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PRESIDENT'S REPORT TO BOARD OF DIRECTORS AND BOARD OF
OVERSEERS OF LINDENWOOD COLLEGE

John Anthony Brown
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For nearly two years we have been giving consideration to planning one aspect of Lindenwood College's future. Students and faculty have discussed and debated; meetings and convocations, reports and even visits to other campuses from MacMurray to Vassar, have helped us make up our mind. We now know that in our own best interest we should not continue as a college strictly limited to women.

There are those who regret to see us change, who hold on to the past, who love Lindenwood as it was. We should welcome these attachments; we should understand this nostalgia; we should be glad that there are those who hold this college in such great affection that they wish to preserve it, even as it was in a previous time.

But you and I know that institutions must change as times change. Robert Frost, in his poem "Reluctance," expressed my mood at this time:

Ah, when to the heart of man

Was it ever less than a treason

To go with the drift of things,

To yield with a trace to reason,

And bow and accept the end

Of a love or a season?

The season for a women's college of our type is close to an end. I will not speak for all women's colleges; but I can see that for many, particularly those not in close proximity to coeducational or male institutions, it is the end of a season.

We were founded at a time when women could not get into colleges and universities and have equal opportunity with men. We were founded at a time when the very concept that women should have a higher education was a minority view. We, and many other women's colleges, were founded to meet a need that no longer exists, for women now are welcomed at almost all the great citadels of learning, even Yale, and soon Princeton. The list is long of men's colleges now seeking women: Kenyon, Hamilton, Wesleyan in Connecticut, Colgate, on and on.

Not only have the times changed, and not only has the need for the restricted purpose of serving women been met, but the attitudes of faculties and students in general have undergone radical transformation. While we have studied the problem of the men's college and the women's college, high school students have, in a sense, made our decision by rejecting the concept of a man's or woman's college. They have helped bring our season to an end. Not more than five percent of the young women in the upper quarter of their high school classes will consider a women's college as the next step in their education.

You have a report prepared by a faculty committee headed by Dr. Howard Barnett, and two student committees headed by Victoria Lowe and Joseph McWhorter. The students, working quite separately, and the faculty have come to a meeting of minds and have given you recommendations in common. Your administration endorses their report, believes it lays out a direction that Lindenwood College for Women should follow in the years ahead, and further believes that it stipulates very appropriate general guidelines for the period

immediately ahead. We particularly endorse the willingness of the students who worked so very hard in the development of the report to continue to work in an ongoing fashion in planning the future of what I believe we will shortly begin referring to as The Lindenwood Colleges.

The report which was distributed to you culminates a full year of intensive discussion on this campus. Last year's students were asked to submit written statements about the future of Lindenwood and the problem of men on this campus. The faculty received the same request. A large number of faculty and a smaller proportion of students gave us very thoughtful statements on both sides of the issue. But neither the faculty nor the students last spring had full access to data which reflect the internal condition of Lindenwood College, and very few of them were adequately informed about trends nationally in higher education.

This fall we decided to give students and faculty full access to facts pertaining to enrollment at Lindenwood and enrollment projections, general facts about the financial picture here, and access to information from other institutions. We received splendid cooperation from MacMurray College, Kenyon College, Vassar College, and Princeton University, all institutions which were involved in some stage of transformation. The faculty, by the time it began to function this fall, had reached the general conclusion that it was absolutely necessary for academic reasons to introduce men into the Lindenwood community. The students were divided, and those who wished to have men here principally looked upon the problem as a social one. You will see that their joint report recognizes that the need to introduce men into the Lindenwood community is much more than a problem of dating or social balance.

I shall not review the faculty-student report except to say in summary fashion that I see us in the following position: We have an outstanding physical plant with capacity far beyond our present enrollment, or any projected enrollment we can logically conceive if we confine ourselves to women. We have a strong faculty, now functioning at less than a ten to one student-faculty ratio (a ratio that we cannot do much about, because, as I have said many times, we must cover the academic bases). Therefore, we could add students to our milieu at a marginal cost which is very attractive. We have an exciting program and a very flexible calendar which we find appeals to men as well as to young women. We have an emphasis here on independent study and a de-emphasis of the lecture method, which makes it academically advisable for us to have both men and women in the classroom. Many of the courses we teach, depending heavily on the seminar approach, would benefit from the broader view which comes when both males and females are discussing the issues. This is particularly true in the Social Sciences and Humanities. Colleges that have studied their academic lives in depth, particularly Princeton and Vassar, make the point that it is no longer valid to teach many courses in areas of sociology, psychology, international affairs, or even philosophy and religion, by the discussion method if all the discussants are either men or women. Thus, our season has been brought to an end in part by vast changes in the curriculum, and in the approach to learning that we take these days. The point I make, however, is that we are academically prepared for the introduction of men to this community; and we need them.

