort of course.

Thus, in the first instance, the organization of the Freshman Common Course was an effort to bridge this gap between the ideal--expertise across the board with automatic integration--and the real--vast fields of knowledge in which multi-field competence was difficult, if not impossible. The course was designed to reflect the three divisions into which our academic work is structured--social sciences, which includes economics, history, sociology, psychology, and political science; science, which includes chemistry, biology, ^{physics} and mathematics, and the humanities, embracing all the fields of philosophy, theology, music, art, literature, languages,

and classics.

Three faculty members were recruited from each of these divisions, nine in all. These instructors were asked to assume responsibility for a discussion of problems within the broad areas of their own divisions. For example, the three instructors from humanities were expected to discuss and acquire some competence in all the fields of the humanities. This approach then required a broadening of view on the part of individual faculty members as far as "social science," or "humanities," or "science," but it did not carry them over into totally alien fields. This approach obviously modifies the normal professor-student relationship, because, even on this scale, the normal kind of competence and insight expected in the classroom cannot be expected. Though an economist may have some interest in and broad knowledge of sociology, history, and political science, he cannot know them as well as he knows his own subject and no amount of casual, if determined, reading can bring him to that point.

By using this limited integrative approach, we still hoped and expected to give the students some insight into the unity of knowledge. By approaching subject matter on a problem basis, the essential artificiality of the disciplinary boundaries could be made apparent. There was no intent to destroy the disciplines, or even to suggest that they are impediments to knowledge. The organization of modern knowledge is far beyond any possibility of valid recall. But we did want to show students that the disciplines are man-made divisions of knowledge for our convenience, and not areas whose identification was somehow delivered to man on parchment tablets by a capped-and-gowned angelic messenger.

In fact, one of the objectives of the course was to give students a wider contact with the disciplines and with the faculty so that they could make a more informed choice of potential areas of concentration. Very often, choices of majors are made on the sketchiest kind of contact. Students at the freshman level tend to have exposure to a limited number of the disciplines before making the

choice. This would give them some insight into a number of the disciplines. This is particularly important for those disciplines that are not commonly taught in the secondary schools, such as psychology or even sociology.

Also, because of the way in which the course is organized, the student would have some contact with these nine members of the faculty. We hope to have some of our best people involved in the course. We hope that there is some tendency for this to be reflected in the students' determination to finish college, particularly at Lindenwood, and consider graduate schools.

As a means of gaining insight into the disciplines, any theme adopted for the course might work, but we also wanted to hit students with materials that seemed immediately relevant to them. For that reason, we felt that the theme had to reflect contemporary problems and situations rather than concern itself with historic ones. The theme eventually defined was called "The Dynamics of the Twentieth Century." It reflected our assumption that we are in a time when "classic" forms in social structures, the arts, and the sciences are being attacked and modified on every side. The course is concerned with the causes and effects of this change. We are trying to explore the twentieth century in its character of transition. Even admitting the truth of the old adage about all times being periods of transition, it seemed obvious to us as a faculty that the last fifty years have been a time when we have been in the midst of a really fundamental change, a basic reorganization of the culture, perhaps comparable to the Renaissance or to the drastic adjustments made after the collapse of Rome. What outcome this process will have is, of course, unknown to us, but we are convinced that the exploration of the phenomena as we go along is vital to any sort of insight or control over our times. This theme has been, in some ways, difficult to carry entirely across the board with the same obvious results. It has obvious relevance and validity in the humanities and the social sciences. The sheer mass of work in the sciences outweighs the other areas, and students

seem more reluctant to explore scientific literature. We still feel that our basic approach and attitude was correct, and a further refinement is underway. It will affect parts of the work this year, and will certainly be evidenced next year.

One of the real problems in practical terms relates to staff. We determined to choose faculty people who were already at Lindenwood. It might be easier to structure the course and then search out a faculty to order. We did not do that. This has meant some differences of opinion and approach. We are prisoners of our disciplines even when we try not to be. This has led to some impatience from members of the group at what they considered excessive attention paid to other areas at the expense of their own. Some of this may not be bad. It was because of their interest and competence in their disciplines that these people were chosen in the first place.

During the first year, we took rather a laissez-faire approach to planning. In fact, we devolved the planning function onto the three divisional groups. Our early experiences have shown us some drawbacks to this tactic, and we are tightening up, so that the contours of the course next year will be more sharply drawn and reflect a more consistent point of view. However, the willingness of the group to endure this tightening has resulted in part from their experiences of the looser approach we took at first.

Without putting words in the mouths of the FCC faculty or preventing them from expressing a negative point of view, it seems to me that those who have worked in the course this year retain an enthusiasm and interest for the course. It has consumed a larger-than-normal share of their time, raising the distinct possibility that it is not fair to consider the Common as a single course in determining faculty schedules. I really think they have enjoyed the experience, however, and none has asked to be relieved, at least to this point. Of course, we are only half finished.

II. The Structure of the Course

A. General

The course has been devised rather like an onion. It has three or four mutually dependent levels. These comprise a plenary dimension, in which all the students meet together, a movie series, intended to give a sort of visual commentary on the 20th century, and two sorts of meetings within the divisions: a sub-plenary in which all the students within a division may meet together (three sections, about sixty students) and a basic discussion group, nine in all, of twenty students each.

1. The Plenaries

At this level, we have simply scheduled a series of lectures relating to the theme, occurring once or twice a week. During the first year, because we did not start seeking lecturers until August, it has not been possible to obtain strict groups of lectures on sub-themes occurring one after the other. They have been obtained as they were available, giving them rather a pot-luck appearance.

It has turned out, nevertheless, that the majority of the early plenary sessions have dealt with social issues, interspersed with some sessions relating to the humanities. In the spring, the emphasis will be on science, again interspersed with session on the humanities. The absence I feel most keenly this year, and which we probably will want to correct next year, is of continuity. The series has been uneven in quality, as is inevitable no matter how carefully planned it is, but there has as yet been little across-the-board comment about the process of change itself.

Some of the plenary sessions we have had or will have during this initial year are as follows:

1. Miss Mickey Dunaway, actress--speaking on change in the 20th century theatre
2. Dr. Clement Mihanovich, Professor of Sociology, St. Louis University, speaking on population characteristics and trends in the United States
3. Dr. Louis Loewenstein, University of California at Berkeley, speaking on urban problems
4. Dr. Robert Salisbury, Professor of Political Science, Washington University, speaking on "The Trend to Government Activity in the United States"
5. Mr. James Dickey, poet, reading from his own works
6. Dr. Paul Gump, Professor of Psychology, Kansas University, "Environmental Pressures in the Development of Personality"
7. Mr. S. K. Oberbeck, Books Editor of Newsweek Magazine, "Coalescence in the Arts"
8. Dr. Peter A. Munch, Professor of Sociology, Southern Illinois University, "Isolation"
9. Dr. Robert Smith, Psychiatrist of St. Louis, "Pressures on the Modern Roles of Women"
10. Mr. Peter Danett, photographer, "Photography as an Art Form"
11. Mr. Ernest Dunbar, senior editor, Look Magazine, "Black Power"
12. Professor Robert Gross, Occidental College, "The Search for Form in Modern Music"
13. Professor Roy Lamson from the Humanities Division of M.I.T., "The Arts in a Technological World"
14. President Franklin H. Littell, Iowa Wesleyan College, "The Search for New Forms in Religious Organization"
15. The Rev. Dr. Philip Maher, S.J., Professor of Education, St. Louis University, "The Psychology of Extremism"
16. Dr. Barry Commoner, Professor of Botany, Washington University, in a series of lectures:
 - "The Crisis in Biology and its Social Implications"
 - "Crisis in the Environment and its Social Implications"
 - "The Moral and Ethical Responsibilities of the Scientific Community"

These sessions have been designed to inject a constant stream of comment about the twentieth century and its process of change.

However the course might be restructured next year, it seems obvious that a

number of the plenary sessions need to be done by our own faculty, not only those directly involved but others as well. Only in this way will we be able to obtain the continuity we really need.

2. Movies

We put together a film series of a rather varied sort, hoping to give some insight into the twentieth century, particularly by recalling visually some aspects of the century which lie far beyond the memory of our students. The early part of the series is devoted to films mostly of historical interest, arranged in rough chronological order. These included a French documentary about World War I, "Over There," the 1930 pacifist film "All Quiet on the Western Front," the Nazi propaganda film "Triumph of the Will," "The Grapes of Wrath," two shorter films about World War II, one film about communism.

Other films deal with art ("Picasso"), (Orient-Occident: Aspects of an Exhibition"), urban problems (six short films on Lewis Mumford's book "The City"), modern tension ("Dr. Strangelove"), prejudice ("The Pawnbroker"), and several short films on science.

One drawback to the present series has been again, a lack of continuity and preparation for the films. The Nazi film, for example, contained a number of references and emphases which escaped them. Its whole purpose tended to elude them.

However, the films have been basically successful and certainly will be continued. By a more careful process of planning, an even more successful film series can be developed.

3. The Discussion Sections

The discussion groups have a life and purpose of their own beyond that of the plenaries. There are, of course, three social science, three humanities, three science groups meeting at any given time.

The students rotate through all three of these experiences, two in the first term, one in the spring term.

Because the planning responsibility was exercised by the three divisional groups, they have exhibited rather marked differences of approach. We do not yet have any final conclusions about which approach is better; indeed, variant approaches may be quite appropriate for the different types of material.

Attached to this report are some examples of the types of assignments and reading materials which have been used in the three divisional groups. All have made some changes in approach in the second cycle; all will probably make further changes in the spring. It must be emphasized again that the course has limited objectives and in no sense is attempting to give across-the-board coverage of "knowledge" or all the disciplines. This is not possible.

4. Independent Study

The final seven-week cycle in the spring will consist of directed study projects by all students. We hope that by that time, many of the projects they will study will be self-generated and that many of them will be cross-disciplinary in character. One of the measuring sticks of our success in the course will be shown in the types of study they want to do. Because we do not have any experience with this phase of the course, it is not possible to give any evaluation of it.

III. Conclusion

Any cooperative course of this sort raises ambitions that cannot be wholly realized. Any course of this sort must be rather tentative in its first attempt. All in all, we are pleased with the progress we have made. Student reaction to it, rather tremulous at first, has improved markedly. The experience we have gained will be invaluable in the restructuring and replanning of the course for next year.

FRESHMAN COMMON COURSE
SCIENCE SECTION

I. Newtonian Physics: The Reification of Man (dehumanizing)

The displacement of man from the center of his universe by the Newtonian Physics - the gradual rise of materialism and the ultimate replacement of man by the machine. Newton's physics experienced some difficult times before the turn of the century, especially with the work of Maxwell concerning the wave nature of light and the ultimate proof of the wave nature of light by Hertz; this meant the invention of the "ether" as a medium through which light waves were supposed to be propagated in order to make the wave nature of light conform to the Newtonian physics which says that everything operates according to a very strict causal plan, following definite laws which are ascertainable, and therefore future events are predictable once the facts are known.

The huge flaw in Newtonian physics is that it presumes that substance is involved in the operation of all nature's laws, and leaves no room for the absence of substance. It makes substance the "ultimate actual entity", which, according to Whitehead, is the "Root Doctrine of Materialism." The Newtonian physics serves well except that in cases involving events experienced on the sub-atomic level. It is, however, not absolutely correct, even here.

Bibliography:

- Selected readings from Introduction to Concepts and Theories in Physical Science by G. Holton (Addison-Wesley, Reading, Massachusetts).
- Great Experiments in Physics by Morris Shamos (Holt, Rinehart, and Winston 1960).
- The Broken Image: Man, Science, and Society by Floyd Matson (Doubleday).
- The Identity of Man by J. Bronowski (Doubleday).
- Dialogues of Alfred North Whitehead (Mentor Books).
- The Autobiography of Science by F. R. Moulton and Justus Schiffers (Doubleday).

II. The Planckian-Einsteinian Psychics: The beginning of the de-raification of man.

The continuation of the above during the twentieth century, but with the gradual return of man to his proper niche - the process initiated by fundamental discoveries in physics, beginning at the turn of the twentieth century: Planck's Constant, Relativity, Quantum Theory, Photo Electric Effect, and Bohr's Theory of the Atom, followed by the uncertainty principle and the concept of complementarity.

The great change that occurred at this time was to show not only that Newton's laws do not hold on the sub-atomic level but even the possibility that his gravitational laws cannot be applied and altered to the universe. Perhaps the greatest thing discovered was that matter and energy are interchangeable, so that we no longer have a Law of Conservation of Matter and a Law of Conservation of Energy, but a single law of the conservation of Matter-and-Energy. The implications of this are not realized by the populace as a whole, until World War II. Also the law of causality has suffered a setback in at least some areas, because we find the perturbations of nature to be statistical and thus individually quite unpredictable. As Whitehead says, "the change from materialism to organic realism - as the new outlook may be termed - is the displacement of the notion of static stuff by the notion of fluent energy. Such energy has its structure of action and flow, and is inconceivable apart from such structure." Now, however, substance is no longer the "ultimate actual entity."

Bibliography: Selected readings from
Great Experiments in Physics, Shames

The Broken Image by F. Watson

The Identity of Man, Bronowski

The Character of Physical Law by Richard Feynman (M.I.T. Press)

Physics and Philosophy by Werner Heisenberg

The Birth of the New Physics by I. Bernard Cohen

Physics in My Generation by Max Born

One, Two, Three, Infinity, by George Gamow

The Sophisticate's Primer of Relativity by P. W. Bridgman

Atomic Physics and Human Knowledge by Niels Bohr

Thirty Years That Shook Physics: The Story of the Quantum Theory by George Gamow

What Is Life? by Ernest Schrodinger

Causality and Chance in Modern Physics by O. Bohm

Quanta and Reality by Toulmin and Edg

III. Man as a Person and Not a Thing: Personalism (Humanization)

The recent (within the last fifteen years) discoveries made in the biological sciences, especially those that have to do with the physical heredity of man, and their probable influence on man's ability to guide his own future evolutionary prosthesis. Thus man is again becoming conscious of his freedom and mastery over both his genetic and his cultural heredity. This means that man is again thrust into the position where he will have to decide how automation, cybernation will serve him, and free him, from the burdens that he has borne, and thus he can again become the dominant force in the world, provided he has the intelligence to use these forces advantageously for the common human good. Further, the control which is set within his grasp over his genetic future, together with the former, open to his new areas of freedom over which he never before had control.

