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10-11-1971

## **Report to the Lindenwood College II Board of Trustees**

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REPORT TO THE LINDENWOOD COLLEGE II

BOARD OF TRUSTEES

from

THE OFFICE OF THE DEAN OF THE COLLEGE

October 11, 1971

An Analysis of the Lindenwood College II Student Body

Of the 160 men who were here last year, 18 graduated, 10 were suspended for low grades, and 3 were suspended for disciplinary reasons--32 did not return and 97 did return. This returning percentage is about the same as reported by Dean Hood in his report of October 12, 1970.

This fall, 67 full-time students were enrolled. This figure represents a decline of 17 students. Thus we have a student body composed of 67 new students and 97 returning students.

A further analysis shows that there are 92 Resident Students and 72 Day Students. A breakdown of the 67 new students reveals that we have: 22 transfers (1 of these is a foreign student), 34 Freshmen, 8 Continuing Education, 1 Foreign, and 2 that cancelled.

When we look at the states of origin of the new students, we see mirrored the same distribution that was true last year with few exceptions. The distribution by states is: Missouri 43, Illinois 6, Massachusetts 4, New York 2, Maryland 2, and 1 from Virginia, Tennessee, Minnesota, Kentucky, Indiana, New Hampshire, Nebraska, Ohio, and Pennsylvania. The foreign students come from Panama and Ethiopia.

I feel that we should continue our efforts to recruit students from the east coast. Eastern students are very willing to travel and take unstructured programs at rather unknown institutions. I also feel that we should increase our recruitment efforts throughout the midwest and south and make a major effort to recruit in the St. Louis area.

As you read Dean Quehl's report (spring 1970), the student body of Lindenwood II contained a large number of students with high test scores and low performance in high school. They were "a talented group with low motivation." Dean Hood reported that this situation was far less evident in last year's entering class. The

secondary school rank in class of entering Freshmen is 30% 1st quarter, 24% 2d quarter, 24% 3d quarter, 11% 4th quarter, and 11% not ranked.

As was true of last year's entering class, many men enroll in work in Communication Arts, but we are seeing a greater interest in natural sciences, humanities, and social sciences. The breakdown by assignment to faculty advisers is: (note number in parenthesis refers to transfer students.)

Math.....	2 (1)	Art .....	5 (1)
Music.....	3	Chemistry .....	1 (1)
Political Science..	1 (1)	History .....	2 (3)
Comm. Arts.....	4 (4)	Biology .....	4
Phil. & Rel.....	2 (2)	Economics .....	(2)
English.....	7 (1)	Language .....	(1)
Psychology.....	3 (3)	Classics .....	(1)

An analysis of the male freshmen SAT scores reveals the following:

	Mean	Median	High	Low
Verbal	520	512	700	340
Math	521	520	757	310

In my conversation with faculty, they speak of a "serious attitude toward academic work" and that the male students are working. Dr. Hood said about the same thing concerning last year's entering students. This was not true of the entering males in the 1969-70 year. The fact that we have four male students in our pre-medical program is another very good sign.

#### Student Government

I have been working with the Student Government leaders toward a revitalization of Student Government. I have met with the Judicial Board and Hall Council and have impressed upon these groups that they have obligations to support campus regulations. The Judicial Board of the male college has heard a case and is re-writing its code. The Hall Council has written a code and is making good strides in controlling the

life of the dormitories. All in all, life in the dorms has improved and things are pretty quiet. Weekend intervisitation is proceeding smoothly. Articles in a recent copy of the Ibis have been encouraging with regard to student living in accordance with campus policies. To be sure, it is clear where I stand, and the role of the Judicial Board and Hall Council is becoming increasingly clear. The role of the Dorm Manager is understood and the managers have been very helpful. The concept of dorm counselors has been abandoned.

#### Athletic Program

Our soccer program is underway, and basketball will follow. We are in the process of purchasing a Universal Gladiator 70. This is a unit which contains weights and body-building apparatus. It costs about \$2600 and the Lindenwood College II students have committed \$500 of this year's and \$500 of next year's Student Activity fund for the purchase of the equipment. It is our understanding that the Physical Education Department of Lindenwood College for Women is appropriating around \$450. It is important that the men's college purchase athletic equipment of this nature. We had an experience at the beginning of the year that was a good example of our need: A student cancelled out of Lindenwood College II after being on campus for just a few days and finding that we did not have the physical fitness equipment he expected from our catalog description.

Baseball was suggested as a possibility for a spring sport. Bob Gordon, our Athletic Coordinator, surveyed the students concerning baseball. The response was not very encouraging. We are considering the possibilities of track, tennis, and golf as spring sports. Baseball might be tried as a "club sport" instead of establishing a schedule under NCAA regulations.



Career-Oriented Liberal Arts Education at Lindenwood College II

At the faculty meeting of September 15, 1971, the faculty endorsed for Lindenwood College II only, a proposal whereby the faculty consider granting to the Deans and Department Chairmen approval of the practicum method of recognizing non-accredited work in order that implementation of the career-oriented Liberal Arts program be started. The college presently uses the term "practicum" as a means to grant credit toward our degree in nursing for work done at various nursing schools. The career-oriented programs will involve the granting of academic credit for work and study which had in the past not been given academic credit. Thus, we would extend the use of the word "practicum" to include such items as work done at technical schools, job experience, social services, experiences, internships at radio and T.V. stations, and the like.

