



Lindenwood College

...and its story



Above: Seniors at Lindenwood.

Cover: Sibley Hall.

The true nature of education is that it is both discipline and delight. The process of education, if treated as a mechanical activity that can automatically be improved by application of rigorous techniques and cleverly mapped systems, will probably produce a greater yield for society for a while. But meaningful, lasting benefits flow from men and women who have tasted the pleasures of learning. To such people, upon whom the nation depends for uncommon contributions and new levels of excellence, the uses of education are sweet if they consist of no more than the opening of a single mind to a single new insight into the meaning of human life."

. . . From *The Ford Foundation Annual Report — 1959*

Pioneering
with
Lindenwood
College

In 1769 Louis Blanchette, a French hunter and explorer, built his hunting and trapping headquarters at “the point where the first creek flowed from the first hills on the left bank” of the Missouri River above its junction with the Mississippi. He called it the Little Hills, “Les Petites Cotes.” Other settlers appeared and built their homes near Blanchette’s cabin; and in 1791, Manuel Perez, Spanish Lieutenant Governor of the Louisiana Territory, dedicated the village of “San Carlos Borromeo.” As the culture and language were predominantly French, it became a French territory in 1800. The settlement served as a center for trappers and hunters. Here they left their wives and children while they went up the river each fall to trap for furs and to trade with the Indians.

In 1803 President Thomas Jefferson concluded the purchase from the French of lands west of the Mississippi River known as the Louisiana Territory, which extended northward into what is known now as Minnesota, westward to the Rockies, and southward to the Gulf of Mexico. At this time it was reported to Congress that there were between 50,000 and 80,000 white people in all of the Louisiana Territory, which included both New Orleans and Saint Louis.

After the purchase Congress divided the whole territory into two parts—the lower part was called the Louisiana Territory, and the upper part the Missouri Territory. At that time Saint Louis was the most important town on the Mississippi River except New Orleans; and San Carlos Borromeo, twenty miles northwest from Saint Louis, was the most important settlement on the Missouri River. These two settlements were indeed the first footholds in the spread of civilization to the west.

Daniel Boone was among the first of a swarm of migrants from Kentucky and Tennessee settling in or passing through San Carlos Borromeo around the turn of the century. The Boone home, built by his son Nathan, still stands along with the famous "judgment tree" under which the aging Boone administered justice as syndic under appointment by the Spanish Government.

In May, 1804, immediately following the Louisiana Purchase, Lewis and Clark began their famous expedition to Oregon and the Northwest from San Carlos Borromeo, a village of about 100 houses and 450 inhabitants, chiefly French. Clark and his crew, having come up the river to San Carlos Borromeo on May 16, were joined four days later by Lewis, who had tarried in Saint Louis to officiate at the ceremonial transfer of the territory to the United States. Before their return in September, 1806, the name of San Carlos Borromeo had been anglicized to Saint Charles, and the United States had established here the third post office west of the Mississippi.

In 1806 the expedition of General Zebulon T. Pike headed west from Saint Charles to repatriate some Osage Indians; and on this trip Pike traversed the hitherto unknown region from the Missouri Territory southwesterly, striking the Platte, Arkansas, and Rio Grande del Norte Rivers. It was on this trip that he sighted Pikes Peak, which bears his name.

From 1821 to 1826 both branches of the State Legislature of the newly formed state of Missouri held their sessions in Saint Charles, the location of the first state capital.

George Champlain Sibley, a stalwart pioneer, born in Massachusetts in 1782 and educated in North Carolina, first came to Fort Osage in 1808 with twenty thousand dollars' worth of goods for the Indian trade. At the top of a 70-foot embankment overlooking the Missouri River the government had constructed a fort well protected by palisades. The fort included five blockhouses, a factory, a garrison, and quarters for the factor, sutler, and officers. Sibley, the government factor at this site from 1808 to 1825, proved himself competent in his trading and concluding of treaties with the Osage and Kansas tribes.

Mary Easton was born in Baltimore, January 1, 1800, and attended a girls' school in Shelbyville, Kentucky. She was pretty, vivacious, and womanly. She knew French, was an accomplished musician, and was an ardent horse-woman. Her father, Rufus Easton, was the first postmaster of Saint Louis, a member of Congress, and later Attorney General of Missouri. In the decade from 1810 to 1820 Saint Louis had grown from a village of 1400 to a city of 5000, with schools, newspapers, and a cultivated French-American society that built spacious houses filled with furnishings from France.