- Bibliography: "The Language of Life," George and Mariel Beadle (Doubleday)
- "The Flying Trapeze: Three Crises for Physicists" by J. Robert Oppenheimer
(Oxford, 1965)
- "The Phenomenon of Man" by P. Teilhard deChardin (Harper)
- Volumes I and II of Papers on Biology, edited by Edward Kormody (Brown)
- "An Essay On Man" by Ernst Cassirer (Anchor, Doubleday)
- "The Logic of Liberty" by Michael Polanyi (University of Chicago Press)
- "The Ideas of Biology" by J. T. Bonner (Harper)
- "What is Life?" by E. Schrodinger (Cambridge University Press)
- The Human Use of Human Beings: Cybernetics and Society by Norbert Wiener
- "The Evolution of Human Nature" by B. J. Herrick (University of Texas Press, 1936)
- "The Medium is the Message" by Marshal McLuhan (Bantam 1967)

HUMANITIES COMMONS

ASSIGNMENT SHEET:

Monday, October 30--in class

Renoir
Van Gogh
Cezanne

"Four Last Songs"--Richard Strauss
"Porgy and Bess"--Gershwin

Thursday, November 2

A Layman's Guide to Protestant Theology--Hordern
chs. 4, 5 (pp. 103-114), and 7

The Nature and Destiny of Man by Reinhold Niebuhr
ch. 7 (copies on reserve in the Freshman Common House)

Mimeographed selection from Harvey Cox to be handed out in class

Monday, November 6

A Layman's Guide to Protestant Theology

ch. 8--on Tillich

ch. 6--on Barth, pp. 121-138

Theology of Culture--Tillich

chs. 1, 4

Mimeographed selection from Karl Barth--to be handed out in class
Copies of Tillich on reserve in the FCC House

Thursday, November 9

Research the following artists:

Matisse
Picasso
Study cartridge 3--slides

Records: Listen and research

Dialogues des Carmelites by Foulenc--last side
Bluebeard's Castle by Bartok
Sacre du Printemps by Stravinsky

Monday, November 13

Henderson the Rain King by Saul Bellow

"The Hollow Men" by Eliot
"Sometime During Eternity" by Ferlinghetti
"Dulce et Decorum Est" by Owen
"My Sweet Old Etcetera" by e. e. cummings
"The Second Coming" by Yeats

Thursday, November 16

Discussion of literature continued

Monday November 20

Research the following artists:

Klee
Chagall
Study Cartridge 4--slides

Records:

War Requiem by Britten

Monday, November 27

Existentialism from Dostoevsky to Sartre by Kaufman
The Wall by Sartre

Thursday, November 30

New Directions in Theology Today by Hordern
ch. 6

The Crisis of Cultural Change by Myron Bloy
chs. 1,4,5.

Monday, December 4

"The Dead" from Dubliners by Joyce
The Clockwork Orange by Burgess
"Shield of Achilles" by Auden
"A Poem" by Wain
"The Fiend" by Dickey

Thursday, December 7

Discussion of literature continued

Monday, December 11

Research the following artists

Mondrian
Pollock
Study Cartridge 5--slides

Records:

Time Cycle--Lucas Foss
Electronic Music

POPULATION AND RESOURCES

To college freshmen living in the relative affluence of contemporary America, Malthus' gloomy predictions seem to be very remote and out of date. Closer examination of the facts, however, reveal a different picture. Many people think that the population is the world's number one problem. In 1956 Gunnar Myrdal expressed his view as follows, "Possible future discoveries leading to the provision of inexpensive, completely harmless tablets or injections for temporary sterility could have international social and economic effects of the same magnitude as, or even greater than, those which may follow the splitting of the atom-- and would make for progress and harmony with much more certainty and without at the same time horrifying the entire world by the prospect of total destruction."¹ The American Assembly and The Annals of the American Academy of Political and Social Science for January 1967 present many different points of view. Certainly population is a problem for underdeveloped countries and thereby the United States is involved. It is interesting to note that the birth rate is now falling in the United States.

¹Gunnar Myrdal, An International Economy, Harper and Brothers, New York, p. 196.

REQUIRED READING

1. Samuelson, Coleman, Skidmore, Readings in Economics, "Population Growth and Poverty," Thomas R. Malthus, p. 9-13.
2. Donald J. Bogue, "The End of the Population Explosion," The Public Interest, Number 7, Spring 1967.
3. Hugh Moore Fund, The Population Bomb.
4. John D. Durand, "A Long-Range View of World Population Growth," The Annals of the American Academy of Political and Social Science, p. 1-8.
5. M. A. El-Badry, "Population Projections for the World, Developed and Developing Regions: 1965-2000," The Annals, p. 9-15.
6. T. E. Smith, "The Control of Mortality," The Annals, p. 16-25.
7. Norman B. Ryder, "The Character of Modern Fertility," The Annals, p. 26-36.
8. Philip M. Hauser, The Population Dilemma, Ch. 7, The Problem of Population Control, Ch. 8, Issues of Population Policy.

SUGGESTED READING

1. Frederick Lewis Allen, Big Change, Ch. 14, "More Americans Living Longer."
2. Philip M. Hauser, The Population Dilemma, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1963.
3. "World Population," The Annals of the American Academy of Political and Social Science, January, 1967.
4. Lincoln and Alice Day, Too Many Americans, Houghton Mifflin Company, Boston, 1964.
5. Ralph Thomlinson, Demographic Problems, Dickenson Publishing Company, Inc., Belmont, California, 1967.

CAPITALISM BEFORE AND AFTER THE GREAT DEPRESSION

Capitalism is an economic system which puts great emphasis upon private property and the profit motive. The United States is the largest and one of the few remaining examples of capitalism.

A nation's economy is determined by five factors. These are:

(1) the historic cultural background of its people's ideals, desires, and attitudes; (2) its natural resources; (3) philosophies about the best type of economy; (4) the past and present theories of its citizenry on how to achieve chosen ideals and goals; and (5) the trials and errors of its people in seeking economic ends. The readings portray these five factors to a large extent and tend to explain why the United States is what it is.

Capitalism as we study it has six institutions. These include (1) economic man, (2) private property, (3) inheritance, (4) freedom of individual initiative, (5) competition, and (6) the profit motive. From 1900 to the present it is important to notice the changing nature and functions of these institutions. It is also important to compare and contrast theories with regard to an economic system both before and after the great depression. Note the changes in the distribution of income, the rights of the individual, the changes in the corporation, the place of government, and the growth of big business, big farming, and big labor.

The essence of capitalism is economic. Many people erroneously include in their concepts of capitalism many noneconomic institutions which are not inherently a part of it. For example, freedom of religion, freedom of speech, freedom of the press, and democracy are not an innate part of capitalism. However, capitalism is partially shaped by and helps to mold noneconomic institutions. Protestantism has helped to shape capitalism, but on the other

hand, capitalism has helped to shape Protestantism.

Two streams of thought pervade the American economic system. One is that growing population, a shrinking world, and advancing technology constantly enlarge those areas where group action, unified goods and conformance are essential to economic growth and well-being. The other cherishes individual freedom and liberty as priceless possessions to be enhanced rather than regulated by government. Some years ago we spoke of our economy as a "free" enterprise system. Now we call it a mixed enterprise system. It might be well to ask ourselves where have we come from, where are we, and where are we going?

III. American Capitalism Before and After the Great Depression

A. Capitalism Before the Depression

1. Required Readings

a. Frederick Lewis Allen, Big Change

- 1) Ch. 1, A New Century Begins
- 2) Ch. 2, Grandeur, Limited
- 3) Ch. 3, The Other Side of the Tracks
- 4) Ch. 4, Capitalism Indeed
- 5) Ch. 5, Government in the Sidelines
- 6) Ch. 6, The Revolt of the American Conscience
- 7) Ch. 7, The Dynamic Logic of Mass Production
- 8) Ch. 8, The Automobile Revolution
- 9) Ch. 9, Indian Summer of the Old Order

b. Frederick Lewis Allen, Only Yesterday

- 1) Ch. 6, Harding and the Scandals
- 2) Ch. 7, Coolidge Prosperity

B. The Great Depression

1. Required Reading

a. Frederick Lewis Allen, Big Change

Ch. 10, The Great Depression

b. Lawrence S. Ritter, Money and Economic Activity, "A Run on the Banks" Murriner S. Eccles, p. 65-59.

2. Suggested Reading

a. Frederick Lewis Allen, Only Yesterday

- 1) Ch. 12, The Big Bull Market
- 2) Ch. 13, Crash
- 3) Ch. 14, Aftermath 1930-31

b. Frederick Lewis Allen, Since Yesterday

- 1) Ch. 3, Down Down, Down
- 2) Ch. 4, A Change of Government
- 3) Ch. 5, New Deal Honeymoon
- 4) Ch. 6, A Change of Climate (only p. 146-161)
- 5) Ch. 7, Reform and Recovery

C. Capitalism After the Depression--A "Mixed" Capitalistic Enterprise System

1. Required Reading

a. Frederick Lewis Allen, Big Change

- 1) Ch. 15, The All-American Standard
- 2) Ch. 16, Corporations, New Style
- 3) Ch. 17, The Spirit of the Times
- 4) Ch. 18, What Have We Got Here?

b. William N. Loucks, Comparative Economic Systems

- 1) Ch. 2, The Institutions of a Capitalist Economy
- 2) Ch. 3, The Strengths and Weaknesses of American Capitalism
- 3) Ch. 4, The Future of Capitalism in the United States

c. Reuben E. Slesinger and Arthur Isaacs, Contemporary Economics, "Goals for Americans", p. 227-233

2. Suggested Reading

a. Allan A. Gruchy, Comparative Economic Systems

- 1) Ch. 6, American Capitalism 1946-1960
- 2) Ch. 7, American Capitalism in "The Great Society"

b. John Kenneth Galbraith, American Capitalism

c. Paul A. Samuelson, Economics, 7th edition

- 1) Ch. 3, Price Functioning of a "mixed" Capitalistic Enterprise System, Part A
- 2) Ch. 4, Alternative Economic Systems

d. Gregory Grossman, Economic Systems, 1st edition

e. John Kenneth Galbraith, The New Industrial State

SOCIAL SCIENCE COMMONS

ASSIGNMENTS AND QUESTIONS FOR DISCUSSION

Monday, November 13

Where Did Fascism Come From and What Do Fascists Believe?

Readings:

Laquer and Mosse, International Fascism, pp. 14-26, 183-197

Arendt, Origins of Totalitarianism, chs. 10, 11

Weber, Varieties of Fascism, chs. 1, 3, 4

(This last reading is optional; it is a little more straight-forward than the other two if you get confused)

Questions for Discussion:

1. Is fascism an outgrowth of the western tradition or is it strictly a twentieth-century phenomenon?
2. Is fascism a philosophy with set, consistent principles, or is it merely a technique for obtaining and retaining power?
3. Have modern totalitarian regimes been imposed on the masses by force, or have they had mass support?
4. Is fascism a class philosophy? Did it and does it attract people mostly from the lower middle classes?
5. What sorts of political platforms have been advanced by 20th-century fascist leaders?
6. What is the fascist view of
 - a. human nature
 - b. the state
 - c. society
 - d. the good life
7. How does fascism resemble and differ from communism?
8. Fascism or communism--which has a better chance of succeeding in underdeveloped areas of the world in the next generation?

Thursday, November 16

Fascism in Practice

Readings:

Arendt, Origins of Totalitarianism, ch. 12

Weber, Varieties of Fascism, chs. 6, 7, 10

Questions for Discussion:

1. How did German and Italian fascism differ? How were they similar?
2. How widespread was fascism in the 1930's?
3. Why was fascism never really successful in Britain or the U.S.? Why was it successful in other places?
4. Were there any well-known American fascists?
5. What role does war and struggle play in fascist ideology?
6. Why is the role of propaganda and terror in the fascist systems?
7. Why do the totalitarian regimes have periodic purges?
8. What part have the traditional elite groups played in fascist regimes?

Monday, November 20

Is Totalitarian Behavior Universal?

Readings:

Arendt, 13

Shirer, "Nazism: A Continuation of German History"

Epstein, "Shirer's Argument Challenged"

Bullock, "Hitler Made the Movement"

Anderson, "German History Did Not Make Nazism Inevitable"

(These last four readings are all brief excerpts from larger works and are available at FCC House in Xerox form)

Questions for Discussion:

1. What social conditions seem most appropriate for the rise of fascism?
2. Was fascism inevitable in Germany?
3. Did Hitler push the Nazi movement to success in Germany or was he pulled along with it?
4. Are modern American right-wing groups proto-fascist? Are they a suitable solution to modern problems?

SOCIAL SCIENCE COMMON

Assignments

Monday, October 16, 1967

Topic: The Authoritarian Personality

Readings:

1. Adorno, T. W., et al, The Authoritarian Personality, Part I (Vol. 1).

Required:

- (1) Introduction, pages 1-27.
- (2) Chapter VII, the Measurement of Implicit Antidemocratic Trends, pages 222-279

Optional:

The student interested in other measures of prejudice used in this study should read Chapter IX, The Interview as an Approach to the Prejudiced Personality, and Chapter XIV, The Thematic Apperception Test in the Study of Prejudiced and Unprejudiced Individuals.

2. Adorno, T. W., et al, The Authoritarian Personality, Part II (Vol. 2)

Required:

- (1) Chapter XIX, Types and Syndromes, pages 744-783
- (2) Chapter XXIII, Conclusions, pages 971-976

Optional:

The student interested in summaries of specific findings using the measures of prejudice described in Volume 1 of the series, should note chapter headings in Volume 2, and read according to her interests. For example, those interested in the role of religion in prejudice should read Chapter XVIII; those interested in the role of politics and economics in prejudice should read Chapter XVII.

Tuesday, October 23

Topic: Altering Personality

Reading:

1. Brownfield, Charles A., Isolation
Please read entire book.

Lindenwood College
St. Charles, Missouri

AGENDA

for

Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9:00 a.m., January 10, 1968

(Coffee: 8:30 a.m.)

