

FACULTY RETREAT - December 3, 1966
Pere Marquette State Park

Morning Session

Problems to be considered:

- A. Students
 - 1. Recruitment criteria
 - 2. Selective retention
 - 3. Demographic factors
 - 4. Projected characteristics of Lindenwood College graduates
- B. Academic Program
 - 1. Number of majors offered
 - 2. Size of classes - upper and lower divisions
 - 3. Holding power - counselling and academic
 - 4. Finer focus on goals and objectives
- C. Faculty
 - 1. Rank
 - 2. Preparation
 - 3. Remuneration
- D. Finances
 - 1. Redistribution of costs
 - 2. Maximization of income

Afternoon Session

The statement of Lindenwood's present goals and objectives was read by Dr. Barnett. This includes "a knowledge of a language other than our own" as one of the goals. This is obviously not true at present, as B.S. candidates are not required to study a foreign language.

Mr. Hume suggested as a goal that students should "find out why the world is the way it is, and how it became that way."

Lindenwood was described as a "conservative arts college" (instead of a liberal arts college) in terms of behavioral outcome. Another goal suggested as "to make a person more aware of opportunities open to women;" to "turn out people who can grow."

Dr. Sibley urged that we avoid the use of "well-rounded" and "enrich." Lindenwood's goal should give the College an identity. All colleges have as their chief goal the education of individuals, and "education" therefore need not be defined. We should afford the opportunity to a student to ascertain her course of studies, in line with what her talents and interests are.

Considerable discussion about the way in which women learn, as contrasted (not compared) to the way in which men learn. Dr. Brown: Women tend to learn by spasmodic leaps and bounds. The basic difference is psychological.

Dr. Brown raised this question: Should we offer a pre-professional type of education? We are committed to the concept that more and more women should enter the professions. Lindenwood is organizing its programs in such a way that they will maximize the outcome.

Any statement of goals should take into account the increased amount of leisure available to people today.

Dr. Barnett described Lindenwood as four colleges in one: (1) a junior college; (2) a teachers' college; (3) a small conservatory; and (4) a kind of a liberal arts college.

It was agreed that WE SHOULD SHIFT TO A STRONG LIBERAL ARTS COLLEGE.

It was further suggested that we wait one or two years to upgrade the academic level of entering students. It was also suggested that we do away with majors and minors, entirely. Let the divisions decide what majors should be offered in their respective areas.

Dr. Brown commented that many things are possible if we give up the thought that they must be accomplished within the same framework of time that we are now dwelling in. Many young people feel that a good education goes beyond a four-year program. Dr. Conover recommended speeding up the work required for an A.B. degree.

Divisional majors were suggested. This raised the problem of supporting courses in interdepartmental majors. Reference was again made to requirements for admission to graduate schools.

Dr. Hood suggested that a broad range of courses be offered to freshmen, and then (in the second year) specialization should begin. "Only those courses should be offered that would permit the student to enter graduate school." In reference to entrance at a graduate school, Dr. Brown indicated that "admission to graduate schools is now a very sophisticated process." He also emphasized that at Lindenwood, in too many instances, the undergraduate work, in its entirety, is taken under one and only one instructor. This is not acceptable for admission to graduate schools.

Miss Purnell asked, "What constitutes a vocational or a non-vocational subject?" No definite answer was spelled out.

The suggestion of requiring a B.A. degree in all areas except in Music (B.M.E.) met with approval. This gets away from more majors than we can practically support. It also gets away from one student in a major. The student would come out with study under several instructors (instead of only one). This also defines the objective of the College: "These areas we can offer; this we can do for you, if you want this kind of concentration."

We have been graduating fewer than 100 seniors in a class. This number is to be gradually increased. Can we do a good job that will get national admiration, that will win support, and that graduate schools will be attracted to? (Would they be attracted to a school with a library of 150,000 volumes?)

WHERE IS THE CUTBACK IN NUMBER OF MAJORS GOING TO COME? Twenty majors, now offered, is too many. Isn't it imperative to realize that we have over-extended ourselves academically? Shouldn't we publish the goals of this college as being: To offer those majors at the level which it wishes to perform, and excise those which it cannot offer? We must get resources first; and offer majors, second. Are we in a position at the moment of offering too many majors? Agreed.

Our task: Ask the divisions to consider the majors offered within each division, and make a recommendation, as a faculty, on how to deal with this problem.

We are a miniature university. Salaries are low, teaching loads are high; but these problems can be solved. In terms of goals and objectives, are we going to be three or four kinds of a school, and accept any student who wants to come here? Shouldn't we confine our students to those interested in a liberal arts college? The present curriculum isn't too far different from the curriculum at George Washington University. If we are a really good college, and present a good, strong program, we will be able to get people to come here to take educational courses.

Bennington was cited as an example; also Sara Lawrence; these colleges do not promise their students that a job will be available for them when they graduate.

The first and biggest and most important question: Are we going to be a liberal arts college, and mean it? Proliferation of courses over the years has been dangerous.

It was suggested that the number of students be increased.

Dr. Brown stated that he "can't foresee, in the redistribution of emphasis, that there will be many teachers without jobs.

By a show of hands, a concensus was reached that Lindenwood College (a) should set as its goal, the making of itself into a strong liberal arts college; and (b) that attention should be directed toward reducing the number of majors offered, with the thought that divisional majors might be reduced.

Respectfully submitted,

Mrs. Dorothy D. Butzow

