

THROUGH 1976

Annual Report of the President
The Lindenwood Colleges
1971-72

There is a tide running in higher education. It runs against the private colleges and universities. It runs against the liberal arts. It runs against traditional procedures of selectivity, grading and retention. It runs against the quest for excellence that marked the sixties. Today's tide sweeps over our efforts at being, or even becoming, a community of earnest scholars. It even washes against our stated purposes and our avowed aims.

We can struggle against the tide; we can risk the accusation of being old-fashioned and irrelevant. Or we can ride with the tide, seeking new ways of doing things and even seeking new and perhaps more vital purposes.

The President and his administrative colleagues wish The Lindenwood Colleges to change. But we have chosen to recommend to our Boards, to our friends, to our colleagues who teach and learn here, a policy of resistance to change for the sake of change. The tide, as we see it, sweeps toward a confusion of purpose we cannot accept, toward a misuse of our resources we cannot condone.

That is what this report is all about. It is an answer to the question so often asked us--by alumnae of the parent college, by donors, by students, by faculty, by casual onlookers: "Can you turn the tide?"

We can. The administration of The Lindenwood Colleges thinks we must. We believe we owe all those concerned with the future of The Lindenwood Colleges an open and clear statement about the future as we see it.

The Lindenwood Colleges are visible. But to know us requires a knowledge of many things invisible--what we are can be seen. Why we are is a more important matter; the answer to the question "why?" is to be found in our stated goals and

objectives, in the dedication of our colleagues, in the commitment of our trustees, in the generosity of our donors. All these people believe that we exist to do something that deserves to be done, something worthy, something not done the same way at a lot of other places. We believe that we can clarify what we are doing and focus on our objectives--on what we aspire to do--in ways which will attract support from students who want to study in our kind of place, from faculty who want to teach in our kind of learning community, from donors who want to support our concept of education.

So, in three sections--chapters, if you will--we project ourselves into the future, extending our present policies, procedures, and programs through the 1976-77 academic year.

I.

We start with where we are. We are in a depression--The Lindenwood Colleges are not sheltered from the tide that sweeps against all colleges. Deficits plague colleges; some 200 colleges have depleted their reserves and face fiscal disaster this year. Falling enrollments resulted in 110,000 openings in freshman classes in the fall of 1971.¹ Some 600 liberal arts colleges were still recruiting students at the end of August last summer.²

The demands for relevancy, for clear and present application of knowledge, for "what's-it-to-meism" have even created uncertainty about the validity, the real importance of traditional liberal studies.

¹The Chronicle of Higher Education, Vol. VI, No. 12, December 13, 1971, p. 1.

²Louis G. Geiger, "The Impending Crisis of the Liberal Arts Colleges," AAUP Bulletin (December 1971), p. 500.

Colleges are institutions; for many, particularly for many students, institutions represent the status quo, the establishment, the middle class, the successful, the materialistic, the "haves." Colleges stand for a form of authority; there are deeply ingrained ways of doing things at college; colleges are judgmental places where constant evaluation of performance is built in as a basic part of the procedures.

"Is he a good student?" "Does she have the motivation needed to make it in graduate school?" "Is he a really good teacher?" "Can you recommend Professor Black's course in sociology?" "Can you endorse Jane Doe's application to medical school?" "Can you give me a name to recommend for a Marshall, or a Rhodes, or a Danforth fellowship?"

But at today's college the traditional procedures for regularizing these actions are constantly challenged. "Why continue to give grades?" "Why go by SAT scores on admissions?" "Why record a failure on the transcript?" "Why have a transcript?" "Why have required courses?" "Why should freshmen be treated differently than juniors?" "Who says I must take math or modern language?" "Why can't I just do my thing?"

In the midst of all this challenge to what we have been and for the most part still are is a pressure center: the great depression which we have already listed as part of our lives at the colleges. It pushes us all down--private and public colleges, large and small colleges, new and old colleges.

The depression has been widely discussed, and its consequences openly predicted. Everywhere, colleges are raiding their futures to pay for their present. At The Lindenwood Colleges we have invested, carefully and deliberately, some of our reserve funds in a planned effort to meet this depression. In no sense have we spent funds held in trust for operational purposes, but we have invested heavily in new facilities; and, even in years of deficit financing, we have strengthened

faculty salaries. Investment policy has been changed to maximize income--changed very successfully. Over the past four years our annual income from endowment has increased by more than \$100,000 to \$463,642 last year.