Invocation

Mr. Conover

Reading of the Minutes of December 13, 1967

I. PRESIDENTIAL ANNOUNCEMENTS AND SPECIAL REPORTS President Brown

II. REPORTS OF AD HOC COMMITTEES

A. Report of ad hoc Committee on Wednesday
Overload Problem

Mr. Temmen

B. Report of Faculty Club ad hoc Committee

Mrs. Welch

III. OLD BUSINESS

IV. NEW BUSINESS

A. Report on Summer Session Special Programs

Mr. Barnett

B. Report on Wednesday Continuing Education
Program

Mr. Quehl

C. The problem of community

Mr. Quehl

V. ANNOUNCEMENTS

A. February 7 has been chosen as the day for the special faculty meeting that will initially deal with the issue of the establishment of a Coordinate Men's College on the Lindenwood campus. To reiterate President Brown's recent letter to all faculty members, you are urged to express your thoughtful opinions on this matter in the form of a written statement. Such statements should be forwarded to the President's office.

B. Due to the President's Convocation at 11:00 a.m. today, the Special Academic Programs Committee will meet to discuss the proposed honors program at 1:00 p.m., rather than 10:30 a.m. Young Lounge.

C. Other announcements.

Faculty meetings

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
January, 1968

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9 a.m., January 10, 1968. Dean Quehl presided, and Mr. Conover gave the opening invocation.

The minutes of December 13, 1967, were approved as distributed.

I. PRESIDENTIAL ANNOUNCEMENTS AND SPECIAL REPORTS

- A. President Brown read the joint statement signed by Mrs. House and him (Enclosure).
- B. A representative from TIAA will be on campus on December 14 to discuss a retirement plan; the chairman of the AAUP Salaries, Tenure, and Fringe Benefits Committee will join in the discussion. The General American Insurance Company will also make recommendations after reviewing its program. Since the present plan works a hardship on those who leave or whose employment is terminated, these studies could lead to (1) a modification of the present plan, and/or (2) the possibility of the TIAA plan for new members or for those who wish to shift.
- C. The requested comments on the topic of a coordinate men's college, which include statements on both sides of the issue, will be mimeographed and distributed so that we will have our views broadened when we meet for further discussion. A discussion paper will be prepared under the influence of the statements which are coming from the faculty, Board, students, and alumnae.

Although President Brown's mind is not completely made up on this issue, he is alarmed by the position of an isolated women's college. Another point to consider is that men's colleges and small coeducational colleges are having more difficulty in getting good men students than women students. The biggest problem is: Can we get the kind of men we want for a coordinate men's college?

It is our hope to reach some conclusion in terms of a coordinate college by June, when we will have a Board of Directors enlarged from 15 to 24. We will ask the Court to permit the removal of "female" from our name, and we will investigate the status of Lindenwood College in terms of the admittance of men if we give women priority. In the meantime, we will be admitting men to the Center for the Study of Mathematics.

- D. President Brown feels that the current mood of the campus is bad and that we must do all we can toward improvement. Many student organizations are almost disappearing; student activities are almost fading away. Although 40 percent of the freshmen say that they are interested in politics, the Public Affairs Club is the weakest on the campus.

Some students are taking advantage of the new regulations and are discrediting themselves and their peer group. There are great gaps between the senior and freshman classes; between the achievement of junior and freshman classes; between student leaders and freshmen; in attitudes about the function of college.

II. REPORT OF AD HOC COMMITTEES

- A. Mr. Temmen distributed his committee's report on WONDERFUL WEDNESDAY. Dean Quehl added that he has been receiving more than the usual number of complaints from students about the "double assignments" on Wednesdays.

Mr. Moore moved that Dean Quehl appoint a committee to deal with the problem of setting up good schedules of classes and meeting times for next year. This motion was seconded and accepted.

- B. Mrs. Welch reported on plans for repainting and refurbishing the Faculty Club house, named January 15 as the opening date, and asked for help and the payment of \$10 dues to her or any member of the Committee: Mrs. Amonas, Mr. Barnett, Mr. Berg, Mr. Doherty, Miss Lichliter, Mrs. Roudebush, and Mr. Wehmer.

III. OLD BUSINESS - none

IV. NEW BUSINESS

- A. Mr. Barnett mentioned some special features of the summer program, which will be described in detail in the LINDENWOOD COLLEGE SUMMER SESSION 1968 sheets to be sent to the faculty. He urged that faculty members talk with students about summer school at every opportunity.
- B. Dean Quehl spoke of the Wednesday Continuing Special Program to be launched at the start of the spring term. (Complete information will be sent shortly.) We hope to operate four cycles of seven weeks each next year as a service to St. Charles and the surrounding community. We are presently engaged in formulating a cooperative program for continuing education with the University of Missouri in St. Louis, the first breakthrough in public-private school cooperation. Dean Quehl asked for ideas for experimental courses from anyone who would like to teach in this program, which is primarily concerned with stimulating conversation.
- C. Dean Quehl then spoke on the problem of community. The students have become unresponsive to vespers, assemblies, etc. He asked that we show by our example that planned activities are worthy of attendance and to demonstrate that they have educational merit.

Miss Slayman suggested that more publicity about assemblies and special events would be helpful.

V. ANNOUNCEMENTS

- A. The special faculty meeting on February 7 will consider the establishment of a coordinate men's college on the Lindenwood campus. Faculty members are urged to express their opinions in writing.
- B. The Special Academic Programs Committee will meet in Young Lounge at 1 p.m. instead of 10:30 a.m. today to discuss the proposed honors program.

C. Other announcements

Mr. Berg called attention to three cultural opportunities during the month: January 17 - David Lloyd, tenor; January 20 and 22 - Lindenwood Opera Theater; and January 27 - Chancel Drama.

Mrs. Carpenter asked about a special arrangement for faculty members to have meals with students in the dining room. Dean Quehl replied that the whole question of food is being studied, with a possibility of cafeteria service for some meals.

Miss Lichliter asked for letters of recommendation for applicants for fellowships and jobs. She also asked for faculty expression on majors and career nights. The English, art, and speech sessions have been poorly attended by only one to nine freshmen.

Mr. Murdock announced an IBM lecture on the computer for the faculty at 1 p.m. today.

Mrs. Bittner told of recreational riding every Wednesday afternoon at \$1.50 during January.

Miss Jacobson announced two basketball games with Greenville College this evening; there will be a total of 12 games this school year.

Mr. Bauer gave the January hours for the language lab and the audio-visual room: Monday through Friday 10-12 a.m., 1-5 and 7-10 p.m.; Sunday, 7-10 p.m.

Mr. Barnett suggested that we need to keep informed about other departments. He directed attention to the description on Miss Lichliter's bulletin board of CONFLUENCE, the intercollegiate magazine, which will be published in March by students and associate editors.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary

January 8, 1968

Statement to Faculty of Lindenwood College:

At the November 15 meeting of the faculty of Lindenwood College the President of the College stated that current enrollment and projected enrollment would make it necessary to reduce the size of the faculty, that this effort would be within the framework of standing policy in regard to notification and tenure, and would involve tenure only in the Music Department. The President consulted with the Chairman of the Music Department, the Divisional Chairman, the Dean of the College and members of the Department. He received the recommendation that the reduction in the department, in the best interest of the department and the college, should involve the contract of Associate Professor House, who was duly and officially notified in a letter dated December 7, 1967.

Mrs. House was given a year's notice, and was told that the President would make every effort to see that retirement arrangements were adjusted to her best advantage. It was made clear to her that the action was not in any way a reflection on the quality of her teaching, and that no reappointment to her position would be made for five years. Efforts to relate Mrs. House to the work of the department as a part-time teacher of piano would be made, for a moral responsibility to use her services if there was need was recognized.

Mrs. House responded verbally to the President that she felt that the Lindenwood College Retirement Plan was very unfair and that she believed it operated in a fashion that would cause her to lose the college's contribution to her retirement.

Because Mrs. House declared that retirement arrangements were the major issue, every effort was made to see if there was a way that she could be given the college's contribution. Under the terms of the trust agreement this

cannot be done. Principally it cannot be done because the college share has purchased very generous insurance; this purchase has been consummated; the faculty member in such cases has had the benefit in this insurance coverage.

Mrs. House, in a letter addressed to the President dated January 3, 1968, requested the election of a faculty committee to hear her case.

This problem can best be dealt with by a careful review of the retirement plan; such a review is now underway. The college has arranged to pay Mrs. House the amount under dispute, but will not recognize this action as a precedent, and, of course, will make this payment out of general funds, and not out of the trustee retirement funds.

Mrs. House has requested that this joint statement point out the difficulties the present plan presents those who withdraw from it or whose employment is terminated by the college; she wants members of the faculty to know that what has happened to her "could happen to others," and has accepted the terms of severance and has withdrawn her request for a special committee.

The President of the College appreciates her cooperation, will bring about a review of the retirement plan with faculty participation, and has agreed to extend the college's cooperation to Mrs. House in any effort she cares to make to establish, in relationship with the Music Department, a studio arrangement for the giving of private lessons to residents of the St. Charles area.

Lindenwood College
St. Charles, Missouri

AGENDA

for
Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9 a.m., Feb. 14, 1968
(Coffee: 8:30 a.m.)

Invocation Mr. Conover

I. READING OF THE MINUTES OF JANUARY FACULTY MEETING

II. SPECIAL ITEMS OF BUSINESS Mr. Quehl

A. Appointment of Accelerated Degree Program
Committee: Miss McClear, Chairman and Program
Adviser; Messrs. Conover, Moore, Bornmann, Hood

B. Appointment of Blue Ribbon Residence Hall
Study Committee: Messrs. Richey, Temmen, DeWulf,
Caine, Mrs. Carpenter, Mrs. Morros, Mrs. Welch,
Miss Fields

C. Problem of Early Examinations

D. Course Overloads; Maximum Courses in Area of
Concentration (See Attachment)

E. Student Academic Dishonesty (procedures) Miss Lichliter

III. OLD BUSINESS

A. Report of Modern Language Study Committee Mrs. Crowley,
Mr. Doherty

B. Other Old Business

IV. NEW BUSINESS

A. CONFLUENCE, a new Lindenwood Publication Mr. Barnett

B. Informal reports from faculty who led off-campus
study during the January Term. Reports may be
informal, orally presented, and brief, expressing
both the highlights and problems experienced.

1. Mr. Wehmer

2. Mr. Vinson

3. Mr. Feely

4. Mrs. Carpenter

5. Miss Boyer

6. Miss Fields

7. Mr. Moore

8. Any faculty member who had
a good experience either on
or off campus.

C. Other New Business

V. ANNOUNCEMENTS

- A. Meeting of Honors Committee
- B. Faculty Club: General Progress
- C. Other

Mrs. Crowley
Mrs. Welch

LINDENWOOD COLLEGE
Office of the Registrar

To: Advisors
Re: Senior Advisees

The limit for the number of hours in an area of concentration or a major is the same under both the old program and the new program.

Not more than 42 hours or not more than 12 courses (42 hours) in the area of concentration or the major are permitted in the program leading to a Bachelor of Arts degree unless a student is graduating with total hours in excess of the number required for graduation.

In this event, additional hours in the area of concentration or the major may equal the number of excess hours a student will have when her degree requirements are completed.

The Chairman of any department may petition the Dean of the College for the privilege of waiving this regulation in cases where graduate study would be jeopardized; the Dean and the Chairman of the department will decide the number of hours in excess of the limit that may be allowed on the basis of an individual student's need.

Please review the records of your advisees to see that they are within this limit. Take into account their hours already earned, their current registration and their January and Spring term registrations.

Lula Clayton Beale

Distinguished President and Dean, dear friends on the Faculty,

It seems incredible that, while according to Marquis Childs' Pest Dispatch editorial of February 7, 1968, there was a "massive intelligence failure in Vietnam," we should be discussing the relative importance of individual languages, when it is our whole philosophy of language teaching we ought to examine. Perhaps nowhere more than in language preparation has the Ph.D. cult effuscated the real issue, which is that of competency to meet existing and ever changing needs.

We have many Americans living overseas. Should they have only a reading knowledge of German, because that is the Ph.D. requirement? Should our colleges be content to merely impart highschool proficiency in languages, while Canada is striving towards bilingualism and Mexico has embarked in a multilingual experiment? It was stated in the 1967 Modern Language Association Convention by Bruce Gardner of the United States Office of Education that current experiments in Florida and Michigan, if successful, would bring about full bilingualism or multilingualism in the United States by the year 2000. The Russians are already engaged in a full multilingual program. It may be coincidental that they had no intelligence failures to report. It is essential for us as a Nation and as a Faculty to meet the challenge of our times, a challenge of ever increasing communication.

PROPOSED CATALOGUE OFFERING

The aims of the language program at Lindenwood College are twofold: to impart cultural, literary and linguistic information which is appropriate to the needs of the contemporary student; and also to prepare students for advanced degrees in language.

THEREFORE, be it moved that, besides fulfilling whatever prerequisites are essential for advanced degrees for individual students, the College develop its language program as a constant source of linguistic and literary information to serve the needs of the contemporary student, and that this be the primary function of the language area of concentration in the liberal arts curriculum.

Mrs. Boyd Morris
Johnne Osack
Frances G. Crowley
Katherine J. Morven
Jane T. Nudd
Margaret McClear
Thomas W. Doherty
Howard A. Barnett
Hazel M. Toliver

14 February 1968

To: Administration and Faculty of Lindenwood College

From: Ad Hoc Committee on Foreign Language Study

Re: Report and Recommendations on Foreign Language Study at Lindenwood College.

Part I. The purposes of language study in the liberal arts curriculum of Lindenwood College.