George Sibley, of Fort Osage, and Mary Easton, of Saint Louis, were married in Saint Louis in 1815. In July, 1816, the couple moved by keelboat to Fort Osage, where the Sibleys built a new home. It was with evident satisfaction that Sibley wrote to his brother, "The quarters are very comfortable, and with the aid of very fine gardens, a well-stocked poultry yard and icehouse, we are enabled to live very well." Soon after the home was completed, Mrs. Sibley began her teaching at Fort Osage.

In 1825 President John Quincy Adams appointed Major Sibley to survey the Santa Fe Trail, a route to stretch from the outpost of Saint Charles, Missouri, to fabled Santa Fe, at that time a part of Mexico. The Sibleys gave up their home at Fort Osage and moved to Saint Charles to build a new home on land owned by Major Sibley, located about a mile from the river.

Major Sibley and his wife, Mary Easton Sibley, were impressed with the need for a school for the higher education of young women in this sparsely settled southwestern town. The school site selected was the home of the Sibleys, located in a forest of linden trees which suggested the name "Linden Wood." Mrs. Sibley capably directed the school for many years. Major Sibley's diary reveals that young women came by stagecoach from all parts of the state and surrounding territory. Many of the first families of Saint Louis were patrons, and the school grew in numbers and prestige. In 1831 this "school for young ladies" moved into a new and larger building.

After 26 years of devoted and dedicated leadership of the school, in 1853 the Sibleys pledged their worldly possessions to create a permanent endowment for Lindenwood. In deeding the college to the Saint Louis Presbytery, Presbyterian Church, U. S. A., Mary Easton Sibley repeated a declaration made earlier that Lindenwood would one day become "an institution of national significance." Upon the transfer to the Presbytery, Lindenwood College was incorporated by Special Act of the Missouri Legislature on February 24, 1853.

At the time of the transfer of the college to the Saint Louis Presbytery, the Sibleys' generous gifts and endowments gave every evidence of their confidence in Lindenwood's future.

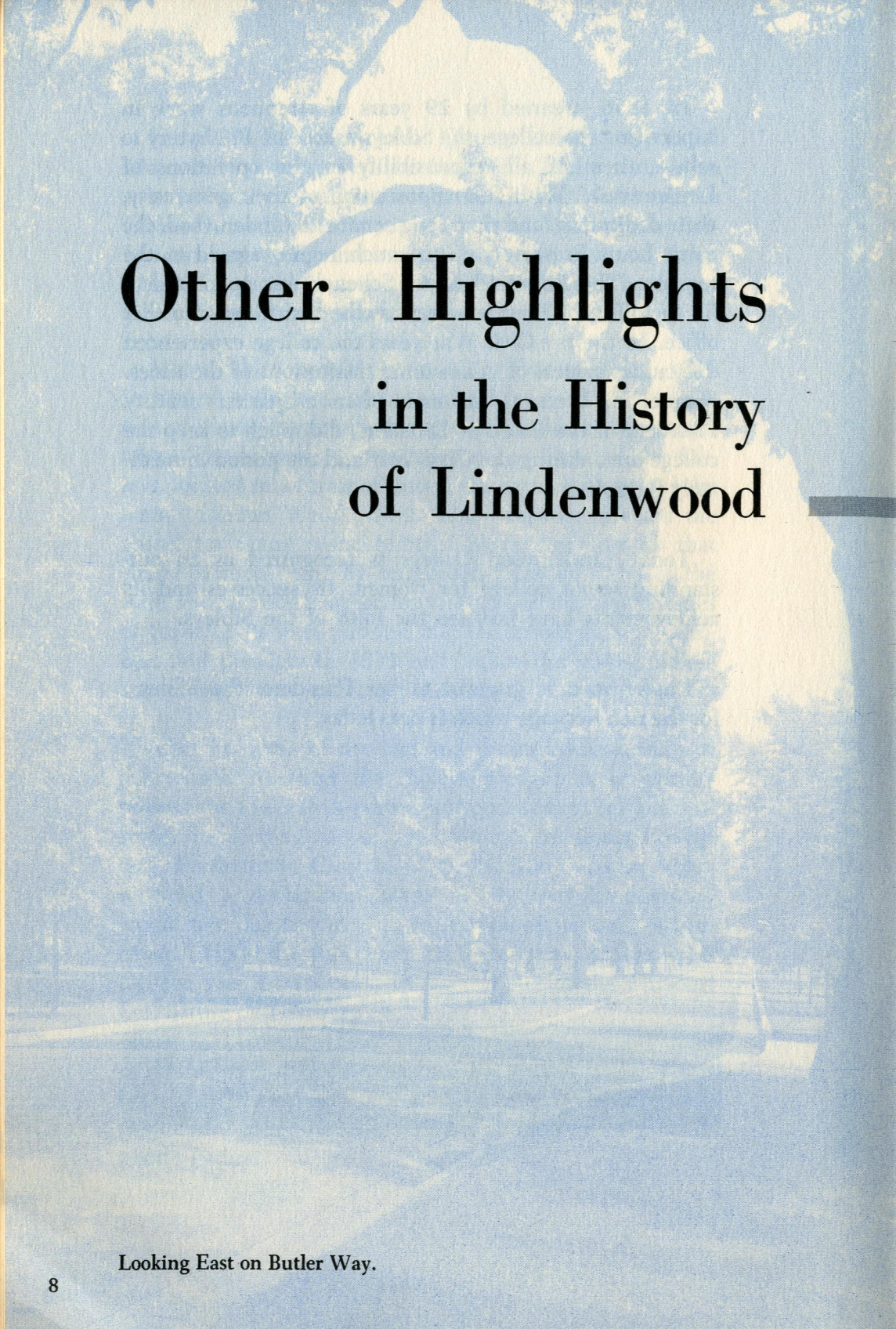
In 1856, wearied by 29 years of strenuous work in supervising the college, the Sibleys asked the Presbytery to relieve them of all responsibility in the operations of Lindenwood. With full appreciation of their generosity, their dedication, and their long service to Lindenwood, the Saint Louis Presbytery, with much regret, agreed to the request. The Reverend A. C. Schenck was appointed to fill the office of President; he was the first to serve in that office. In the pre-Civil War years the college experienced difficulties typical of educational institutions of the times. Samuel F. Watson, for more than a quarter century President of the Board of Directors, did much to keep the college alive during the Civil War and the period immediately following.