Income from student fees has leveled off during the past three years at slightly more than \$900,000 while enrollment has fluctuated. Thirty percent of student income is coming from men enrolled in Lindenwood College II. The growth of the summer school program and the increasing number of conferences on the campus has increased income from both sources and provides additional income to faculty members teaching during the summer.

In spite of the necessity to draw upon reserve funds held as endowment, the income from the investment of reserve and endowment funds has continued to increase through careful management by the Finance Committee of the Board of Directors.

We are currently examining the unused land owned by the colleges in order to improve our stewardship of this long neglected resource. When the Sibleys made their original grant of 120 acres to the college in 1853, Major Sibley envisioned the land as a kind of endowment to benefit the future needs of the college. During the Civil War much of that land was sold for residential development. The Board later acquired additional land adjacent to the campus, and the college currently owns approximately 140 acres of which 70 are used by the colleges for educational and residential purposes. The remaining 70 acres are currently cultivated as farm land surrounded on three sides by single family homes.

The first step in the improved utilization of our land endowment has been the leasing of 1.7 acres to the Commerce Bank of St. Charles for a new bank on First Capitol Drive between the city water towers and the Zephyr gasoline station.

Income from gifts for current operations has grown each year with approximately \$150,000 anticipated this year from all sources. Income from the residence halls and other auxiliary enterprises has declined \$86,000 during the past three years

as enrollment patterns have shifted from resident students to commuting students.

On the expense side of the ledger, attempts to operate the colleges more economically have resulted in a reduction in the total educational and general expenses of the colleges over the past three years from \$2,013,833 to \$1,887,335. The costs of auxiliary enterprise operations have remained about the same at \$435,000. This has been achieved at the same time the nation experienced a 20% increase in the consumer price index.

The total amount of funds awarded in scholarships and grants-in-aid has declined slightly during the past three years with an increase in student assistantships where students earn part of their college costs by working on campus in the dining room, library, plant office, and other positions.

The net operating deficit of the colleges (the excess of expenditures over income) has been decreased during the past two years by approximately \$100,000 per year, with current budgeted expenditures exceeding income by 15.5%.

The current annual payroll for the colleges of more than \$1,200,000 has a significant economic impact on the St. Charles community.

Our income is from invested endowment, tuition and fees, and gifts and grants. Tuition and fees are the largest factors, and they are influenced by the market, by our ability to attract good students, by our capacity to give financial aid.

Enrollment statistics at The Lindenwood Colleges, particularly at Lindenwood College for Women, tell a very significant story. The facilities we now have--the residence halls, the laboratories, the library, the art and music studios--suggest the desirability of an increase in enrollment of women. The efforts which we have made, and the plans we have, to continue our concern for what I called in a previous report "the care and feeding of a woman's mind" further advance this objective.³

³A report by Dean Sandra Thomas to the Board of Directors of Lindenwood College for Women, January 24, 1972, is available on request to Dean Thomas.

The restricted endowment funds for women's education and the traditions of the parent college will provide a basis for such an effort. Our goal is to achieve an enrollment of 500 full-time resident women by 1976. We want to have an equal enrollment of men and women by the 1976-77 year, with a smaller proportion of men in residence. This will require a major shift in the pattern of residential life here, and will be achieved in all probability without major residence hall construction program.

A carefully planned admissions program, which has been designed to bring prospective students into contact with faculty and currently enrolled students as quickly as possible, is under the direction of an experienced administrator.

Two recent graduates of our colleges, a young woman out of Lindenwood College for Women and a young man out of Lindenwood College II, have joined two more experienced individuals under the direction of an alumna of the parent college and within the terms of policy laid out by an admissions committee, comprised principally of faculty. There are many reasons for us to believe at this time that this approach to admissions, which puts prospective students very quickly into touch with those who know the institution best--its faculty and students--will bring us students who understand our kind of college. Present indications point toward a modest increase in enrollment this year and a very much more significant enrollment the following year. Persons interested in the admissions program, its goals and basic strategy are invited to request a copy of the Acting Director of Admissions' Annual Report to the Board.⁴

We continue with what we are. We are a community comprised of two colleges. The arrangement by which these two colleges function is our own creation, and

⁴Write to Mrs. Nancy McClanahan, Acting Director of Admissions, The Lindenwood Colleges.

resulted from careful planning in which there was extensive student, faculty, administrative, and Board participation. Lindenwood College for Women has its undiluted identity under the umbrella of The Lindenwood Colleges. The woman's college retains its Board, its legal possession of property, and its endowment and other resources. Its chief administrative officer is the Dean of Lindenwood College for Women, and the faculty which is under contract to Lindenwood College for Women provides instructional services for the men's college under contract as well.