We submit first a few quotations from William Riley Parker on the need for foreign language study in the United States today:

"If...liberal education means broadening and training the mind by pursuing knowledge for its own sake, it should not be forgotten that mind-training is largely verbal training."¹

"Most experts in the liberal arts have signified their conviction that a single language just does not provide a sufficient range of verbal perceptiveness for a liberally educated person."¹

"Learning a foreign language is a 'liberalizing experience' because, among other things, it teaches the limitations which the speech patterns of any single language impose upon individual thinking processes or even upon natural attitudes and assumptions."¹

"As space and time are conquered by science and technology, the naive, parochial notion that all civilizations are or should be patterned precisely like our own is suddenly a threat to peace and a handicap to our own government in its new role of leadership among nations."²

"For the sake of our country, and for the sake of man's hope for peace on earth, we must hasten to lift the Language Curtain and prepare more and more Americans to meet the rest of the world half way linguistically."²

¹William Riley Parker, The Language Curtain and other Essays on American Education (N.Y.: The Modern Language Association of America, 1966, p. 126)

²Ibid., p. 114

Report of Ad Hoc Committee on Foreign Language Study

Part I. (continued)

Extract from essay on "The Liberal Arts Curriculum Today" by Miss Margaret McClear, Assistant Professor of Modern Languages, Lindenwood College:

"..We have said that language is the universal discipline: 'fusing, verbalizing, translating, transmitting, all other disciplines.'... Surely, in view of this, language is a vital part of liberal education today. Even foreign languages. (Remember Marshall McLuhan's remark: "We wear all mankind as our skin today.") Someone will argue, "Well, we have computers that can translate; so why bother learning a foreign language?" An example serves to place this solution in perspective. It is said that an American put into a computer the phrase, "Out of sight, out of mind", to be translated into Russian. Then the Russian words were put back into another computer to be translated into English. The result was "Invisible, insane." It seems evident that where human imagination is involved (elliptical expressions, proverbs, slang, poetic thought, etc.) the final interpreter must be a human person....

"To those who favor dropping a language requirement, there are many things to be said. First, no one would be more in agreement with this than modern language teachers. That is, all other things being equal! The "equal" here means that if languages had been effectively taught in elementary and secondary schools where learning languages as a TOOL belongs, and if the liberal arts curriculum would use languages in the course of learning (that is, if history, political science, literature, etc. professors would or could use them in the ordinary course of their work), there would be no need of a foreign language requirement. Actually, as things stand and have stood in the United States picture of liberal arts, foreign languages are NOT taught as liberal arts until, at best, the upper division years. The beginning, intermediate, conversation, composition and reading courses are taught as tools or as remedial measures. Language cannot be a liberating art until the tool of language is mastered. As it stands, highly qualified people, trained, eager to teach language as an art, spend a good deal of their time teaching the beginning courses.

"This situation is slowly taking care of itself as the elementary and secondary schools teach more foreign languages. Each year, our language departments are getting students who are more advanced and who do not need to start at the beginning. It is a matter of perhaps ten more years before modern language departments in a liberal arts setting can come into their own and really begin to function as an art....Until that day, it is probably the better decision to keep foreign languages as a requirement, even though the student does not reach a high degree of mastery with only two years of study. As Chesterton says: "If a thing is worth doing at all, it is worth doing badly."

Report of Ad Hoc Committee on Foreign Language Study

Part II. Results of questionnaire sent to all Members of the Lindenwood College Faculty.

Only 19 questionnaires were filled out and returned.

- 11 of these definitely favored a 2-year foreign language requirement, but 2 of these expressed dissatisfaction with the reasons supporting this requirement as stated on page 18 of the current college catalogue. A third member believed in the requirement as stated but does not believe that Latin and Greek should be substituted for a spoken language.
- 2 members expressed dissatisfaction with the catalogue statement but were non-committal concerning the need for a language requirement.
- 6 members expressed dissatisfaction with the catalogue statement (which, incidentally, was not written by anyone in the departments of either modern or classical languages) and were either doubtful concerning the need for a foreign language requirement or definitely opposed to one.

Among the negative replies, one member advocated reducing the requirement to one year, "in keeping with reduction in requirements in other departments." Another felt that "too many people are forced to take language courses without any interest in the subject. They would be better off waiting until they feel a need for studying a particular language."

One member feels that language study is "not needed by the majority of students" and states that "if we are preparing our students for the 21st century, we might cut down on French and German, drop Latin and Greek, and add Russian and Chinese."

Still another states that "increase in world trade and travel has decreased the necessity to speak a foreign language."

A reply reflecting much thought asks for a statement of our philosophy of language teaching. "Is it for discipline, for understanding structure of languages, for reading, for conversation, for graduate school requirements or for some combination of objectives? What is its relation to the new curriculum?... What do our students do with their linguistic skills?" (We considered this answer as non-committal as far as being for or against a language requirement was concerned.)

To end on a more positive note, one member thinks that "the study of only one foreign language hardly makes a dent in the student's linguistic behavior as far as the practical use of a foreign language is concerned....The role of foreign language study in a liberal arts curriculum should be stressed, including the study of Latin and Greek." PLEASE NOTE: This person is not a language teacher.

Report of Ad Hoc Committee on Foreign Language Study

Part III. Recommendations.

The Committee recommends to the faculty and administration:

1. That, in view of the "liberalizing experience" afforded by learning a foreign language, ancient or modern, the foreign language requirement, as indicated on page 22 of the Lindenwood College Bulletin for 1967-1968, be retained as a prerequisite for the Bachelor of Arts degree, namely: "Proficiency in a foreign language or the successful completion of four courses in a specific language."
2. That "proficiency" be defined as "demonstrated ability to do work beyond the intermediate level of instruction", to be determined either by placement tests or by permission of the instructor; that, in a modern language, the four skills of listening comprehension, speaking, reading and writing be considered, but that, in an ancient language, only reading ability and, to a lesser extent, writing ability be sufficient.
3. That audio-lingual methods of instruction be used in all elementary and intermediate classes in modern languages, stressing concurrent development of the four basic language skills.
4. That elementary and intermediate instruction in modern languages be classroom-centered, but with intensive use of the language laboratory for individual student practice.
5. That, since roughly one-half of the elementary language student's preparation time is spent in listening and speaking, the language laboratory be made available for student practice at least 6 mornings, 6 afternoons and 6 evenings a week, from 8 A.M. to 12 noon, from 1 to 5 P.M. and from 7 to 10 P.M.
6. That, in order for the language laboratory to be effectively utilized as a listening library for modern language students, a responsible person be assigned to the reception desk at all hours during which the laboratory is open. We recommend engaging one full-time employee whose primary responsibility would be to see that students sign for tapes, to furnish information on location of tapes and how to use them, and to insure that the laboratory is in good working order and is being used properly. This person, if employed for a 40-hour week, would need to be replaced at certain times (most likely in the evening) by other responsible people, probably by student assistants.
7. That, in view of the preparatory nature of elementary and intermediate modern language courses, these courses not be counted as applying toward the total number of courses prescribed (i.e., a minimum of eight and a maximum of twelve) in the requirements for the area of concentration. (This request has already been presented to the Educational Policies Committee at its meeting on January 24, along with supporting reasons.)

Report of Ad Hoc Committee on Foreign Language Study

Part III. Recommendations: (continued)

8. That offerings in German be increased next year and that a part-time instructor be engaged to share the teaching with our present full-time instructor.

9. That we consider seriously the possibility and the practicality^{bi} of offering Russian in the near future.

10. That every effort be made to organize off-campus study programs in French and Spanish for the January term next year in countries where these languages are normally spoken, for the dual purpose of engaging in intensive practice in the use of the language and of gaining first-hand acquaintance with other peoples and cultures.

11. That we consider offering intensive courses in the foreign language concerned, taught by two or more instructors during the January term, thus providing more variety for the students and allowing for more specialization--and somewhat less oral fatigue--for each instructor. Such courses could be called "Workshop in French", "Workshop in Spanish", etc. and would involve intensive use of the language both inside and outside the classroom. Subject matter studied would emphasize the contemporary life, culture and problems of a country or area where the language is normally spoken.

12. That we continue using part-time students from foreign countries as teacher aides in French and Spanish, and add to them a student from Germany. (We need not use the same agency as at present.)

13. That the student foreign language clubs be encouraged, as well as the use of films in the foreign language.

14. That students be encouraged to organize language tables in the dining room and to use the language as much as possible in their residence halls; that we work toward the day when enough students are sufficiently interested and advanced in the use of a foreign language to justify the use of a special house or wing of a residence hall for those specializing in a modern language.

15. That vocational possibilities in foreign languages be explained to interested students by members of the modern language department at an announced meeting in the near future.

Respectfully submitted,

Committee on Foreign Language Study

Thomas W. Doherty

Thomas W. Doherty
Acting Chairman,
Department of Modern Languages

Frances G. Crowley, Chairman

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
February, 1968

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9:00 a. m., February 14, 1968. Dean Quehl presided, and Mr. Conover gave the invocation.

The minutes of the meeting of January 10, 1968 were approved as distributed.

I. SPECIAL ITEMS OF BUSINESS: REPORTS AND ANNOUNCEMENTS

- A. Dean Quehl announced the appointment of an Accelerated Degree Committee. They were as follows: Miss McClear, chairman, Messers Conover, Bornmann, Moore, Hood. Since no degree requirements are involved, the committee's work did not require faculty action.
- B. The Dean also appointed a Blue Ribbon Residence Hall Study Committee. They were as follows: Messers Richey, Temmen, DeWulf, Caine, Mrs. Carpenter, Mrs. Morroa, Mrs. Welch, Miss Fields. Ex officio members: Mrs. Roudebush, Miss Lichliter, Dean Quehl.
- C. Dean Quehl announced a joint student-faculty meeting on "Student Academic Freedom and Responsibilities," for February 14, at 3:30 p.m. in Young Lounge.
- D. The Dean asked faculty advisers to use care in recommending student overloads or excess courses in areas of concentration.
- E. Dr. Moore was asked to clarify the procedures under the Honor System for cases of academic dishonesty. He indicated that such cases should be referred either to student members of the Honor Board or to either of the faculty representatives: Dr. Moore or Dr. Richey.
- F. Dean Quehl expressed to the faculty Mr. Vinson's thanks for the faculty's expressions of sympathy.
- G. The Dean asked members of the faculty to keep their faculty meeting agenda to themselves to avoid misunderstandings.
- H. Miss Fields suggested that the College issue identification cards to its faculty. Dr. Crowley moved that such cards be issued. Miss Beasley seconded. Motion carried.

- I. In connection with the annual Honors Day May 1, Dean Quehl asked the faculty to consider an academic procession. Miss McCrory moved that such a procession be held. Dr. Bornmann seconded. Motion carried.

II. OLD BUSINESS:

- A. After presenting the report of the Modern Language Study Committee, Dr. Crowley moved:

Therefore, besides fulfilling whatever prerequisites are essential for advanced degrees for individual students, the College develop its language program as a constant source of linguistic and literary information to serve the needs of the contemporary student, and that this be the primary function of the language area of concentration in the liberal arts curriculum.

Dr. Toliver seconded the motion. After discussion, Miss Beasley moved to table the motion. Mr. Feely seconded. The motion to table carried.

Dr. Doherty then discussed the work of the Modern Language Department and moved that the motion be removed from the table and reconsidered. Dr. Crowley seconded. This motion carried.

Dr. Conover then moved that the report be resubmitted to the Modern Language Study Committee for possible revision and discussion and another report at the March faculty meeting. Dr. Bornmann seconded. Motion carried.

III. NEW BUSINESS

- A. Dr. Barnett gave a report to the faculty about the appearance of Confluence, the Lindenwood literary publication.
- B. Because of the shortness of time, Dr. Moore moved that the reports by faculty conducting off-campus courses in January be postponed to the March meeting. Dr. Little seconded. Motion carried.
- C. Mrs. Welch reported the Faculty Club now has a membership of 30. She asked for more.

The meeting was adjourned.

Respectfully submitted,

James F. Hood
Acting Secretary

Lindenwood College
St. Charles, Missouri

Notes on the Special Faculty Meeting
February 28, 1968

A special meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9 a.m., Wednesday, February 28, 1968. Dean Quehl presided, and Mr. Conover gave the opening invocation.

Dean Quehl introduced the three alumnae association representatives: Rosanna Veach Bruere (Mrs. Robert), Marguerite Metzger Hall (Mrs. Neil), and Barbara Ringer Hamill (Mrs. James C.).

Dean Quehl expressed the hope that this first day could be devoted to information about possible choices and direction for Lindenwood, questions and discussion, and a decision before the end of the present academic year.

It was agreed that President Brown's talk be recorded.

Attachments each faculty should have received are as follows: (1) Statements prepared by Students, Faculty, and Alumnae, (2) Report of the Institutional Research Committee, (3) A Report on the MacMurray College Experience in Establishing a Coordinate Men's College and Its Relevance to Lindenwood, and (4) A Report on the Kenyon College Plans for a Coordinate College. This report was resumed at 1:30 p.m. after recess at 11 a.m. for the President's Convocation and lunch.

Mr. Moore then started his Presentation and Interpretation of Descriptive Data on the Current Status of Lindenwood, which had been distributed earlier.

Mr. Barnett moved that Pat Mackey be allowed to sit in for President Brown's and Mr. Barnett's discussions. The motion was seconded and defeated.

After Mr. Barnett presented his two papers, President Brown asked that we reach a decision as soon as possible - "we now stand between two worlds." He spoke of the resources and the faculty to deal intelligently with 1,000 to 1,200 students, of economic and academic problems with lower enrollment, social problems, and other chronic difficulties. The Board of Directors will make the final decision based on the recommendation of the administration, who, in turn, will base its recommendation on the willingness of this faculty to set out on a new course and in a new direction.

When questioned about the availability of students, Mr. Davis replied that it will be 1970 before the number of graduating high school seniors are about the same number as in 1965, and 1971 before they will exceed 1965. He added that all institutions have built large facilities to meet the expanded student bodies from the postwar birth rate, and there are many vacancies. He feels that it will take at least two years before we can have a concrete program to present.

Mr. Feely introduced the idea of a technical institute to exploit the present opportunities in the St. Charles area with its favorable location and industries.

Mrs. Carpenter expressed frustration because of the lack of discussion and time to explore possibilities more leisurely.

In response to Mr. Caine's query as to the alternatives and the extent of our present problems, President Brown explained that we face serious problems in terms of admissions and holding power and the resulting economic problems.

It was agreed that the timing had been misjudged today, that further discussion is needed of means as well as of ends and objectives, and that another meeting will be called within the next ten days.