Today Lindenwood College is recognized as an outstanding senior college for women. Its successes and its achievements have justified the faith of the Sibleys.

Lindenwood is grateful to her founders, the Sibleys, for the rich heritage which is hers today.

Historical data have been derived from the following sources:

Saint Charles County Historical Society, Inc.
Missouri Historical Society
Papers and diaries in the library of Lindenwood College



Other Highlights
in the History
of Lindenwood

Looking East on Butler Way.

SIGNIFICANT EVENTS

- 1827 Founding of Lindenwood in Saint Charles, Missouri.
- 1827 to 1853 Growth of school under direction of Mrs. Sibley.
- 1860 Completion and dedication of Sibley Hall.
- 1863 Death of Major Sibley.
- 1869 Dr. Samuel J. Niccolls, Pastor of the Second Presbyterian Church, Saint Louis, named on the Lindenwood Board of Directors.
- 1870 To provide a broader base of interest over a larger area, and with the consent of the Saint Louis Presbytery, Lindenwood was placed under the direction of the Missouri Synod of the Presbyterian Church, U. S. A.
- 1878 Death of Judge S. S. Watson, one of the Charter Board members. Judge Watson's legacy of \$10,000 was the first large cash gift toward Lindenwood's endowment.
- 1878 Death of Mary Easton Sibley.
- 1889 Election of Dr. Niccolls as President of the Board of Directors.
- 1909 Dr. Niccolls interested his friend and parishioner, Colonel James Gay Butler, in becoming more active in Lindenwood College.
- 1910 Election of Colonel Butler to the Lindenwood Board.
- 1914 Dr. Niccolls and Colonel Butler induced Dr. John L. Roemer to become President of Lindenwood College. Dr. Roemer was given the responsibility of "bringing to fruition the dream of those who gave themselves and their means that the great Southwest should have a college for young women equal to the best in the country."

OTHER HIGHLIGHTS IN THE HISTORY OF LINDENWOOD

1915 | Death of Dr. Niccolls, who had served faithfully on the Board for 46 years, the last 25 years as President of the Board.

A 25-year building program. During this time a number of buildings were constructed, and the broad campus of Lindenwood took on a new look.

1915 to 1939

BUTLER HALL	1915
THE GABLES	1915
NICCOLLS HALL	1917
EASTLICK HALL	1918
THE LODGES	1918
ROEMER HALL	1921
IRWIN HALL	1924
MARGARET L. BUTLER LIBRARY.....	1929
WATSON LODGE	1929
PURCHASE OF HEALTH CENTER.....	1929
LILLIE P. ROEMER FINE ARTS BLDG.....	1939

COBBS HALL COMPLETED TEN YEARS
LATER, IN 1949

1916 | Death of Colonel Butler, Lindenwood's most benevolent patron and benefactor.