The woman's college, through this arrangement, is able to maintain exceptional opportunities for its students to experience leadership, to plan their own social programs, and to develop the natural interest women have in the role of women in our society and in education which brings about a better understanding of that role. The women's college, which will celebrate its sesquicentennial in a few years, has deep traditions, loyal alumnae, very considerable resources, and a determination to function in independent cooperation with the men's college.

Lindenwood College II was chartered by the State of Missouri in 1969 and immediately contracted with Lindenwood College for Women so that the men's college leases buildings, makes appropriate payments for the use of the library and other facilities, and covers the costs of additional instruction required by the presence of men on the campus. The men's college has its own Board and is developing its own programs. Particularly of interest at this time are a number of career-oriented programs sponsored by the men's college and administered by the Dean of that college.⁵ These programs are designed, within the framework of the liberal arts, to provide educational opportunity for students who have some idea as to the career for which they wish to prepare, but have respect for the importance of liberal studies no matter what their career choice might be. The announcement of these new

⁵For information about these programs, write Dean Patrick Delaney, Lindenwood College II, St. Charles, Missouri 63301.

programs made by the men's college in the heart of the winter of 1971-72 has brought a very enthusiastic response from the educational community and from the general public.

It is not an oversimplification to say that the role of the men's college is to provide us with an innovative stream of ideas and proposals. The woman's college, with its long established emphasis here on the humanities, will continue to hold rather firmly to the traditional liberal arts approach to education. Our young women are able to partake of the programs designed and administered by the men's college, as our young men are able to participate in almost all the work offered by the women's college.

The two-college--the coordinate--arrangement presents us with great opportunities, and with some problems. We are finding it difficult to live side by side in the two colleges with dissimilar social regulations and separate judicial systems. Some of the young women of Lindenwood College for Women find it difficult to accept the greater freedom extended to the young men who reside in our men's residence halls. When a violation of the regulations of one of the colleges occurs, and students from both colleges are involved, the question of jurisdiction arises. When the men's college develops new programs and administers them, with some of them having great interest to women students, such as the Medical Technology Program, the women of Lindenwood College for Women question the administrative procedure which puts the development and administration of such a program under the Lindenwood College II leadership.

In the midst of these confusions is a fact that we keep in mind, but do not emphasize. Lindenwood College II is not strictly a men's college. It is not limited to male enrollment by charter, and it has no endowment or other funds (as is the case with the women's college) restricted to persons of the male gender.

It is confining its enrollment to males as a matter of policy until such time as we have more or less equalized the enrollment in the two colleges. Eventually, there is the possibility that some women will enroll in Lindenwood College II so that their participation in some of the special programs of that college will be more direct. For the time being, in spite of the seeming cumbersomeness of the arrangement, it is not a difficult matter at all. Our women enroll in the college for women, and all courses offered by both colleges are available to them. Our men enroll in Lindenwood College II and almost every course and every program in both colleges have been made available to them. There is one faculty, which provides instruction for the programs of both colleges. There are curriculum and other planning groups working for each of the two colleges in an effort to develop special meaning and special emphasis for each. The outcome of it all is that we know what we are doing, and we do not find our coordinate arrangement to provide obstacles or unusual difficulties. At least not unusual difficulties beyond the difficulty of explaining it!

II.

Anyone who lives in the Lindenwood community and participates in our programs knows that there are tensions and problems here, as at many colleges, which are the consequence of the general alienation of the student group from other segments of our society. In a statement to freshmen at Harvard last fall, President Bok pointed to a fact that is not often enough emphasized: There is not a generation gap; there is a student gap. College students tend to hold views and take positions quite at variance from other identifiable segments of society, even differences in view and attitude from members of their own age group who do not go to college.

If college students are left essentially to their own, or are encouraged to develop a community of students establishing their own rules and regulations without regard for other segments of society--faculty, parents, trustees, donors, members of the outside community adjacent to the college--that community becomes a hothouse, an unreal world. While demanding to be treated as adults, students tend to ask for special privileges. In some cases they wish to be protected from the impact of the law, and to legislate their own rules and regulations about the use of drugs and alcohol. While they may be concentrated in great numbers--at larger institutions involving numbers that indeed make the community a town in itself--they wish to function without police, without due process as it is known in the outside world, without the kind of natural relationship with younger and older people that makes life what it is.

Such isolation from the real world, in my opinion, is to be avoided. We are making a very great effort at The Lindenwood Colleges not to encourage the breaking of ties between our students and non-student groups. Many students categorize and generalize members of other groups in a way that parallels the way some people categorize and generalize students. Students are indignant when their group is described as if it were a monolithic group, all thinking alike, taking the same positions on major issues. Nevertheless, when the student group is permitted to isolate itself, organize itself, in a sense police itself by peer pressure and other readily understood devices, there is a clear tendency on the part of the student group to become homogeneous in its attitudes.

What is a corporation, and what is its social value? Who is responsible for pollution, and what can be done about it? Is the Vietnam War being brought to an end by President Nixon, or is he deceptively prolonging that war while he pretends to be bringing it to an end? Is marijuana a dangerous drug? Is the American economic system worth preserving, or even improving? Left unattended, students

tend to insist upon unanimity in the answers to many such questions. So do many of my own generation. We need to have dialogue--talk--communication.

At The Lindenwood Colleges it is our hope that the learning community here will be broader, that we will have introduced into that community continuing education students and others who are not clearly identified with the student group and who will not respond to the kind of social pressures which students tend to put on each other to bring about a conformity that they deplore in the outside world. Hopefully, part of the educational process will require students to look at points of view that are at serious variance with their own points of view. And, equally important, we must listen to them. Give and take among the groups--young and old, students and non-students, businessmen, doctors, lawyers, laborers and other workers. Surely a learning place is a give-and-take place.

We are concerned at The Lindenwood Colleges about the religious life of our students, for many of them are deeply concerned about issues which are religious in their very nature. They ask with unusual intensity penetrating questions about the meaning of life and the purpose of things. They want, in many cases, to spend their days in ways that bring happiness to both themselves and others. They pay a great deal of attention to the purposes of rules and regulations.

"I do not like anyone to tell me what to do," writes a student in our women's college to her father. She proceeds to say to him that she knows this attitude to be somewhat cruel because she does things which her parents find totally unacceptable and shocking. But she insists upon finding out for herself. This process of finding out can be a cruel and brutal one in some cases.

As this report is written, a student is missing from The Lindenwood Colleges. Her parents are distraut, with her mother close to collapse. But some students hold the point of view that the girl is exercising a freedom, breaking a tie, demonstrating independence, and the parents ought not to be concerned.

Some of her student friends, who may know her whereabouts, insist that she has a right to be alone, wherever she is, and to be doing whatever she is doing. Students who protest police brutality do not seem able to recognize student brutality against parents. Although the young woman involved does not wish to hurt her parents, she knows she is doing so, but cannot bring herself to give up any portion of the freedom she is now exercising in order to modify and alleviate the pain she is causing two people who love her very much.

Our students here, as may be true elsewhere, believe very deeply in love and kindness and gentleness and non-violence. They may have a great deal to learn about the meaning of love, as we have had to learn in all generations.

The administrators of the college cannot preach sermons or give lectures about these problems of human relationship. Mankind has had difficulties with problems of human relationship, ranging from the viciousness of gossip at a cocktail party to the devastation of war for a long time. These problems, including the present very painful problem of rebellion against parental value systems, can be dealt with best at an institution in which there is intense religious concern. We cannot meet our needs for confrontation with religious issues by building a new chapel, anymore than we can by preaching a better sermon or giving a finer lecture. We must deal with this need in our classrooms, bringing our students into the influence of the poets and novelists and the essayists--the provokers of thought and the revealers of meaning. We must deal with it by bringing our students into contact with people who know how to love, and who provide not lectures about it, but examples of it. We must deal with it by making it possible for our students to voluntarily have religious experience that is meaningful to them. We cannot do that by compulsory chapel or required courses in the Bible. We can do it by strengthening our Religion and Philosophy Department, by bringing people to this campus who can give religious guidance and leadership to those who wish it,

and by doing what we can to create a thoughtful and contemplative mood here which provides a climate of respect for those who are searching for the meaning of things. It must be a major part of our thrust in this coming period.

III.