The meeting was adjourned at 4:45 p.m.

Respectfully submitted,

Emma Purnell
Secretary

Lindenwood College
St. Charles, Missouri

Notes on the Special Faculty Meeting
March 6, 1968

This special session of the Faculty of Lindenwood College was held in the President's Annex at 1:30 p.m., March 6, 1968. President Brown presided, and Mr. Conover gave the opening invocation.

President Brown introduced the session by expressing the hope that three fast outlines of possible approaches to coordination would enable us to see not just vague things in the background but specific ways in which Lindenwood can develop some form of coordinate program. Mr. Feely, Mr. Hood, and Mr. Barnett gave their conceptions in outline form.

1. Mr. Feely felt that it is absolutely necessary to have a long-range program if we are to change, possibly a 30-year program, from 1970 to 2000. Although the community has changed, the College has not kept pace.

He mentioned the need for a common denominator between coordinate colleges, which he felt might be art. He cited his personal experience at Washington University, where an attempted combination of engineering students and liberal arts students in an English class was not successful, since each had a different point of view; the one common denominator between the two groups was art, which sparked interaction.

Since many liberal arts colleges in our community are trying to do exactly what we are doing, he suggested looking in other directions, such as a technical school in (a) aerospace or (b) the area of communications - TV, radio, etc.

Our facilities would lend themselves to this course: the library and new science building, which could be used immediately; the natural setting for a Greek amphitheater, Shakespearean theater, concerts, movie making, etc. Our location could involve community and interstate participation.

2. Mr. Hood agrees that space is our biggest asset, but he feels that we would have certain problems in developing a technical school if we are to preserve Lindenwood as it is or as it is to become and also to correct any deficiencies. He doubts if there is much future in a totally undergraduate technical school, with large facilities required and students oriented toward graduate school.

We should make clear what we have and what we do well and, in the beginning, do the same with boys. The men's college should be a liberal arts one, with emphasis on what he considers our strongest areas, the humanities and the social sciences. "Do not spin off in a math program." Whatever specialties the men's college develops should be peculiar to it; the faculty would have to make its own plans.

His suggestion involves another liberal arts college completely separate from this one, with about 500 or 600 students in each one: physically separate campuses, in which the social lives of the students would not have to overlap unless they wish; separate administration up through the deans; same president for both campuses responsible for raising money; separate faculties; some classes distinct on both campuses, some mixed, and some combined; same library and same classroom facilities, with some classrooms on the new campus. Although there would be educational overlapping, the two campuses would be distinct physically and administratively.

3. Mr. Barnett took a definite position for a men's senior college, although he is not necessarily committed to it (Attachment).

During the discussion which followed, with Mr. Wehmer acting as moderator, some of the points brought out were:

- A. If the action we take makes Lindenwood simply another traditional college, we will not have any pulling power. We must be imaginative and bold enough to attract students to a distinctive program, something which they cannot get anywhere else.
- B. We need the support of faculty, alumnae, and present student body; and we must respect their notion of a college, even though we may want combination. The idea of a senior college would be compatible and would not take over the College as it presently exists.
- C. Many good students go to junior colleges, partly because of cost, who might be interested in a senior college and able to afford Lindenwood after saving money for the first two years.
- D. We must exercise caution about moving into a new program too fast. We must have lead time, program, and faculty.
- E. President Brown felt that some kind of recommendation must be made to the Board by the last of April. No formal vote will be taken today, but an indication of the faculty's choice would enable implementation of a feasibility study. The faculty can still choose another alternative after the feasibility study and further consideration.

Mr. DeWulf moved that the faculty of Lindenwood College give serious consideration to one of three educational approaches the College may take in future years to improve its posture:

	<u>Vote</u>
1. Remain as a liberal arts college for women	0
2. Become a coeducational institution	10
3. Develop a coordinate institution with distinction	38

Mr. Bauer seconded the motion, and the ballots were distributed and counted, with No. 3 receiving the majority vote.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary

MEMORANDUM TO PRESIDENT BROWN:

The more I contemplate the question of bringing some kind of men's college to the Lindenwood campus, the more I think the senior college offers the best alternative, given our hopes, our potential, and our resources. I don't know enough to describe in detail the institution which we might want to bring into existence nor the means by which we can do it. Here are some ideas, however, which I hope will be suggestive.

VERSIONS OF OUR OBJECTIVES:

1. We want some men who will be an integral part of our community.
2. We would like to avoid simple coeducation in order to preserve the Lindenwood tradition and the values of separate education for women.
3. Separate education for women at Lindenwood is to some extent more important in the freshman and sophomore years. The opportunity to study some subjects with men in the classroom would hold many of our students who have been transferring.
4. We want some of the economies of a companion college as well as the social and intellectual advantages of having men nearby.

VERSIONS OF THE IDEAL SOLUTION:

1. A college that will attract good students and intellectually interesting men.
2. A college which has its own reason for existence quite apart from our wish for it.
3. A college which would hold our juniors and seniors - not just because they want social contact with young men, but because the junior and senior program will have the full intellectual challenge which depends in part on having both the male and the female viewpoint.
4. A college which permits Lindenwood as a woman's college to continue as an entity, with many classes remaining women's classes, with student government, dormitory life, traditions, etc., continuing to be areas of college life which belong to the young women who support it.
5. A college which will not require extensive construction of buildings, which can share our faculty to an important degree, and which will attract endowment money to support both Lindenwood and the men's college.

SOME NOTES ON A SENIOR COLLEGE TO MATCH THE IDEAL:

1. A senior college for men taking its name from the person or organization which gives it the initial financial support.
2. Its program should be specialized, perhaps offering majors in just a few areas, e. g., COMPUTER MATHEMATICS FOR THE SOCIAL SCIENCES, THE POLITICS AND LITERATURE OF EMERGENT NATIONS, ASIA, MODERN COMMUNICATIONS (FILM, T.V., RADIO, CREATIVE WRITING, ETC.). I think it would be a mistake to make it single-purposed, but there should be some limitation.
3. Its faculty should be composed of regular Lindenwood professors plus joint professorships with Washington University and others, and perhaps some adjunct professorships. The appointment of a few very outstanding scholars could bring the students we want.

4. Utilize the flexibility of the regular Lindenwood curriculum - the January term off-campus in some significant area relevant to the program of the Senior College. This could be a very attractive feature which would draw men to the college.
5. Degrees from the senior college would be for men only, but our Lindenwood women could take advantage of all the course offerings and majors. On the other hand, a Lindenwood students who wished to could remain in the regular Lindenwood program. In a way, this arrangement would detract very little from the character of Lindenwood as a women's college.
6. No new buildings would be needed. Perhaps, with the distinctively senior character of the men's college, one of our present dormitories would serve for the first few years. It would be the faculty and the curriculum which would make it appealing.
7. The key to our initial success would be a donor. A senior college of this type ought to attract the interest of someone who could give his name and financial support to a college which would have, I think, a very good change of success. With \$500,000 to \$1,000,000 (perhaps even less at first), we could get the outstanding faculty and give some significant scholarships. A few noted scholars - perhaps some who have retired from great universities and would be willing to teach for another year or so - could make it very worthwhile for fifty to one hundred young men to come here for the first year. Growth would come almost as we would wish it to come.

I think that faculty sanction for a proposal like this would be enough to enable you to begin drawing up the specifications of such a college and then making the approach to men or women who could endow such a college. The Lilly Foundation might be interested.

Howard A. Barnett

*Included with faculty
minutes & agenda
(April)*

LINDENWOOD COLLEGE
SAINT CHARLES, MISSOURI

Minutes of the Educational Policies Committee

March 6 and 13, 1968

I. MINUTES

The January 24, 1968, minutes were accepted as distributed.

II. OLD BUSINESS

- A. Mr. Conover introduced the ad hoc committee report on Scholarship Standards (Agenda Attachment) not so much as a recommendation as a request for clarification and instruction for the subcommittee. A general agreement was reached to return the report to the committee for further work.

Dean Quehl will send a memorandum to Mr. Hood recommending that the FCC reconsider the whole notion of grading: an official grade to be put on the transcript, a grade to indicate standing, or a grade to be counted in as quality points?

- B. Mr. Richey presented the ad hoc committee report on Residence Requirements and Return of Course Credit (Agenda Attachment):

1. Dean Quehl moved that "no more than 2.5 Lindenwood courses, or 9 hours from another institution, be returned for graduation." Mr. Bornmann seconded, and the motion carried.
2. Mr. Bornmann moved that "all credits be returned by the end of one calendar year." Mr. Conover seconded, and the motion was accepted. Dean Quehl added that students can still petition for conditions beyond their control.
3. After President Brown defined "residence" as meaning a Lindenwood College sponsored course, Mr. Moore moved the acceptance of the residence requirements described in Part 3. Mr. Richey seconded, and the motion passed.

III. NEW BUSINESS

- A. Review of proposed Accelerated Degree Program Committee philosophy and procedures (Agenda Attachment): This proposal by Miss Margaret McClear was accepted with a few minor corrections-"baccalaureate program" for "course," "spring semester" for "term," and "at the end of a term" instead of "at any time."

- B. Suggestions from Accelerated Degree Program Committee (Agenda):

1. "That the normal load during the fall and spring term be 4 courses and that the Dean of the College, with full cooperation from each faculty adviser, rigorously enforce this policy, beginning fall term, 1968." Because of the hardships for departments with one-half courses, it was agreed to maintain the 4 1/2 courses for each term.

- 2. "That the normal load in the January term be one course and that the policy allowing the Dean of the College to approve, upon petition, a half-course overload, be deleted." This suggestion was moved, seconded, and accepted.
- 3. "That physical education activity courses continue to be recorded as credit, but that this credit not count toward the 34-course minimum requirement." This motion was moved, seconded, and passed.
- 4. "That no more than two summer school courses from Lindenwood or its equivalent (seven credit hours from another college or university) shall be counted in any given summer toward the 34-course requirement. This motion was moved, seconded, and accepted. Mr. Richey suggested that the rationale for this procedure be included in the catalogue.
- 5. "That all credit transferred to Lindenwood from another college or university be converted to Lindenwood course credit by calculating credit hour credit to the nearest first decimal." The EPC decided that transferred credit hours should be calculated to the nearest one-fourth course.
- 6. "That the faculty consider changing the minimum graduation requirement from 34 courses to 36 courses (34 courses presently equal 119 credit hours; 36 courses would equal 126 credit hours, more nearly the requirements under the old program)." The motion was made, seconded and accepted unanimously; it will apply to the 1969-1970 freshmen.

It was decided that the results of every agenda of EPC be attached to the faculty agenda of the forthcoming faculty meeting so that any decision can be called up for review by the faculty if desired.

The meeting was adjourned to be **continued** the following Wednesday, March 13, at 1 p.m.

RESUMPTION OF EPC MEETING ON WEDNESDAY, MARCH 13, 1968. During Dean Quehl's absence, Mr. Conover presided.

III. F. Modern Language Department request (Agenda Attachment) presented by Mr. Doherty (page "31" in paragraph 3 changed to page "21"): After Mr. Doherty's departure, Mr. Conover asked that the request from the Art Department in Paragraph H be considered before a decision is made about the Modern Language Department, since these requests are similar (see below).

Following the discussion of the request from the Art Department, Mr. Bornmann moved that the request from the Language Department be denied. Mr. Murdock seconded, and the motion carried unanimously.

- H. The new catalog statement, presented by Mr. Kanak for EPC decision, regarding the areas of concentration in (1) Studio Art and (2) the History of Art (Agenda Attachment) was then considered.

The Committee discussed the differences between the EPC action last spring, which was intended to permit differing sequences in both studio art and art history within the one area of concentration in Art, and the catalog statement that there are two separate areas of concentration offered by the Department of Art. It was decided that the minutes of the EPC meeting at which this was considered last spring be examined before action is taken on the present request from the Art Department. Mr. Bornmann is to examine the records.

Mr. Bornmann moved that this request from the Art Department be tabled until the next meeting. Mr. Moore seconded, and the motion was accepted unanimously.

The items on the docket not included in these minutes remain to be considered at the next meeting of the EPC.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary

LINDENWOOD COLLEGE
St. Charles, Missouri

AGENDA
for
Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9 a.m., March 13, 1968

(Coffee: 8:30 a.m.)

Invocation

Mr. Conover

I. READING OF THE MINUTES OF FEBRUARY 14, 1968

II. REPORTS OF STANDING COMMITTEES

A. Educational Policies

Mr. Richey

1. EPC recommends that the faculty consider changing the minimum graduation requirement from 34 courses to 36 courses, effective for the freshman class of 1969-70. The present 34 courses equal 119 credit hours; 36 courses would equal 126 credit hours, more nearly the requirement under the old program.
2. Announcement: In order to facilitate better communication between EPC and the faculty, a copy of EPC minutes, reflecting all decisions, will be attached to each faculty business meeting agenda. EPC will select those items it feels should be brought to the faculty for final decision, but all faculty members may elect the opportunity of selecting any item from EPC minutes for review, discussion, and decision.

III. OLD BUSINESS

A. Informal reports from faculty who led off-campus study during the January Term. Reports may be informal, orally presented, and brief, expressing both the highlights and problems experienced.

- | | |
|-------------------|--------------------------------------|
| 1. Mr. Wehmer | 5. Miss Boyer |
| 2. Mr. Vinson | 6. Miss Fields |
| 3. Mr. Feely | 7. Any Faculty member who had a good |
| 4. Mrs. Carpenter | experience either on or off campus. |

B. Other Old Business

IV. NEW BUSINESS

A. Announcement: The Honors Committee Report, prepared by members of the Special Academic Programs Committee will be reviewed during the next meeting of the Educational Policies Committee. After this review, the report will be forwarded to the faculty for review and decision.