The college experience, we all know, is more than the classroom. No problem plagues administrators at colleges across the country more than the different new life styles with which the college-aged generation experiments.

Literature, and our brochures about our centers, such as the Math Center and

There is little doubt that we will bring new problems to Lindenwood when we bring men. There is little doubt that bringing men on campus will not solve the dating problem for all our young women. It will not alleviate all the social tension, and particularly some of the social apathy, which are now part of our Lindenwood milieu. But, as an administration, we believe it is imperative to do something about the social life which dominates this campus. We all believe that men are central to solutions in this area.

But I am arguing the same case which has been made so well by the students and faculty in their report to you. What you want to hear from me is a specific administrative recommendation about the steps we ought to take. Our recommendations are crisp, and we believe they ought to be given immediate implementation.

We recommend that Lindenwood College enter into contractual and cooperative arrangements with a new college to be formed by a group of incorporators, all of whom are close friends or members of the Lindenwood community. This new institution, we believe, should be completely allied to Lindenwood in an academic sense. We have, at the administrative level, made a thorough study of nomenclature of the new college. After considering many names, and after much discussion with our public relations advisors, we will recommend to the incorporators of the new college that it be chartered as Lindenwood College II. It will, without a doubt, be referred to frequently as Lindenwood II. Perhaps at some future date a philanthropist interested in higher education, convinced that the program and future of Lindenwood II is worthy, will endow the college; and a future Board will decide to rename it. We all know colleges which have changed their names and had no difficulty as a result. Lindenwood II is the way we ought to start; we will be referring to The Lindenwood Colleges in our literature, and our brochures about our centers, such as the Math Center and

the Communication Arts Center, will refer to these centers as being part of The Lindenwood Colleges.

In the initial stages, the instruction and the authority to award degrees will be totally a Lindenwood College for Women function. We plan to develop carefully the life of students at both colleges along lines that are laid out in the faculty-student joint report. We need not, at this time, spell out the complete administrative and academic structure at the new college. If there is any great need in higher education, it is to think through new patterns of relationship between students, faculty, and administration, to conceive of new approaches to the learning process, and to so function that a true learning community of scholars, young and old, is developed. By the flexible coordinated approach we are recommending, the new college will not have to develop hastily.

We know one thing: At our new college we must not copy any other institution; we must not imitate the patterns that have been set up elsewhere; we must provide here new approaches to higher education which will attract outstanding faculty and students. If we develop a new college on the pattern of Westminster, why should students come here rather than go to Westminster, which has been established and has its own reputation? If we develop a new college on the pattern of Hamilton, Florida Presbyterian, or Beloit, why should students come here for the imitation when the original is available? We cherish the opportunity given by the coordinate approach. That opportunity is one of true innovation. We do not want to freeze the dimensions of the new college at this time. The Board of that college, working together with this Board, and with faculty and students, will gradually build a framework of organization and policy which we will follow.

The need to begin recruiting students at once for the new college is

obvious. We have recently made a mailing to some 10,000 Merit Scholarship runners-up. This mailing went to both men and women and, of course, reflected the program of Lindenwood College for Women. It had only a sentence in it saying that we were admitting a few men to Lindenwood College at this time for purposes of planning, and that we expected a coordinate program for men to be developed. Our responses to that mailing have been good; but, interestingly, almost twice as many responses have come from men as from women. Our goal is to bring a minimum group of sixty men into the college this fall. Our goal over six years is to bring about an almost equal enrollment of men and women in The Lindenwood Colleges. We foresee neither college going much beyond the 750 or 800 level, and foresee that growth beyond that will be made by the formation of an additional college with its own kinds of emphasis and approach--perhaps Lindenwood III! I suspect that Lindenwood III is not just around the corner, however.