It is my understanding that the passage of this motion for only Lindenwood College II reflects that Lindenwood College for Women should remain a traditional liberal arts college for women and that Lindenwood College II was founded as a more experimental college in which new programs should be formulated and tried.

Let me outline for you some of our efforts prior to September 15 and what we have been doing since that date and what we intend to do:

Since spring, Dean Barnett and I have been reading publications such as Trends in Postsecondary Education, published by U. S. Department of Health Education and Welfare, and pamphlets put out by the Commission on Non-Traditional Study. This commission is sponsored by Education Testing Service and the College Entrance Examination Board and is financially supported by the Carnegie Corporation. Our finding suggests that the timing is right for career-oriented programs and that such programs may pump new blood and nutrients into the circulatory system of liberal

arts education. On Friday, October 8, Dean Barnett called me from Washington, D.C., where he is attending a meeting of the American Council of Education. He told me of a talk given by S. T. Marland, United States Commissioner of Education. Mr. Marland urged that vocational aspects be explored by liberal arts colleges and spoke in favor of the incorporation into liberal arts of programs which were more career-oriented. Mr. Marland cited a real need for such programs. Dean Barnett said that Mr. Marland also said that liberal arts colleges should test out the possibility of forming a relationship with vocational and technical schools.

Advantages of such a program:

1. Career orientation in liberal arts studies at a time when opportunities for the liberal arts graduate have become a national problem.
2. A broadening of the base for Lindenwood enrollment.
3. A realization of the idea of liberal arts education: humanization of society and, in this age, of technology. No longer just theory, but a visible and demonstrable reality.
4. With nearly every trend indicating expansion in higher education toward a realization of equal opportunity, a relevant participation in the trend.
5. A utilization of our small college flexibility in ways not possible in the large institution and an achievement of diversity highly competitive with the university but with little expenditure.
6. A distinctive feature which should provide Lindenwood College II with a base for appeals for funding and public support, at the same time serving Lindenwood College for Women with a diversity of application for the traditional liberal arts program, undisturbed except for enrichment in its objective in training for graduate and professional study.
7. A distinctive feature which should make our admissions program increasingly effective in reaching additional students because of timeliness, clarity of objectives, integrity. It would seem to meet the needs of the contemporary college age student in a fresh way.

Thus Lindenwood College II will still have available traditional liberal arts education but will be designing career-oriented programs. Let me talk to you about

procedures: the key people in the establishment of such programs are the Departmental Chairmen. They, with my assistance, will design programs and devise ways in which practicum credit can be given. It will be their duty to evaluate work at other institutions--job experiences and internships--to determine the amount of credit which can be given. Department Chairmen and I will be visiting technical schools, business, and industry. The programs will be submitted to the Lindenwood College II Curriculum Committee for review and then to the Educational Policy Committee, and from there to the faculty for final approval.

During August, Dean Barnett and I had four very profitable experiences:

1. We established a very friendly relationship with the Missouri Association of Trade and Technical Schools. They were most receptive and look forward to further discussion and evaluations of their programs by Lindenwood.
2. Meeting with Dr. Perna concerning a medical technology program: We are near to completing of arrangements whereby Lindenwood will offer a bachelor degree in Medical Technology (certified by American Society of Clinical Pathologists). Three years of study would be at Lindenwood and one year of study would be with Dr. Perna and his group. Dr. Perna's group include 12 M.D. Pathologists and about 5 Ph.Ds. Dr. Perna's group are the head pathologists for 30 greater St. Louis hospitals. This group of Pathologists would be adjunct professors of Lindenwood.
3. Meeting with Robert Hyland, a CBS Vice President and General Manager of KMOX Radio, and a member of the Board of the Lindenwood College for Women: Dean Barnett and I explained our ideas and outlined some of the possible programs to him. Hyland was delighted about the possibility of adjunct from business and industry. But more important, he promised us that he would gather together the 20 top business and industrial leaders of the area so we could talk to them about our plans and programs which were already finalized.
4. Informal talks with members of the Joint Board of The Lindenwood Colleges on July 30 were also very encouraging.

Since September 15 we have met with six Department Chairmen who will be:

1. Devising programs;
2. Defining the means of entry into a program--that is, for our own students, students coming from community colleges, students from technical schools, or students with certain business or industrial experience, etc.



3. Deciding how practicum credit can be awarded (testing, evaluation of course work or experience;)
4. Showing how practicum credit relates to an area of concentration and a degree program;
5. Presenting a description of careers for which such a program would be appropriate;
6. Designing a brochure to publicize the program.

In the near future Dean Barnett and I will be traveling to Princeton, New Jersey, with the purpose of consulting with the CEEB which has recently established a division to assist colleges in determining credit for non-traditional study.

Patrick F. Delaney, Jr.

October 11, 1971