B. Other New Business

V. ANNOUNCEMENTS

- A. Dr. John W. Hollenbach, Chairman of the Department of English at Hope College, will spend the day of April 10 on our campus to help us evaluate our international education programs, both on campus and abroad. Dr. Hollenbach visits us as a Coordinator for the North Central Association Liberal Arts study, and he brings to us a good deal of expert experience in establishing and evaluating international education programs. Dr. Hollenbach was a major force in establishing the fine international educational program for the Great Lakes College Association. He will speak during a special faculty meeting at 9:00 a.m. on the general topic: "Establishing an International Dimension on the Home Campus."
- Dean Quehl
- B. Information on federal funds for faculty and student research
- Mr. Berg
- C. College Level Examinations
- Mr. Bornmann
- D. Student Use of Faculty Club for special faculty-student discussions
- Mrs. Welch
- E. Other announcements
- President Brown

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
March 13, 1968

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9 a.m., March 13, 1968. President Brown presided, in Dean Quehl's absence, and Mr. Conover gave the opening invocation.

I. The minutes of the meeting of February 14, 1968, were approved as distributed.

II. REPORTS OF STANDING COMMITTEES

A. Educational Policies Committee

1. Mr. Richey reported that the Educational Policies Committee recommends that the faculty consider changing the minimum graduation requirement from 34 courses to 36 courses, effective for the freshman class of 1969-1970. The present 34 courses equal 119 credit hours; 36 courses would equal 126 credit hours, more nearly the requirement under the old program.

Mr. Bauer moved that the recommendation of the EPC be accepted. Mr. Doherty seconded. Motion passed.

2. Mr. Richey announced that, in order to facilitate better communication between the Educational Policies Committee and the faculty, a copy of the EPC minutes, reflecting all decisions, will be attached to each faculty business meeting agenda. EPC will select those items it feels should be brought to the faculty for final decision, but all faculty members may elect the opportunity of selecting any item from EPC minutes for review, discussion, and decision.

III. OLD BUSINESS

A. Informal reports of off-campus study during the January term was made by Miss Boyer, Mrs. Carpenter, Mr. Feely, Miss Fields, and Mr. Wehmer.

B. President Brown made the following announcements:

1. A Special Grants Program has been established to assist qualified students in approved off-campus study (Attachment No. 1).
2. Mr. Barnett will be in charge of this year's summer session, but he will not be in charge of the summer sessions after this year.

3. At a special meeting last Wednesday, after three presentations and discussion, the following motion was passed which does not have legal validity but was put on record to indicate mood of the meeting:

That the faculty of Lindenwood College give serious consideration to one of three educational approaches the College may take in future years to improve its posture:

	<u>Vote</u>
Remain a liberal arts college for women	0
Become a coeducational institution	10
Develop a coordinate institution with distinction	38

The administration has begun to consider (a) the cost projections, (b) the recruiting of men, (c) the physical plant to see if we have the facilities, (d) the reports to faculty and a committee to pursue problems of coordination.

President Brown again stressed that the vote was only an expression of mood and not a commitment in any sense. It merely expressed the desire of the faculty to focus attention on the possibility and feasibility of the third plan. He asked that this action not be discussed with the students.

IV. NEW BUSINESS

- A. President Brown called attention to the announcement on the agenda: The Honors Committee Report, prepared by members of the Special Academic Programs Committee, will be reviewed during the next meeting of the Educational Policies Committee. After this review, the report will be forwarded to the faculty for review and decision.
- B. No other new business.

V. ANNOUNCEMENTS

- A. President Brown urged attendance at the special faculty meeting on April 10, at 9 a.m., when Dr. John W. Hollenbach, Chairman of the Department of English at Hope College, will speak on "Establishing an International Dimension on the Home Campus."
- B. Mr. Berg announced that information on federal research funds for teachers, students, and other individuals is available in Room 102R. Mrs. Seabolt will assist persons interested in using The Guide to Federal Assistance for Education.
- C. Mr. Bornmann asked Miss Lichliter to speak about the College Level Examination Program, for which many colleges are giving actual credit for certain areas. She urged faculty members to see the five general tests and the special subject matter tests after April 8, when she will have inspection copies for one month.
- D. Mrs. Welch relayed the request of some students to have regular discussion periods twice a week in the Faculty Club rooms; no action was taken on this request.

- E. Mr. Wehmer announced an AAUP meeting immediately following this meeting.

Miss Beale asked advisers to pick up registration material; the printed schedule is expected to be ready tomorrow. President Brown said that, although some commitments had to be made, the plans for January should be kept as flexible as possible to allow for improvement.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary

LINDENWOOD COLLEGE SPECIAL GRANTS PROGRAM

- Announcement made at Student
Convocation March 13, 1968

Believing that every Lindenwood student should consider the world as her classroom, I am pleased to announce the establishment of a Special Grants Program to assist qualified students in approved off-campus study. The policy of the College is to assist students finance off-campus study in not more than two of the four January terms.

Grants will be awarded to students who meet the requirements of approved off-campus study to help cover the costs of transportation, room, board, and tuition where the student is enrolled in a course at another institution or is studying under the guidance of a member of our faculty at an off-campus location. The grants will be available to full-time students in good standing enrolled in Lindenwood College. The purpose of the grants program is to assist students in undertaking off-campus study projects during the January term and to help cover the costs of extended field trips.

The amount of the grant will depend upon the nature of the approved off-campus study program up to a maximum of \$300 for students who have been full-time students at Lindenwood for at least three years. During the first year of the special grants program the maximum amount will be \$100 for all students. During the second year of the program the maximum amount will be \$200 for students who have been at Lindenwood at least two years. The program is expected to be operating at the top level by 1971. Any use of the grants by a student during her second or third year would limit the amount available to her during her fourth year. The grants will be administered by the Office of Student Financial Aid, under policy developed by the Committee on Off-Campus Study, as approved by the Dean and President of the College.

Let me give you an example of how the program will work. Let us suppose that a freshman is planning to spend two weeks during the January term of her sophomore year in New York on an approved off-campus study project. As a second-year student she would have available to her up to \$100, or \$50 a week for that experience. Since she used a grant during her sophomore year, she would not be eligible for a grant during her junior year, but would be eligible again during her senior year. She has used \$100 of the maximum \$300 available to her as a senior and therefore has \$200 to apply to her study of Caribbean Affairs or Sculpture at Inter American University in Puerto Rico. If she had not used part of the maximum grant available to her during the sophomore year, the full \$300 would have been available during the senior year.

THE CHART BELOW INDICATES THE MAXIMUM AMOUNT OF OFF-CAMPUS STUDY GRANTS WHICH WILL BE AVAILABLE TO STUDENTS ASSUMING THAT NO PART OF THE GRANT IS USED IN PREVIOUS YEARS.

CLASS OF	SCHOOL YEAR			
	1968-69	1969-70	1970-71	1971-72
1969	\$100	*		
1970	100	\$200	*	
1971	100	200	\$300	*
1972	*	100	200	\$300
1973		*	100	200
1974			*	100
1975				*

John Anthony Brown

The Special Grants Program for Approved Off-Campus Study is subject to revision and change by the Board of Directors of Lindenwood College at any time.

Lindenwood College
St. Charles, Missouri

AGENDA
for
Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9:00 a.m., April 10, 1968
(Coffee: 8:30 a.m.)

Invocation

Mr. Conover

Due to spring vacation, Educational Policies Committee was unable to meet. No other business has been transmitted to the office, and therefore, the formal business meeting will consist solely of the talk by and discussion with Dr. John Hollenbach. I would remind you that you will find this gentleman to be most exciting.

Dr. Hollenbach is Chairman of the Department of English at Hope College and he will help us evaluate our international education programs, both on campus and abroad. He was a major force in establishing the fine international educational program for the Great Lakes College Association. His topic on Wednesday will be "Establishing an International Dimension on the Home Campus."

GHQ:nd

Lindenwood College
St. Charles, Missouri

AGENDA
for
Special Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, Friday, 3:30 p.m., April 12, 1968

I. SPECIAL ORDER OF BUSINESS

The Educational Policies Committee Recommends, for final faculty review, the following proposed list of off-campus courses for the January term, 1969. These courses have passed two review points, (1) approval of the Off-Campus Study Committee, and (2) approval of the Educational Policies Committee. Courses under "A" have also been approved by department chairmen. Mr. Thomas

A. Lindenwood-Initiated Off-Campus Study Courses

Art

360-Pre-Columbian and Studio Art in Mexico (1) Slayman
Studies in Medieval Art-(Chartes)-Hendren

Biology

192-Research Project (½) Staff-Off Campus
194-Research Project (1) Staff-Off Campus

Chemistry

194-Research Project (1) Staff-Off Campus

Education

280-Schools of Tomorrow, Today (Detroit, Dade County, San Antonio)-DeWulf

English

220-Mythological Conventions in Renaissance Art and Literature
in Florence-Feely
240-New York Drama and Art-(New York City)-Fields
291-Writer's and Editor's Seminar, London (1) Minetree

History

303-The Influence of Paris on French Civilization (Paris)
Merideth (prerequisite: Hist. 203 or permission of
instructor)

Modern Languages

French

340-Contemporary France-Paris (1) Doherty

Spanish

370-The Popol Vuh (1) McClear (if off campus, in Guatemala)

Physical Education

350-European Physical Education (1) Amonas (Prerequisite:
PE 353) Limited to Physical Education Majors

Political Science

305-Public Policy-Washington, D.C. (1) Staff-(passed by Ed. Pol.
Committee-(Prerequisite, Pol. Sc. 225)

330-U.S. Foreign Policy: Latin America (1)-Tentative Offering
in planning stage) -(passed by Ed. Pol. Comm.)

Sociology

380-Off Campus Research in Urban Social Problems (1) Warheit
not cleared by committee-(Prerequisite: Sociology 102 or
permission of instructor) -(passed by Ed. Pol. Comm.)

Speech

192,193,194-Internships (2, 3/4, 1) Boyer

- B. Study Abroad Courses with Cooperating 4-1-4 Colleges and Universities
(Tentative Cooperating Institutions: Kalamazoo, Macalester, University
of the Pacific, University of South Florida, Jamestown College,
MacMurray, Austin College, Stetson, St. Andrew)

Science

Marine Biology-Jamaica-Faculty member to be announced, Florida Pres.
College

History of Science in England-London-Prof. Richard Neithamer, Florida P.C.

History

Studies in the History of London-London-Prof. William Wilbur, Florida P.C.
Cultural History of Roman and Renaissance Italy-Italy-Prof. John Garragues
Florida P.C.

Language

French Language and Literature-Paris-Faculty member to be announced,
Austin College

Literature and Drama

Irish Folk Culture-Ireland-Prof. Hal Waters, Florida Southern College
Drama on the British Stage-London-Prof. Albert H. Carter, Florida P.C.

Art

Art and Art Exhibitions-London-Faculty member to be announced, Florida P.C.

C. Caribbean Area Studies Program in Cooperation with Inter American University (Puerto Rico)

Initiated on an experimental basis for next year, the Caribbean Area Studies Program offers the student a variety of combinations. Course sequence can be individualized to suit student's concentration interests and preparation. Courses will be offered during the second semester (Mid-January to May), with normal course load of four or five courses. Special emphasis in six academic areas of Caribbean and Latin American study.

Economic Emphasis

Current Economic Problems in Latin America
Economic Development of Puerto Rico and Caribbean

Political Science Emphasis

Government and Politics of Latin America
Latin American Political Thought
U.S.-Puerto Rican Relations
The Government of Puerto Rico

Sociology Emphasis

Principles of Ethnology
Caribbean Culture Patterns
Social Problems of Puerto Rico

History Emphasis

South America Since Independence
Recent Trends in Latin American History

Geography Emphasis

Geography of South America
Geography of Middle America and Caribbean
Geography of Puerto Rico

Humanities

Religion in Latin America

TO: Dean Quehl
FROM: Emma Purnell
DATE: May 1, 1968

SUBJECT: Extract from Faculty Minutes, May 1, 1968

Mr. Bauer moved that we use Wednesday after this coming one (May 15) for a second faculty meeting at 9 a.m. for further consideration of the proposed constitution and bylaws. This motion was seconded and passed.

Mrs. Nord moved that we spend the next special meeting discussing the constitution and bylaws without voting on them. This motion was seconded.

Mr. Thomas moved the following amendment: that we meet for the purpose of further discussing the constitution and bylaws and, in the meantime, submit to the committee written statements of suggestions and objections; that the first part of the meeting be spent in hearing the report of the committee on these suggestions and objections; that we request from the committee a comparative study of the constitution as submitted by the AAUP and the constitution and bylaws that we now have; and that the committee raise any specific questions on which it wants our judgment.

This amendment passed, but the main motion lost.

Mr. Barnett then moved the amendment as the main motion without any stipulation on whether we vote or simply discuss. This motion was seconded and passed.

TO: Dean Quehl
FROM: Emma Purnell
DATE: May 1, 1968

SUBJECT: Extract from Faculty Minutes, May 1, 1968

Mr. Bauer moved that we use Wednesday after this coming one (May 15) for a second faculty meeting at 9 a.m. for further consideration of the proposed constitution and bylaws. This motion was seconded and passed.

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This amendment passed, but the main motion lost.

Mr. Barnett then moved the amendment as the main motion without any stipulation on whether we vote or simply discuss. This motion was seconded and passed.

Lindenwood College
St. Charles, Missouri

AGENDA
for
Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9 a.m., May 22, 1968

(Coffee: 8:30 a.m.)

Invocation

Mr. Conover

Reading of the Minutes of April 10, 1968

Remarks

President Brown

I. REPORTS OF STANDING COMMITTEES

A. Educational Policies Committee

1. EPC recommends, for faculty consideration, a new statement on Scholarship Standards (See attachment # 1). The old statement is found on pp. 95-96 in the catalog or under Academic Affairs -- 17C in the Faculty Manual. Mrs. Huesemann
2. EPC recommends, for faculty consideration, the reconstitution of the Department of Speech and Drama and its renaming as the Department of Communication Arts (See attachment # 2). This proposal has been reviewed and passed by both the Humanities Division and the Educational Policies Committee. Miss Boyer

B. Council on Teacher Education

The following proposal was passed by the Educational Policies Committee and rejected by the Council on Teacher Education. The faculty is asked to pass judgment on the proposal; Mr. DeVulf

"Our Student Teaching program is now scheduled so that a student is in a school building one-half day (3 hours) each day except Wednesday when she is required to be there all day in order to catch the flavor of a "school day". For the 18 hours of 'laboratory' time, exclusive of time for travel, lesson planning, grading, etc., a student teacher receives 2 course credits. An additional 2 courses brings the term load to 4 courses.