- 1918 Death of Mrs. Margaret Leggat Butler. Faithful to the wishes of her husband and to her own desires, she created a large permanent endowment for the college.
- Establishment of four-year college curriculum by the Board of Directors.
- 1920 Admission of Lindenwood College to the Missouri College Union.
- 1921 Admission of Lindenwood to membership in North Central Association of Colleges and Universities.
- Awarding of the degree of Bachelor of Science to Miss Pauline Weissgerber, Lebanon, Missouri, the first graduate of the four-year course.
- 1927 Centennial celebration of Lindenwood College.
- 1941 Death of Dr. Roemer, after 27 years of exciting and dedicated service. Dr. and Mrs. Roemer made important contributions toward the success of this fine institution.
- Election of Dr. Harry Gage as President (1941-1946).
- 1946 Appointment of Dr. Guy C. Motley as Chairman of an Administration Committee to act in lieu of a college President (to December, 1947).
- 1947 Election of Dr. Franc L. McCluer as President (December).
- 1949 Dedication of Cobbs Hall.
- 1950 During this next decade Lindenwood reached maturity. It became widely acknowledged as a women's college of educational excellence. Its President, Dr. Franc L. McCluer, a nationally renowned and noted educator, enjoyed the support of a strong faculty in building solidly on foundations established during the growth of the institution in the past hundred years.

1957 An unusually memorable event, significant to the college and to the people of Saint Charles, occurred on Sunday, May 5, 1957. On that date the Lindenwood College Chapel—Saint Charles Presbyterian Church was dedicated. It is appropriate and timely to quote a paragraph from the Dedication Proclamation:

“This Service of Dedication today has a significance which must be seen with the eyes of the spirit. Here is the completion of a tapestry woven on the loom of history and filled with all the varied colors and designs which only the long years can make. Here is the bright red courage of the pioneers who carried the lamp of their spiritual heritage into a new and unfamiliar land. Here are broken threads which tell of troubled days after the Civil War when the church became divided, and here too are knotted threads as the two became one again in fellowship and love. Prominent in the whole tapestry is the royal blue thread of honest scholastic achievement created by generations of faithful teachers, of loyal students and alumnae who have made Lindenwood an honored name among her sister colleges. The threading design most clearly seen, however, is the consecrated witness of those in both the church and college who have desired that these institutions should worthily proclaim and magnify the Christian faith.”

1960

Education is now the indispensable medium for progress and survival. The decade ahead will tax the American educational system at all levels. Lindenwood College, pioneer of sturdy stock, is prepared to meet the challenge in the field of higher education for women.

Lindenwood Today

EDUCATING WOMEN FOR COMMUNITY LIFE

Perhaps in no other country on earth do women have the freedom to choose the role they will take in community life which is theirs in the United States. In spite of handicaps in some areas, inviting careers in business and in the professions beckon those who are prepared for them. And, as Andre Siegfried notes in his recent volume, *America in Mid Century*, there is no other country in which women, organized in voluntary membership groups, devote so much time and thought to the character of the community life.

Those concerned with the education of women must take into account these developments in our civilization. Preparation for specific tasks should be provided together with the basic liberal arts studies. At Lindenwood we seek to provide this preparation without neglect of the studies which are fundamental in freeing the mind.

But for the young woman looking forward to a specific career, the power of reflective thought and insight into the meaning of life are still essential to her best development and to her most valuable contribution to her community. And if she seeks no other career than marriage, surely we shall not be so foolish as to conclude that her cultivated mind will not enrich her home and enable her to become an increasingly effective citizen!

These emphases on the liberal arts and the power of reflective thought, and on religion and the direction of the good life, are especially appropriate in the education of women; for women have become increasingly responsible

for the transmission of cultural values and have long been the chief custodians of religion in the home. Before the cradle and beside the growing child, the mature woman who understands and the reverent woman who loves holds the key to our future. Such a woman may be well prepared for these responsibilities in a college for women.

In the development of the program of study at Lindenwood, the needs of young women have been the sole consideration. Classroom instruction is strengthened as those who teach relate subject matter to the expected role of women in community life.

The women's college must not be a place where women are protected from the world or where they do not have opportunities for social contacts with young men; it must be a place where the emphases of the curriculum will meet the needs peculiar to women. It must also be a place where, in contrast with some institutions in American life, women are given recognition commensurate with their abilities and services.