For the years ahead are going to be rough ones for private colleges. Every week another article is written about the future of private colleges, and many of them are pessimistic. We would hardly be taking the step we are taking if we were pessimists about the future of private education. We know that private colleges must be different from public colleges, and must provide reasons for parents to pay the fees that are involved--reasons that are persuasive, considering the amount of the fees, indeed. We know that one of the great problems in education, private and public, is the quality of teaching, and we believe that the private institution can make more progress in its effort to deal with that problem effectively than the public. We know that one of the problems in higher education is the loneliness that comes from being a member of the crowd in the university, where a student is one among thousands. We think we can do

something about that too. We note that every study made of student attitudes, and particularly student desires, shows today's student to be intensely interested in the problem of personal identity, and to be actively searching for the meaning of life. Courses in religion and philosophy, well taught, attract large numbers of students at our colleges across the country. We believe we can do something that will be truly soul satisfying in this regard at our Lindenwood Colleges.

Summarizing this portion of my report, I point out to you that students and faculty have overwhelmingly--with no dissenting votes--recommended that Lindenwood enter into a new season, one of coordinate and cooperative relationship with a second college. This recommendation rests on the assumption that Lindenwood has physical facilities, faculty resources, fiscal and financial strength adequate to take this step at this time. I request the Board to consider the action which I believe must be taken at this meeting to launch us in this adventure, and I urge the Board not to make an effort at this meeting to answer every minor question of detailed relationship between the two institutions. We need authority to begin; we need minor funding; and we need the active participation of this Board in the months and years immediately ahead as we pass through this remarkable stage in the development of The Lindenwood Colleges. As I close this section of my report, I make one assertion that I believe we will all share: there are traditions and strengths in Lindenwood College for Women which must not be dissipated. As we move from our present posture of a campus for women to the broader one, all of us must make every effort to preserve those things which are best at Lindenwood College for Women. We take this step to enhance educational opportunity for young women.

LINDENWOOD COLLEGE FOR WOMEN

I want to report to you very briefly on the January term, which we often call the interim term, at Lindenwood. The concept of having students take but one course for this interim term gives us great flexibility. Students can be off-campus or overseas, if necessary, for the month. Or they can be off-campus in a series of field trips using St. Charles as their base, or they can study here and go out for a week or two into the field, returning to write up their findings on this campus. Here at Lindenwood there is also an opportunity for some new approaches. Among the courses being offered are many new ones which have not been taught before; and, perhaps most interestingly, there are two courses that have been developed by students to add interest and excitement to the on-campus experience during January. One of these courses deals with the political scene, particularly the problem of choosing a president of the United States. The students have arranged to have Senator Muskie's manager during his recent race for the vice presidency join them in a series of meetings which will deal with the problem of running for the presidency or vice presidency and, of course, the problem under national discussion of the electoral college and its usefulness. The second course, suggested and designed by students, and approved by the faculty, deals with creative expression and will offer students an opportunity to take a hard look at contemporary modes of expression in the fields of dance, music, painting and sculpture. We are pleased by the initiative students have shown in organizing these two courses, which are offered to students in addition to the regular course they will take, and which function by using Tuesday evenings and our free Wednesdays during the month.

We have a group of students in Florence, another group in London, a group in Mexico, New York, and, for a shorter period of time, a group going to Detroit to study the causes and consequences of the urban crisis which has rocked that city. The Florence trip is perhaps the one which attracts the greatest interest, although the Detroit experience this year provides an extremely exciting opportunity for young women to study one of the most crucial problems our society faces: disintegration of urban life in downtown areas.

I now want to turn to matters of finance. Gift income to the college is running pretty much along lines of our expectations with the exception that we did not get a major grant from the Federal Government, which we had been led to believe we would get at the time we budgeted for the 1968-69 fiscal year (\$35,000). We will have to raise this money from other sources, and your administration intends to put every effort forth so to do. We have filed proposals with foundations this fall in an effort to get financial support from those foundations, and in an additional effort to get those foundations to know something about us. A major proposal made to the Danforth Foundation was rejected with a statement that they believed it was a worthy proposal but did not have the resources to fund it at this time. Every evidence since the filing of that proposal indicates that the Danforth Foundation has come to a new understanding of what Lindenwood is all about as a consequence of evaluating the proposal. We have a major proposal before the Ford Foundation at this time, which has been drafted in collaboration with eight other colleges across the State. We have proposals before the Vatterott Foundation, the Synod of Missouri United Presbyterian Foundation, and the Bonfils Foundation. A proposal to the Bing Foundation on the west coast, which received enthusiastic endorsement from Mr. Jacobson, was not funded on the basis that the Foundation could not

undertake any additional commitments at this time. Again, Lindenwood was brought to the attention of people who would not have heard of us otherwise, and I do not feel that our effort in drafting the proposal was in vain.

We have an application before the Federal Government under Title III, which would develop a cooperative arrangement among four of the liberal arts colleges in the St. Louis area - Webster, Fontbonne, Maryville, and Lindenwood. It is a bold proposal, and would bring a great deal of financial support to do things that we ought to be doing at Lindenwood to us. It is impossible to predict the success of this proposal, but we will know before the next Board meeting. We have a minor proposal for funds under Title VI, which will support further development of audio-visual equipment here, including a limited closed-circuit television system on this campus. The chances of funding for this are very high. All in all, I believe we have generated more proposals this past fall than has been the case for the total of the last five years at Lindenwood College. As some of you know, the writing of proposals should not be on the president's desk. I have received very, very fine support in this from a large number of people, particularly Dean Quehl and Vice President Berg. Nevertheless, I have been deeply involved in the writing of these proposals because we are not adequately staffed. This is not a complaint; it is a statement of fact, and a condition one finds in many small colleges.

The Missouri College Union and the Missouri College Joint Fund have decided to split and go their separate ways. I gave some leadership in this matter because I was convinced that we should not mix our approach to the legislature with our approach to corporations for support. To have an Executive Director of both groups who was the same man led to conflicts and confusion, and we have resolved those by a complete separation. We also have taken a step in

the Missouri College Joint Fund to reduce the number of days contributed by presidents in direct solicitation. Some members of this Board know that the President of Lindenwood College has for many years given fifteen, and later twelve days, to the solicitation of corporate gifts. Many of the calls we have been requested to make are at the level of \$50 to \$100. When one divides the sum by 16, the college hardly gets back its investment in time for the president. I am convinced that there is a loss of prestige involved as well in that kind of solicitation. A more mature and professional approach has been adopted, and presidents will be restricted in the future to calling on donors whose gifts are or ought to be in the thousand dollar level. It is thought that the number of days that presidents will be out working together on this can be reduced to three within a year or so, and certainly to not more than five or six this coming year.

I intend to spend a considerable amount of time this spring away from St. Charles. I have got to meet with alumnae clubs across the country to explain The Lindenwood Colleges concept, to answer their questions, and try to win their understanding and enthusiastic support. We will not ask them to give financial aid to Lindenwood II; we will ask them to increase their support for Lindenwood College for Women. We have lists of prospective donors to the college who ought to receive the attention of the president; and, again, I plan to call on many of them during the weeks immediately ahead. I will have to spend a great deal of time at the public relations problems of getting the new college known and getting the greatest attention we can when we make the announcement about its formation.

Finally, I want to make a comment about the months ahead in terms of the role of this Board. Two of the committees of this Board face opportunities for service which are outstanding: the Committee on Faculty and Curriculum, and the

at the administrative level.

Development Committee. It will be absolutely necessary for both committees to be very active for it is clear that a capital drive for The Lindenwood Colleges ought to be mounted no later than calendar 1970. Westminster plans such a drive, with particular emphasis on Presbyterian churches in the Synod of Missouri. Webster College is going to have such a drive, with general emphasis.

Finally, a word about the Lindenwood Learning Center, a proposal which has come to the administration from several outstanding members of our faculty. There is no doubt whatever that the most difficult problem the Dean of the College faces in recruiting new faculty and holding younger members of the faculty with children is the condition of the school system in St. Charles. We have split sessions, and we have lost a great many of our fine teachers because of a fiscal crisis which has rocked our system year after year in the recent past. There is also the need on the part of our Department of Education and our Psychology Department for laboratory opportunities for our students. Therefore, a combination of the concern of our faculty about the public school system here, the absence of any private schools except a Catholic girl's school in town, and the need for laboratory experience led to this request. The administration's attitude about the request is peculiar. We endorse it, but we do not have the facilities to implement it. There is no space on the campus that I could assign to a laboratory school. We have land that could be used for this purpose, ideally land back on Duchesne Drive adjacent to the Trinity Episcopal Church. But given the year we have ahead, and the financial burdens that we must take up on behalf of the College, I do not believe I can ask the Lindenwood Board at this time to finance the development of a laboratory school, which, if it follows the pattern of many, will operate at a deficit. I am not requesting action by this Board on this matter at this time, and I raise it only because I do not want to dispose of this request at the administrative level.