"The recommendation which follows assumes that 1968-69 will be a transition period as we move to inaugurate a one term Practicum for teacher trainees in the 1969-70 academic year. The one term Practicum shall consist of all-day student teaching for 10 weeks (3 course value) and a four week course in the Department. The one course could be either history or philosophy of education, or some other course needed for certification.

"I recommend that Student Teaching, Education 350, be listed in 1968-69 as having variable credit, 2 or 3 courses. In subsequent years it will have 3 course value." -- statement from Dr. DeWulf.

The Council on Teacher Education rejected Mr. DeWulf's proposal.

The Educational Policies Committee amended Mr. DeWulf's motion to read: "...student teaching, Education 350, will be listed in 1968-69 and 1969-70 as having variable credit, 2 or 3 courses." The statement, "In subsequent years it shall have a three-course value," was dropped.

II. OLD BUSINESS

III. NEW BUSINESS

- A. Presentation of the 1968 candidates for degrees.
(See attachment #3) Miss Beale
- B. Requested discussion of fall registration procedures for freshmen.
- C. Resolutions for Mrs. Virginia Winham House and Miss Juliet Key McCrory.
- D. Other new business

IV. ANNOUNCEMENTS

- A. Final Examination Schedule Mr. Quehl
- B. Faculty Manuals
- C. Catalog copy
- D. Congratulations to Ann Nord upon awarding of Ph.D.
- E. Summer Session Mr. Barnett
- F. Baccalaureate and Commencement Mr. Moore
- G. Creative Dance Class: Gym 7-9 p.m., May 22 Mrs. Amonas
- H. Concluding Remarks President Brown

REVISED REPORT OF THE SUBCOMMITTEE TO STUDY SCHOLARSHIP STANDARDS

In order to clarify the existing standards, and to revise paragraph three on page 96 of the current catalog, we present the following version for consideration. This, if adopted, will replace the present catalog material beginning with the heading "Scholarship Standards" on page 95 and ending with paragraph four on page 96.

SCHOLARSHIP STANDARDS, PROBATION, AND DISMISSAL

The following standards of scholarship have been established by the Lindenwood Faculty:

1. To qualify for graduation a student must attain a cumulative grade-point average of at least C (2.0). Failure to maintain established standards of scholarship will result in probation or suspension or dismissal from the College. The January term grade will apply only to the cumulative point ratio.
2. A student will be placed on probation at the end of any 14-week term in which she falls below the established standards. If she does not attain that standard by the end of the following 14-week term, she will be suspended or dismissed from the College unless she can secure permission to re-enroll because of unusual circumstances.
3. The regulations concerning probation are as follows:

A student who receives an F in one-half or more of her courses in either a fall or spring term will be on probation and must have the permission of the Dean of the College to continue in the next term.

The first-year student who fails to achieve a grade-point average of 1.6 or above in either 14-week term, and the second-year student who fails to achieve a grade-point average of at least 1.8 in any 14-week term will be on probation.

For junior classification a student must have earned sixteen course credits; the minimum grade-point average for admission to the junior year is 1.8, and she will be on probation if her grade-point average is under 1.9

For senior classification a student must have earned twenty-five course credits; the minimum grade-point average for admission to the senior year is 1.9, and she must have a grade-point average of 2.0 or above to be in good standing.

4. Academic probation means that a student is not in good standing, and that she will be subject to suspension or dismissal if her work does not reach a satisfactory level. Faculty advisers are asked to give special consideration to advisees who are on probation. Probation carries the following restrictions:
 - a. The student is required to attend classes.
 - b. The student may be required to take less than a normal course load.
 - c. The Dean of Students will confer with the student concerning nonacademic aspects of the problem.

A PLAN FOR A CHANGE IN THE SPEECH AND DRAMA DEPARTMENT AS PASSED BY THE HUMANITIES DIVISION ON MAY 1, 1968 AND THE EDUCATIONAL POLICIES COMMITTEE ON MAY, 1968.

It was moved and passed that the following plan for the reconstitution of the Speech and Drama Department be approved. The purpose for the reconstitution is to bring together under one department the communication arts presently available at Lindenwood and to add film-making.

THE PLAN:

The Speech and Dram Department will be renamed the Department of Communication Arts.

1. The curriculum will include:
 - a. The courses in dramatic literature and theater presently offered.
 - b. The courses in speech required to serve college needs.
 - c. Courses in broadcasting.
 - d. Courses in creative writing as related to the literary magazine, and radio and film outlets for creative work.
 - e. Film production courses and supporting courses in film history and criticism.
 - f. Supporting courses as appropriate to bring film and radio into service as modes of expression for other disciplines; art, biology, education, English, psychology, sociology, etc.
2. The faculty will include the present Speech and Drama staff and will be supplemented by joint appointments with other collegiate departments and by part-time appointments in the film, script writing, and perhaps some supporting courses.

REASONS FOR THE RECONSTITUTION.

There is immediate and vital interest among students for the introduction of film-making and for an imaginative use of all outlets for creative and intellectual expression: radio, theater, publications, as well as films.

Such a program will create multiple occupational opportunities for liberal arts graduates.

It will provide new dimensions for expression in all fields: art, biology, creative writing, dance, education, etc.

Film and broadcasting constitute a dynamic field: modern society is predicated upon this kind of communication.

High school students are working in films and television and will be coming to college expecting to continue to use these outlets.

Colleges all over the country are going into these fields. We are proposing an inter-disciplinary program which takes advantage of their experience and which will put us in step with developments in the communication arts.

It will provide a center of activity promoting extra-curricular interests as well as curricular programs throughout Lindenwood.

- d. The Director of Financial Aid will review the student's eligibility for financial aid or college employment,
 - e. Resident students on probation will be ineligible to have a car on campus unless permission is given because of special circumstances.
5. Suspension is normally for one term. A student who has been suspended may apply for re-admission. If a re-admitted student fails to achieve the necessary grade-point average in any subsequent year, she will be permanently dismissed from the College.
 6. Probation, suspension, and dismissal notices are sent to the student and her parent or guardian. Notification is also sent to the student and her parent or guardian when probationary status is removed.

Lula Clayton Beale
John A. Bornmann
C. Eugene Conover, Chairman

LINDENWOOD COLLEGE
Office of the Registrar
CANDIDATES FOR THE BACHELOR OF ARTS DEGREE, 1968:

Annis, Wendy Poole
Barklage, Carol Ann
Birkhead, Patricia Jeanne Wallace
Byrne, Patricia Ann
Carter, Sharon Steele
Carty, Melba Lavon
Cashion, Charnelle
Christ, Margaret Ann
Clausen, Barbara Ann
Collins, Deborah Lynne
Connolly, Margaret Joan
Crowell, Isabella
Culbertson, Sarah Ludlow
Darmstaetter, Mary Elizabeth
Dralle, Peggy Ann
Dunigan, Dianne Kay
Edwards, Anne Elizabeth
Ellsasser, Ruth Ann
Emerick, Carol Sue
Firestone, Linda Ruth
Fisher, Carol Ann
*Fleming, Elizabeth Wilson
Foster, Jane Lee
Frankton, Elaine Lorraine
Fry, Kathleen Tower
Garner, Alice Beatrice
Gunther, Irene Bonnie
Haessly, Gaile Ann
Hand, Victoria Lee
Hazen, Mary Lisa
Heyer, Sally Denise
Hiekka, Kirsti Marjatta
Hollrah, Shirley
Huesemann, Ann Thomas Torrens
*McFarland, Susan Hufford
*Juergens, Judith Leslie
Kellman, Charlotte Carter
Kemper, Victor Robert
Kennedy, Diane
Kirchhoff, Barbara Ellen
Kirie, Barbara Elizabeth
Kondo, Taeko
Kroeger, Ann Marie
Laffoon, Patricia Ann
LaFlam, Cheryl Elizabeth
Langenberg, Roberta Ann
Lenke, Carol Ann
Linden, Candice Marie

Littlejohn, Sharon Carroll
Lockhart, Carole Elizabeth
Lueders, Marilyn Jean
McClintock, Mary Ann
McLeane, JoHanna DePew
McReynolds, Susan Jess
Machens, Jean
Mackey, Patricia
Mathews, Marjory Jane
Mauze', Elsie
*Mertz, Elaine Lucille
*Missel, Stephanie Erdmann
Orthel, Jane
*Orto, Lola Mann
Parker, Laurie Rhodes
Perkowski, Maryann
Raef, Glenda Dawn
Rieken, Judith Ann
Rogers, Susan Elizabeth
Ross, Karen Elizabeth
Sanders, Rebecca Kay
Santoro, Frances Rae
Schaffner, Carol Ann
Schroeder, Margaret Paige
Schuttenberg, Jean Lee
Shedden, Jennifer Calvert
Smith, Leigh Ann
Spalding, Cheryl Marie
Starr, Sandra Anne
Stenson, Theresa Holnback
Stukenbroeker, Ann Louise
*Swiers, Kathleen Mary
Symmes, Louise Hopkins
Szabo', Pamela Jeanne
Thaler, Rebecca Ann
Tio', Lourdes Triana
*Ullrich, Ann Christine
VanLandingham, Linda
Walker, Karen Suzanne
Ward, Kathleen McQueen
*Welch, Sallyann
*Westbrook, Lisl
Wiles, Linda Kay
*Yount, Paula Sue
Zaleuke, Judith Helene
Zanville, Hollace Kay

LINDENWOOD COLLEGE
Office of the Registrar

Candidates for the Bachelor of Science Degree, 1968:

Baker, Bonni Anne
Barkley, Karen Gray
*Bichel, Bernadine Dorothy
Blumer, Sharon Elizabeth
Bohrer, Marlene Ruth
*Borgesesen, Janet
Brubaker, Virginia Elaine
Burgess, Donna
Dickson, Elizabeth Jean
Dowler, Clifdel Roylen
*Evans, Betsy
Garver, Beatrice Mitchell
*Gilliom, Charlotte Lee
Graham, Sandra Jane
Griesenbrock, Lois Ann
Ham, Judith Elaine
Hammond, Bette Bosking
Harpole, Lena Lee
Hawkins, Alice Ann
Jones, Bonnie Kay
*Kemper, Merline Briggs
*Kennedy, Sharyn Kay
Kinder, Judy Craig
Kirby, Shirlee
*McCord, Mary Katherine
Martin, Brenda Jane
*Merrill, Sandra Jean Flowers
Middleton, Mary Elizabeth
Mittler, Paula Gosling
*Noel, Eloyce June
*Otto, Gwynne Ellen
Payne, Elaine Catherine
Peterson, Helene M.
Peterson, Judy May
Phelan, Nancy
Pinsof, Lynne Ellen
Reynolds, Pamela Kay
Roy, Linda Joyce
Russell, Sara Frances
Schiermeyer, Virginia
Schnatmeier, Ellen Louise
Schnatmeier, May Bohrer
Schulz, Vicki Ray
Shelton, Michael Harris
Sullivan, Linda Ann

Taggart, Geraldine Eichelburg
Tuberville, Ella Margrette
Umbarger, Judith Ann
Warner, Pamela Luray
Weise, Margaret Gehrs
Wendell, Kay Marie
Willmore, Jean
Wright, Gladys Candra

Candidates for the Bachelor of Music
Education Degree, 1968:

Bahn, Rebecca
Bond, Deborah Diane
Dierking, Elizabeth Sue
Pewitt, Marilyn Anna
Yacorzynski, Jennifer Anne

Candidates for the Bachelor of Music
Degree, 1968:

Kiser, Sally Jane
Schultz, Lyn Kristina

MOTIONS ADOPTED BY THE EDUCATIONAL POLICIES COMMITTEE

The following motions were adopted by the EPC on April 10, April 17, May 1, and May 8, 1968.

1. That the Revised Report of the Subcommittee to Study Scholarship Standards be adopted by the faculty.
2. That the appropriate committee under the new constitution pick up where the Special Academic Programs Committee on honors has left off and devise, during the first term of next year, an all-inclusive honors program.
3. That all departments be requested to prepare a 4-year schedule of courses for submission to the EPC in the fall of 1968-69 and that where there are special problems of resources and/or personnel, particularly in the departments offering two or more areas of concentration, consultants be invited to assist in the review and planning for the future.
4. That we leave it to the discretion of the Registrar to accept general education courses to satisfy the FCC requirements for transfer sophomores, juniors, and seniors.
5. That on the student's transcript we place an asterisk beside the FCC credit: "*English proficiency requirements satisfied"; or, if the student has failed the English proficiency test, "English 213, The Essay, required."
6. That the EPC concurs with the Division of Humanities in approving Art 101-102 as an exploratory divisional elective.
7. That the EPC accept the Proposed Off-Campus Courses for January Term, 1969, as listed under
 - I. Study Abroad Courses with Cooperating 4-1-4 Colleges and Universities.
 - II. Caribbean Area Studies Program in Cooperation with Inter American University (Puerto Rico)
 - III. Lindenwood Initiated Off-Campus Study Courses with the Medieval Art and Architecture course added, Chemistry 294 eliminated, and the 291 number for Writer's and Editor's Seminar changed and that the EPC recommend them to the faculty to be offered if the departments and administration find it possible to offer them this particular year.
8. That, in view of the fact that the constitution will specify committee functions in the future and that we have been in a tentative period this academic year, we accept the report of the Committee for Off-Campus Study (Attachment No. 1) as the thinking of this one committee and as a temporary guide for future decisions.
9. That Miss Lichliter's question, "What should be done if a student fails a prerequisite course for an off-campus course during the January term?" be referred to the Administrative Council with the EPC's recommendation that, if there is a prerequisite, the student must have passed it in order to take the January off-campus course for credit.