Of greater importance on the campus of a college for women is the fact that the young women must accept responsibility for campus life. They are not confined to the roles of beauty queens and cheer leaders but are given roles of leadership which contribute to their maturity and to their sense of responsibility. Such an experience is a necessary part of the finest education; for one is not made ready for the responsibility of citizenship by reaching the age of 21, but rather by the experience of participation in and responsibility for those activities which determine the character of the community life. Thanks to interested and vital student leadership, Lindenwood has known significant success in giving its students this experience.

ACADEMIC STANDING

Lindenwood College is a church-related, private, gift-supported, liberal arts college for women. It occupies the original site selected at the time of its founding in 1827 in the city of Saint Charles, which is a suburban community twenty miles northwest of downtown Saint Louis. Lindenwood College is fully accredited. It is a corporate member of the North Central Association, the Association of American Colleges, the American Council on Education, the American Association of University Women, and the Missouri College Union.

THE PHYSICAL PLANT

The Lindenwood College campus covers an area of 136 acres on one of the highest elevations of the western part of the city of Saint Charles. The campus is unusually beautiful with its well-spaced brick buildings and extensive lawns shaded by lovely trees. The original part of stately old Sibley Hall was constructed in 1860. The newest buildings are the Lindenwood Chapel, located on the north edge of the college campus, and a dormitory named McCluer Hall, honoring Lindenwood's distinguished President, Dr. Franc L. McCluer, and his wife, Mrs. Ida Belle McCluer. Although the plant and equipment are considered completely functional, Lindenwood's facilities (as in most other fine colleges) must still be expanded to meet *ideal* requirements.

AIMS AND PURPOSES

The charter under which Lindenwood College was incorporated committed it "to educate young women to become enlightened and useful members of the community." This aim is still the primary objective of the college. It seeks to teach its students, through its many departments and activities, the values of good health, democratic living, intellectual competence, strong character, and sound judgment. For more than a century Lindenwood College has emphasized the value of a liberal education for women. The great influence of women in all areas of human life challenges the college to provide them with a liberal education of the highest order.

The courses of instruction offered at Lindenwood College and the requirements for degrees are planned with the intention of helping each student to become a woman who . . .

- . . . thinks logically and expresses her thoughts clearly;
- . . . has some knowledge of a language other than her own and of the literature of the human race;
- . . . studies her natural and social environments in the light of the methods and findings of the physical, biological, and social sciences;
- . . . seeks to understand herself;
- . . . studies our civilization in the perspective of historical development;
- . . . has an appreciation of the arts that will enable her to refine the tastes and enrich the lives of those with whom she lives;
- . . . accepts her responsibility as a citizen and as a homemaker; and
- . . . has a sound sense of moral and spiritual values and of life's meaning.

A further aim of Lindenwood College is to develop in each student an appreciation of the Church as an institution, giving her a sense of responsibility for its continuing life and work which will lead to her active participation in the church of her choice during and after her college years. The activities and educational program of Lindenwood College are guided by the hope that each of its graduates will have a keen conscience and a steady religious faith—bulwarks for the emotional maturity that will enable her to contribute to social and family stability.

From the time of its establishment, Lindenwood College has regarded religion as a central factor in life. Education for technical mastery alone is only a partial education. To professional skills must be added moral integrity and spiritual awareness. Every effort is made to create an atmosphere in which students may mature in their religious beliefs and find intellectual sanction for their faith.

The college endeavors to be free of and unhampered by doctrinal restraints or by social groups representing a particular economic or political viewpoint. It seeks to build a Christian community characterized by respect for the integrity of the human mind, for the dignity of the individual human being, and for the conscience and convictions of each student.

A comprehensive program of campus Christian life is under the direction of the Dean of the Chapel, whose responsibilities include the planning of college religious services, coordination of denominational student activities, direction of the Student Christian Association, and personal counseling. Emphasis is placed on the study of the Bible. According to the charter, study "shall be presented in nonsectarian fashion." Lindenwood strives to make the college community Christian in viewpoint and nonsectarian in practice. Students are required to unite in worship in weekly chapel and Sunday evening vesper services which emphasize beliefs shared by many communions.

In its four-year educational program, Lindenwood strives to establish a foundation for a lifelong pursuit of excellence. The liberal arts curriculum of Lindenwood College affords a training intended both to broaden and to deepen the student's knowledge and understanding. To acquire a rich general background, the student completes, usually during her first two years, introductory or survey courses in seven or eight of the principal areas of learning. Then, choosing the field which best suits her interests, she undertakes advanced study in this major area and in at least one minor subject. During the four years she has ample opportunity for study beyond the requirements so that she may further enlarge her background and extend her mastery of her chosen field. Within this framework of elective and required courses, each student, assisted by her faculty counselors, can arrange a program carefully tailored to her individual needs and talents. This foundation is basic to graduate study in which superior students are encouraged to continue their education. Students with above-average ability may follow independent study programs designed to promote self-development and requiring responsibility, initiative and genuine intellectual curiosity. Superior students, early in their careers at Lindenwood, are encouraged to by-pass course materials they have already mastered elsewhere and to proceed with advanced or specially arranged courses of greater challenge to their abilities.

Lindenwood is one of 70 institutions cooperating in the Washington Semester. Under this program selected students from the participating colleges spend the first semester of the junior year in Washington, D.C., as undergraduate students in the American University. This program offers Lindenwood College students an outstanding opportunity for study in the field of public affairs and observation of government at first hand.

Lindenwood also arranges for some students to spend a year abroad in an institution of higher education, not only enriching their own college experience thereby, but also enabling them to contribute in some measure to the understanding of the complex international problems confronting us today.

According to the Rockefeller Report on Education, "one out of every three workers in the national regular labor force of nearly 70 million is a woman." Reliable statistics show that the average girl who is graduated from college today will probably work outside her home for approximately 25 years. Lindenwood College is mindful of the career interests of its students. The curriculum provides undergraduate preparation for graduate study or specialized training for professions. There are special programs (including studies for vocations in music, art, business administration, education, nursing, religious education, and government) to prepare students to enter directly into careers. Pre-professional training is available in several fields, including medicine, law, medical technology, and social service.

Equally significant, however, is the work which the college offers in its efforts to make an intelligent citizenry of its students and to prepare them for their years of maturity. There are numerous courses for upper-class students dealing with the international situation, human relations, government, community leadership, marriage and family, social problems, recreation, etc. There are many opportunities for extracurricular activities in which the student, as she advances to upper-class status, can assume leadership and responsibility. The college stresses how important it is for every student to feel her responsibility as a citizen and to assume her obligation to help in the governing of her own country and in its efforts to establish world peace.

the Administration and Faculty

THE BOARD OF DIRECTORS

The educational, business, and financial policies of Lindenwood College are determined by a distinguished and expert Board of Directors. This Board is composed of men and women who are leaders in the professions, business, education, and civic and charitable enterprises. The Synod of Missouri, United Presbyterian Church, U.S.A., elects the Board members.

THE PRESIDENT

Lindenwood's President, Dr. Franc L. McCluer, is one of the distinguished college presidents in America. His energy and dedication to the cause of higher education are responsible to a great degree for the fine reputation which Lindenwood College enjoys in the field of senior women's colleges. Dr. McCluer was host to Winston Churchill when he gave his "Iron Curtain" address at Westminster College in Fulton, Missouri, in 1946. (Dr. McCluer was President of that institution at the time.) Dr. McCluer was a member of the Missouri State Constitutional Convention of 1943 and directed the campaign for the adoption of the new constitution in 1945. He has served on important national boards and commissions in the field of education, as well as on state and regional committees.

THE FACULTY

Lindenwood's faculty of real distinction and wide reputation is composed of 55 men and women who are dedicated to effective teaching. Lindenwood is proud of its faculty members. They have been primarily responsible for the excellence of the scholastic achievements of the Lindenwood students. As evidence of their continuing loyalty and devotion to the college, the average tenure of the present faculty is 11 years.

Lindenwood's faculty members have advanced degrees from leading American and foreign universities. These competent and distinguished scholars offer subject matter covering four full years of college work in 20 different departments. The faculty is encouraged to experiment with new and more effective techniques of instruction. A favorable indication of personalized instruction is reflected in the ratio of instructors to students, which is one to ten— one of the best in the nation.

Student Life at Lindenwood College

GEOGRAPHICAL DISTRIBUTION

Five hundred thirty-six young women from 35 states plus 11 international students comprise the student enrollment of Lindenwood. More than half of the total student body is selected from five midwestern states—Missouri, Illinois, Oklahoma, Arkansas, and Iowa; followed closely by Texas, Kansas, Indiana, Kentucky, and Ohio. The number of girls from the East and the West is about equal, representing seven per cent of the total.

There are advantages in attending a college close to home. Returning home from school a thousand miles away four or five times a year can be very expensive. The student can spend more time (holidays and week ends) in her home area if her college is located sufficiently near to be reached quickly and inexpensively. This substantial reduction in mileage minimizes transportation charges and provides more vacation time at home.

DENOMINATIONAL DISTRIBUTION

Of equal interest is the compilation of student distribution by religious groups for the class of 1960-61. It is as follows: Presbyterian, 177; Methodist, 104; Episcopal, 53; Lutheran, 53; Baptist, 39; United Church of Christ, 32; Catholic, 27; Christian, 25; totaling 510. The other 37 students are from ten other denominations, including Christian Science, Church of Christ, Jewish, and Unitarian, making a grand total of 547.

OCCUPATIONAL BACKGROUNDS

If the type of family may be reflected in the occupations of fathers, the following chart will be of interest. Tabulated from the records of the classes of 1957-60, it compares the occupational backgrounds of the fathers of students from Lindenwood and students of a prominent eastern senior women's college. The chart manifests very little difference between the occupational backgrounds of the fathers of Lindenwood students and those of the eastern school students except that Lindenwood has enrolled more daughters of farmers. This is understandable because of Lindenwood's location in the middle of the great farm belt.

OCCUPATIONS OF FATHERS OF COLLEGE STUDENTS¹

OCCUPATION	PERCENTAGE DISTRIBUTION	
	A Prominent Senior Women's College Located in the East Classes of 1957-60 ²	Lindenwood College Classes of 1957-60 ²
Professional and semi-professional	40.8%	34.9%
Businessmen	45.4%	51.1%
Farmers	1.2%	5.5%
White-collar workers	10.9%	4.5%
Manual workers	1.5%	4.0%
Total	100.0%	100.0%
Number of student records	1622	1838

1—In a few instances where the mother was the only parent employed, her occupation is included.

2—Data are for entire student enrollment for that period, with the exception of instances where the parents are deceased.

CAMPUS TONE

The tone of Lindenwood campus life, as it is developed and zealously maintained by the students, is a continuing source of pride to the President and the Board of Directors of the college. The students have established a vital democratic atmosphere free from social sororities and unwholesome parochial divisions.

The student community is governed by the Lindenwood College Student Association with officers and dormitory representatives elected by the students. The students live under an honor system, administered by a student-elected Honor Board.

Because of a carefully selected and limited enrollment, no student can remain anonymous in the Lindenwood community. Lindenwood is small enough so that students are individuals—not lost in a crowd.

A student with an excellent academic background is quickly recognized and given an opportunity to work at her level with exceptional faculty members, many of whom are outstanding scholars. A former student summed up the attitude toward study on Lindenwood campus, "You just don't rate unless you have good grades." This attitude has been fostered by both administration and faculty. Friendships between teacher and student help to enrich classroom benefits because education is a matter of communication and motivation.

Student Welfare

Along with the academic emphasis Lindenwood has provided adequately for the health and welfare of its students. All students are under the medical supervision of the college. Lindenwood maintains on the campus a health center with registered nurses in residence.

Head Residents in the dormitories are responsible to the Director of Guidance and Placement. This office also administers the whole testing program and is the center of the personalized counseling service for the Lindenwood student.

Personalized counseling is available to help students attain their highest potential. The counseling ratio comprises one faculty member and two student counselors for each ten students.

Located on the perimeter of the metropolitan area of Saint Louis, Lindenwood offers the advantages of a large cultural city with its many attractions. Chartered buses take students to the Art Museum, Shaw's Botanical Gardens, the Zoo, and to concerts, lectures, plays, and operas.

The college provides a complete and well-balanced recreational program, including facilities for swimming, golf, tennis, bowling, horseback riding, archery, etc.

Profile of the Lindenwood Graduate 1949-1960

The Placement office at Lindenwood College maintains regular contact with the graduates. This office has a continuing responsibility to assist them whenever they wish to seek or change employment, to note their progress, and finally to look at the pattern which emerges in order to have a better understanding of the trends and basic needs of the graduates and the contributions they are making in their chosen fields.

The report of a survey recently made by the Director of Guidance and Placement points out that the percentage of Lindenwood graduates enrolling in graduate study has been more than *twice* that of the national percentages shown in the survey as detailed by the United States Department of Labor, Women's Bureau Bulletin.

More than one fourth of the Lindenwood graduates responding to this survey entered the field of elementary school teaching. Slightly less than one fifth are teaching in secondary and higher education, ranging from junior-high school level to full college teaching. Nearly one fourth have gone into clerical and secretarial jobs. Of the graduates reporting employment,

80% had the kind of job they hoped to get after college.

83% had jobs which met their economic needs.

88% had jobs providing a step toward professional development.

85% had jobs which were related to their college majors.

Of the graduates responding to the questionnaires,

50% were participants in church and religious organizations.

35% were active in professional groups related either to their own work or to that of their husbands and in educational and cultural activities, including the American Association of University Women, P. E. O., music organizations, etc.

31% were active in social or community welfare groups.

18% were active in some form of recreational activity

5% were working with political organizations, and
21% held office in these political organizations.

74% of the graduates answering the questionnaire were married, and the employment of their husbands is of interest:

31% were in business fields in various positions: banking — finance — insurance — manufacturing — construction — wholesale and retail trade.

19% were in engineering: mechanical — industrial — aeronautical — architectural — construction.

15% were in medical professions and scientific research.

9% were engaged in teaching (42% of whom were teachers in colleges).

5% were lawyers, 1% in government service, and less than 1% in the ministry.

6% were in miscellaneous fields.

Long - Range Planning Committee

For some time a long-range planning committee has been studying the impact of various current factors on the college and formulating definite recommendations for the future. These studies include possible revisions and improvements in the educational program (in terms of equipment, space, and new buildings) and may lead to other special studies as indicated in the exploratory work. This committee consists of 21 members selected from the Board of Directors, the administration, the faculty, and the Alumnae Association. While the faculty and administration are alert to Lindenwood's current needs, this long-range attention will help to set the pattern for wise and realistic planning. The results of these studies will be publicized.

Lindenwood's Role in Higher Education

*An Editorial—By Franc L. McCluer
President, Lindenwood College*

The strength of higher education in the United States is due in part to the differing kinds of institutions in which its offerings are made available to youth. Some of our colleges and universities are financed by taxes; others receive no tax moneys but depend for support on voluntary gifts; some are owned by the state, some by a church, and some by a private foundation. The accountability of these several institutions to various bodies enables each to help others to maintain freedom from improper political or other interference.

Then, too, even among the liberal arts colleges we find variety—the arts and science school in the university with ten to thirty thousand students, the coeducational college with three to six hundred students, and institutions of similar size for women or for men are found throughout the country. Without question, good work is being done in institutions of all these types. To believe in the merit of the program in one type of college is not to deny that there is significance in other programs. Here at Lindenwood we are strengthened by a sense of partnership with those in other types of colleges. Our understanding of our own program and our confidence in it do not lead us to believe that it is the only good program for the education of young women.

But it is a good one! We believe it is an unusually good one, carried on by a distinguished group of teachers supplied with excellent facilities. This program is designed for the education of young women in a college where the education of women is the sole consideration. We understand what we are doing and know why we are doing it. Our enthusiasm for this program has not confined us to a rut, but has made us alert and sensitive to new ways to accomplish our purposes.

Lindenwood College attracts students who are sympathetic with its purposes, and the college community is so organized that all within it may contribute significantly to the accomplishment of its purposes. It is a serious task to which we are committed, and students and teachers find happiness in working together toward the accomplishment of this task.

Visitors to the college are welcome, and guides are available. The administrative offices in Roemer Hall are open Monday through Friday from 8:30 a.m. to 4:30 p.m., and by appointment until noon on Saturday.

Address all communications to:
Lindenwood College
Saint Charles, Missouri

Mr. Frank Bowles, President of the College Entrance Examination Board, Princeton, New Jersey, describing the choice which American higher education offers to students, writes: "Our choices in American education are not between large institutions and small, nor urban versus rural, nor public versus private. . . . The choice is, and must always be, between excellence and mediocrity."

"Excellence," to Mr. Bowles, "is marked by the capacity of an institution operating through its teachers to open the door of the mind to new ideas. Once this door is opened, the process is irreversible. The individual who has experienced it has exchanged old horizons for new and never returns to the old. Such institutions are strong medicine, for their basic requirement is that the student be capable of forming and defending his own beliefs and actions. . . . Mediocrity, on the other hand, is characterized by the avoidance of intellectual exploration and disturbance. It may produce — in fact, each year it produces by the thousands — college graduates who are well trained and competent," but it is "a form of education limited in objective, less demanding intellectually, closely related to practical goals, necessarily widely available."

Right: Reading Room, Margaret L. Butler Library.



Lindenwood College Chapel—Saint Charles Presbyterian Church.