In this third section of this report, it's time for me to make clear that we are a determined place. We are determined not to be swept with the tide into a kind of chaos of conviction and confusion that will be meaningless and not worthy the support or loyalty of anyone. We have resources, resources in terms of endowment, physical plant, and faculty, to be an outstanding institution and to respond to the needs of young people. We know we cannot respond to the needs of all young people, because there is no single kind of educational institutional and no single approach to education that is acceptable or even possible for all young people. This institution and its resources spring from Christian concern for the development of the human being and for the Christian conviction that truth is revealed by God in many ways through the hands of many people. It will be necessary for us, if we are determined to function effectively as a small college in these troubled times to discipline ourselves.

We know some of the things that will be necessary if we are to succeed:

1. We must have respect for various points of view, but deny respect to those who insist upon a single point of view, whether those persons be to the right or to the left, the experimental young who want to do "my thing," or the reactionary old who want with equal fervor to impose their own way, their own values.
2. We must consider the nature of our educational effort and its cost as well, and deny the use of our facilities and participation in our program to those who are convinced that any form of structured learning is to be

opposed, any form of authority is to be destroyed, any claim to truth is to be denied. This is to say that we must so clearly define what we are doing here that those who believe in what we are doing will support us with conviction, enthusiasm, and loyalty. Those who are opposed to what we are doing will, of course, not support us. This college spends roughly \$1,500 per year on each student above and beyond the full charges. The trustees of the college, its faculty, and administration and indeed students who wish the college to function, have a right to insist that those who are here perform as students and carry on their criticism within the framework of the very carefully designed procedures we have set up for bringing about change and for expressing criticism.

3. We must select the students who are admitted to this institution in ways which bring about an honest and realistic correspondence of student interest and institutional objectives. It is very foolish to admit students to a small college who are bitterly opposed to the form and structure of the college, the social regulations of the college, and indeed the way in which the academic procedures of the college function. Admissions policy, in the past mainly concerned with the capacity of the student to perform academically, must begin to concern itself with the determination of whether the student fully understands the nature of the institution and whether the student fully intends to come here to accomplish goals and objectives which are likely to be fulfilled within the framework of the institution. To be explicit, in Lindenwood College II it is said that students have an unusual opportunity to participate in the planning of programs and the governance of the college. If this claim is to be made a reality, students must be recruited who show an interest in participation and governance, and who give evidence that they have the

capacity and the motivation to participate. If Lindenwood College for Women has a special interest in the education of women, and a special concern for the role of women in our society, it is necessary for us to make this interest and concern known to applicants and to consider the contribution that those admitted to the women's college will make toward the goal of being a special place for women. This requires an evaluation of prospective students that is far deeper than is possible if we depend entirely on board scores and rank in high school class. The personal interview will become a standard procedure for almost all admission to either college from now on.

4. Our determination to provide at The Lindenwood Colleges conspicuous alternatives to larger institutions, and conspicuously different modes of relationship as we deal with each other must be reflected not only in the social and academic life here, not only in the governance here, but in the physical aspects of the colleges as well. In an effort to bring our budgets under control and to reduce deficits, the college will take a very hard look at its physical plant and engage in a program of broad nature to bring the costs of physical plant operation under more reasonable control. The Lindenwood Colleges have, in terms of national averages, very much higher than the national norm average-square-footage per student. This space must be lit, heated, scrubbed, and maintained. Some of it is space about which we have fond and traditional feelings of affection. This coming year will see us in a very careful way making every effort to bring about a better utilization of space by changing the functions of some buildings, perhaps tearing others down, renting some space to companionate uses by other institutions and other actions, some of which may not be popular.

But a balanced budget will be popular, and one of the few ways we have of moving rapidly toward it is by lowering the very high costs of physical plant operation at this institution.

So, in conclusion, we are two colleges--one very old, with loyal and devoted followers all across the country, and the other very new, with enthusiastic supporters who believe deeply in its innovative character and in its potential. We are determined to develop our own pattern of life at these two colleges, with due regard for the traditions of the parent college and the interest in innovation and change that dominates the newer college. In a way that will be acceptable to those who gave us the resources we now use, and a way that will be beneficial to those who come to us to study and learn and work, there is much that we can do that will be worthy and that will attract the support that is needed for us to function. There is serious awareness here that we cannot project ourselves into the future on old patterns which are now being rejected, but that we cannot project ourselves into the future without some pattern of operation that will be respected by students, parents, alumnae, friends, and colleagues alike. It's possible; indeed, it is at this place and at this time becoming a reality at The Lindenwood Colleges.

John Anthony Brown
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