MOTIONS ADOPTED BY THE EDUCATIONAL POLICIES COMMITTEE - 2

10. That the Off-Campus Study Committee adopt the Policy Statement on Undergraduate Study Abroad Programs (Attachment No. 2).
11. That the Off-Campus Study Committee's request for a Pass-Fail grade for off-campus courses in major field be rejected.
12. That a special faculty January Term Committee be appointed from the membership of the EPC.
13. That machinery be established to allow the Department of Mathematics to administer a mathematics proficiency examination to freshmen to determine the level of their mathematical achievement. The four purposes are:
 - a. To obtain information about the freshman class to develop satisfactory mathematical programs
 - b. To be used in advising the students
 - c. To be used by the Division in the development of any science programs
 - d. Not to be used in any way as a requirement for graduation.
14. That early in the next academic year both the academic and social honor systems be reviewed.
15. That the policy not allowing freshmen to participate in off-campus programs be continued.
16. That EPC recommends for faculty approval the proposal, passed by the Humanities Division, for the reconstitution of the Department of Speech and Drama and its renaming as the Department of Communication Arts.
17. That the EPC accept the proposal from the Department of Modern Language, passed by the Humanities Division, with concurrence (Attachment No. 3).
18. That the EPC accept and refer to the faculty the proposals from the Department of Education, passed by the Social Science Division; that the main motion be amended to state that Student Teaching, Education 350, be listed in 1968-69 and 1969-70 as having variable credit, 2 or 3 courses, and that the sentence "In subsequent years it shall have a three-course value" be dropped.

That the Education Department be allowed to teach Education 10 and 14 during the January term of 1968-69, for this one year only, and that students be able to take both courses at the same time.

February 2, 1968

MEMO RE: Decisions reached by the Committee for Off-Campus Study, January, 1968

1. In order to determine credit for work done in a foreign college or university (unless sponsored by an accredited college or university in the United States) the Committee feels it necessary that the Registrar and the Department Chairmen be present.
2. The Committee has attempted to clarify its functions:
 - a. To serve as a clearing house for off-campus independent study.
 - b. To investigate and evaluate existing programs, i.e., Merrill-Palmer, Washington Semester, U.N.-Drew program, other college programs.
 - c. To promote opportunities for interesting off-campus programs; to encourage departments to stimulate their superior students toward independent study off-campus.
3. The Committee is interested in evaluation under the following conditions:
 - a. That evaluation of independent study of individual students be undertaken by the entire department, and a summary presented to the Committee for its information.
 - b. That EPC provide for course evaluation of the January term across the board which would therefore include off-campus courses, the results of which would be turned over to the Committee for study.
4. The Committee questions the advisability of having two "Educational Policy" committees to pass on actual courses taught by Lindenwood College faculty; they propose that -
 - a. Courses for off-campus study be screened by the Committee and recommendations be given to the EPC for action.
 - b. The EPC would then present their recommendations to the faculty for action if this is in accordance with general policy re any departmental course.
5. We recommend that superior freshmen be allowed to participate in off-campus study, if permitted by the departmental chairman and the faculty member involved.
6. We subscribe to the policy for Junior Year Abroad as outlined in the current catalogue (page 90) except that oral examination by the Modern Language Department will be substituted for the MLA tests.

Mary Lichliter, Chairman
Committee for Off-Campus Study

The Committee on Off-campus study unanimously endorses these guidelines and feel that we can maintain these standards except for the following: (1) until our standards have been raised for four years and we have greater enrollment, we cannot be too selective of students for these programs (2) we cannot guarantee #6 and 7 in every Junior Year Abroad program although they are all accredited.

Federation of Regional Accrediting Commissions
of Higher Education

POLICY STATEMENT ON UNDERGRADUATE STUDY ABROAD PROGRAMS (Adopted March 1967)

Study abroad is increasingly accepted as an important phase of many undergraduate programs in American colleges and universities. Carefully planned and administered, opportunities for foreign study can add significant dimensions to a student's educational experience. At the same time, the great diversity of programs poses serious problems for their evaluation and control.

As guidelines for institutions which conduct programs of foreign study or whose students participate in such programs, the Federation of Regional Accrediting Commissions of Higher Education suggests that undergraduate study abroad programs should

1. be clearly relevant to the purpose and objectives of the sponsoring or participating institutions:
2. be designed to provide educational experiences integrally related to the institution's undergraduate curriculum but otherwise unavailable.
3. be limited to carefully selected students:
4. have rigidly specified language proficiency requirements when appropriate to the program and place of study:
5. include extensive preliminary orientation for intended participants.
6. so far as conditions permit, be staffed and directed under the same policies as the home institution-continuity of administrative direction is especially important;
7. provide counselling and supervisory services at the foreign center equal to those on the home campus, with special attention to problems peculiar to the location and nature of the program:
8. include clearly defined criteria and policies for judging performance and assigning credit in accordance with prevailing standards and practices at the home institution:
9. stipulate that students will ordinarily not receive credit for foreign study undertaken without prior planning or approval:
10. include provisions for regular follow-up studies on the individual and institutional benefits derived from such programs.

April 30, 1968

TO: Dr. C. Eugene Conover, Chairman, Division of the Humanities
FROM: T. W. Doherty, Acting Chairman, Department of Modern Languages
RE: Changes to be considered for the catalog concerning the area of concentration in Modern Languages.

At a meeting of the Modern Language Department held on Monday, April 29, the members voted to make a slight change in the requirements for a Humanities Major with an area of concentration in either French, German, or Spanish.

We should like to submit this change to the Educational Policies Committee for their approval, as follows:

We recommend that, on page 25 of the current issue of the college catalogue, item 2 be changed to read as follows:

2. At least two advanced courses in the structure of the major language: conversation, grammar, composition, etc.

and that item 3 be changed to read as follows:

3. At least six courses in literature, culture, and civilization, given in the major language, with the course in civilization to be taken as early as possible.

These two changes make the requirements somewhat less rigid than the present ones which we considered to be a little too specific. For comparison, we state the present requirements as stated in items 2 and 3 of the current catalog:

2. Three advanced courses in language structure: Advanced Conversation, Advanced Grammar, and Advanced Composition.
3. At least four courses in literature and the one course in civilization, all given in the major language, with the course in civilization to be taken as early as possible.

Respectfully submitted,

Thomas W. Doherty
Acting Chairman
Department of Modern Languages

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
April 10, 1968

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9 a.m., April 10, 1968. Dean Quehl presided, and Mr. Conover gave the opening invocation.

I. MINUTES

The minutes of March 13, 1968, were approved as distributed.

II. ANNOUNCEMENTS

- A. Mrs. Jane R. Wilhour has been selected as the outstanding young educator in the St. Charles area by the St. Charles Junior Chamber of Commerce.
- B. The Committee on Constitution and Bylaws ended official work several weeks ago. A final version is now being typed to be distributed to the faculty and the Board of Directors; a special faculty meeting to consider these documents will be called shortly.

III. TALK BY AND DISCUSSION WITH DR. JOHN HOLLENBACH, Chairman of the Department of English, Hope College: "Establishing an International Dimension on the Home Campus." Mr. Hollenbach is a North Central Association Coordinator - Liberal Arts Study.

Some of the questions which Doctor Hollenbach raised were: Shall we engage seriously in this kind of program? How possible is it for all of our students to participate? How can we justify the amount of time and money? Does the length of time justify the effort and expense? Since most of our students will not have an overseas experience, how can we use the campuses in our own country? How can we make our own teaching richer and more international? How can we strengthen our own insights and competencies? How can faculties be upgraded?

He cited some warning signals as to whether or not the foreign study programs are good:

1. The overemphasis on travel. Travel without significant bringing together of persons from two cultures in contact and dialogue should be carefully examined.
2. Length of program. The shorter the program, the more carefully it should be prepared, with orientation, field study, follow-up, etc.
3. Lack of proper emphasis upon the ability to communicate in languages.
4. Lack of adequate leadership and native instruction.
5. Neglect to use foreign students on our campuses for international exchange and discussion.

Kalamazoo College has basic program for 90 percent of students; two men on campus who are directors of overseas operations; preparatory sections for groups going to different countries.

IV. NEW BUSINESS

- A. Mr. Clevenger moved that we dismiss all classes Good Friday afternoon, April 12. This motion was seconded and approved.
- B. Miss Talbot moved that we decide definitely early next year on a policy about Good Friday and that this decision be put on the calendar. This motion was seconded and adopted.
- C. Mr. Wehmer moved that due process be exercised in bringing before the Educational Policies Committee the proposed interim courses as approved by the Off-Campus Study Committee and then in bringing them before the faculty for approval.

President Brown said that, while the EPC and the faculty may approve courses, the administration makes the decision as to whether or not it is feasible to give them. Dean Quehl said that all of these courses will be brought before the EPC this afternoon.

Mr. Clevenger moved that we adjourn. The motion was seconded and carried.

Respectfully submitted,

Emma Purnell
Secretary

Lindenwood College
St. Charles, Missouri

Notes on the Special Faculty Meeting
April 12, 1968

This special meeting was called to consider for final faculty review the proposed off-campus offerings for the 1969 January term (Agenda Attachment). Dean Quehl presided.

- I. Mr. Thomas moved the adoption of Part A. Lindenwood-Initiated Off-Campus Study Courses. This motion was seconded.

Miss Beale asked that the list be corrected by inserting 365 before Studies in Medieval Art and that "Limited to Physical Education Majors" be eliminated from 350 - European Physical Education. Miss Williams questioned the necessity of having the proposed Lindenwood Political Science courses. President Brown moved that these courses be eliminated. This motion amending the original motion was seconded and approved.

After further discussion, the original motion, with the changes noted above, was accepted.

- II. Mr. Thomas moved the adoption of Part B. Study Abroad Courses with Cooperating 4-1-4 Colleges and Universities - and asked Dean Quehl to speak to it. This motion was seconded.

Mr. Kanak raised the difficulties of enrolling students without knowledge of the credentials of instructors and the course descriptions. Miss Slayman asked if it is necessary to accept all the courses or just those appropriate for our curriculum; can we screen the courses before they reach the students? Although other schools do not have prerequisites, would our prerequisites eliminate other students in some cases? Mr. Barnett asked if these courses will be part of our offering if we vote approval and questioned the listing of some courses under specific departments.

Mr. Barnett then moved that Mr. Thomas' motion be amended by offering the Irish Folk Culture course, listed under English, as a Humanities elective. This motion was seconded.

Miss Lichliter said that most colleges put out separate brochures, with one course listed under many headings. Miss Beale suggested listing under Cooperative Projects with numbers for registration. Mr. Barnett withdrew his amendment in favor of substituting a listing as Cooperative Projects with numbers.

Miss Beale then moved that, for the tentative January registration, the courses be listed as Cooperative Courses, with the definite placement in departments to be decided when we get more information. This motion was seconded and passed.

Mr. Wehmer suggested that we find out who is teaching the course, preferably by having department heads get the information. Dean Quehl asked Miss Beale to check catalogs and Miss Lichliter to call department chairmen. Mr. Wehmer still felt that Mr. Kanak should call about the art courses.

Dean Quehl moved that the appropriate department chairman under the course as presently listed call the appropriate institution and speak to the appropriate person and, if the faculty member is not listed, then Miss Lichliter will call Dr. Clark H. Bouwman of Florida Presbyterian College to find out who is teaching the course.

After some discussion about the implications of such calls, Dean Quehl withdrew his motion. Mr. Wehmer explained that he had not meant to telephone to check on the faculty member or to involve the credentials of a faculty member in any way; he only suggested a call to the Art Department head to ask what kind of course it is.

Mr. Barnett asked if a motion is necessary. Since we have access to the catalog information, he suggested that we check under which departments these instructors are teaching. Since there are just one or two instances in which we do not have this information, Miss Lichliter could call.

Dean Quehl announced that approval of the listing of Cooperative Courses in Part B would be so recorded.

- III. Mr. Thomas moved that the faculty adopt Part C. Caribbean Area Studies Program in Cooperation with Inter American University (Puerto Rico) - and asked President Brown to speak to it. This motion was seconded and accepted.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary

Lindenwood College
St. Charles, Missouri

Notes on the Special Faculty Meeting
May 1, 1968

Dean Quehl presided at this special faculty meeting called for discussion and review of the proposed constitution and bylaws of the Lindenwood College faculty.

President Brown asked for authorization or recommendation from the faculty for the granting of honorary degrees to Robert L. D. Davidson, Theodore Distler, John Lindsay, Robert and Margaret Merry, Sister Ernest Marie Schmidt, and Anne Scott (commencement speaker), with not more than three degrees to be given, one to the commencement speaker and one or two additional ones. Mr. Bauer's motion that the faculty approve the list was seconded and approved.

President Brown announced that the Board of Directors has

- a. approved sabbatical leaves for Mr. Wehmer in 1968-69 and for Mr. Grundhauser in 1969-70
- b. decided to move ahead with the art building
- c. changed the Lindenwood College bylaws so that no one can be elected to the Board who is 70 years old or older. The present 70-year-old members have been moved to the Advisory Board; six new members will be added within the next few months; the average age of the Board has been reduced by thirteen or fourteen years.

Mr. Feely's motion that we discuss the proposed constitution and bylaws was seconded and passed.

Mr. Feely distributed two sheets on Academic Freedom, Tenure, and Responsibility to be considered in relation to the section on Academic Freedom and Tenure in the proposed constitution.

President Brown moved that we send the proposed documents back to the faculty committee and adjourn. This motion was seconded. When several faculty members expressed a desire to continue the discussion, the President withdrew his motion.

Dean Quehl moved that a time limit be set for adjournment. This motion was seconded and passed.

A motion that adjournment be at 3:30 p.m. was not seconded. A motion to adjourn at 4 p.m. was seconded and accepted.

Mr. Bauer moved that we use Wednesday (May 15) for a second faculty meeting at 9 a.m. for further consideration of the proposed constitution and bylaws. This motion was seconded and approved.

Notes on Special Faculty Meeting

May 1, 1968

Mrs. Nord moved that we spend the next special meeting discussing the constitution and bylaws without voting on them. This motion was seconded.

Mr. Thomas moved the following amendment: that we meet for the purpose of further discussing the constitution and bylaws and, in the meantime, submit to the committee written statements of suggestions and objections; that the first part of the meeting be spent in hearing the report of the committee on these suggestions and objections; that we request from the committee a comparative study of the constitution as submitted by the AAUP and the constitution and bylaws that we now have; and that the committee raise any specific questions on which it wants our judgment.

This amendment was passed, but the main motion lost.

Mr. Barnett then moved the amendment as the main motion without any stipulation as to whether we vote or simply discuss. This motion was seconded and adopted.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary