

REPORT
of the
PRESIDENT OF THE COLLEGE
to the
BOARD OF DIRECTORS

May 30, 1949

It is a pleasure to bring you this report of the work for the year at Lindenwood College.

STUDENT BODY

A total of four hundred sixty-one students have been enrolled in the college this year, nineteen of this number being special students and twenty-one of them being day students. These students are drawn from thirty states and twelve foreign countries and are distributed in the classes as follows:

55 Seniors
50 Juniors
129 Sophomores
211 Freshmen

Of the entering freshmen fifty-three per cent (53%) were in the upper third of the graduating classes from which they came, twenty-eight per cent (28%) in the middle third and nineteen per cent (19%) in the lower third. Taken as a whole, it is an excellent student community. The spirit is good and the achievement of most of the students is very satisfactory. Three students, however, failed in the first semester to qualify for admission the second semester.

The faculty has recently adopted a new program to deal with those who do unsatisfactory work. Under this regulation any freshman whose honor point average is below 1.4 and any other student whose average is below 1.6 for any semester shall be placed on probation. If the following semester she fails to raise her grades to an honor point average of 1.6, she shall be dropped from college.

We have been fortunate at Linderwood in having twenty-one students from outside continental United States. They come from the following countries:

France,
Lebanon,
Bolivia,
China,
Denmark,
Chile,
Costa Rica,
Mexico,
Philippine Islands,
Greece,
Korea,
Cuba,
Hawaii.

Twelve of these students receive scholarship aid. They are sponsored by the Presbyterian Board of Foreign Missions, the Institute of International Education, or by friends of the college. They are carefully selected and are required to be able to use the English language.

The opportunity we have in America to provide education for young people of college age from war devastated areas and areas in which there would be no similar opportunity is a significant one. Our own young people who have a sense of world citizenship and a desire to be informed about other countries have studied in universities in other lands and there has been an increase in the number of foreign students seeking admission to the American colleges and universities. In a friendly community like that at Linderwood we have an unusual opportunity to reveal the democratic way of life, and, of course, an opportunity to help these students develop their own potentialities. It is not, however, a one-sided thing. These foreign students are showing before our students a deep appreciation of the opportunities that many of us take for granted, and they bring our students a new understanding of other cultures and peoples.

We believe that if Lindenwood along with the other colleges of the land continues this program for twenty-five years, it will have real significance in promoting international goodwill and understanding. The Chairman of the Board of General Electric Company has declared that it is the most significant long range program now being carried out in the interest of promoting international peace.

LIBERAL EDUCATION

We believe that the kind of education we seek to give at Lindenwood was never more needed than it is today. The effort to provide it brings all of us genuine satisfaction and continuing thrills. Preparation of young women for their future and for significant contribution to community life is not an exact science but it is an inspiring task. To some it has seemed that when liberal education is most needed, it is least wanted, but recent inquiries among high school students indicate a greater interest in liberal arts study.

The lack of enthusiasm for the liberal arts college may be in part due to the pressure of preparing to make a living and in part to the fact that those of us who have been engaged in liberal education have kept it on the side lines where it would have no taint of vocationalism. At Lindenwood, however, we have achieved a really significant partnership between liberal education and vocational training. We agree with Isaiah Bowman, of Johns Hopkins University, that a liberal education "means the acquisition of broad knowledge - that some of it may be applied; the training of the mind - that it may respond to the need for further training in the changeful years to come; a certain fine independence in living and thinking and judging events - that expediency may not take the place of principle." It should also mean appre-

ciation of the dignity and meaning of human life and the deepening of one's faith in a personal God. We do not believe that these results depend upon a proud isolationism in which studies are not related to tasks with which students will later live, nor upon a rigid insistence on a traditional curriculum. We must make liberal education vital to young people so that those in attendance in our colleges share our purposes.

This effort to vitalize the program of the college must begin with admissions and be carried on through all of the activities of the campus as well as in those of the class room.

ADMISSIONS

The character of a college depends very largely upon the character of the student body. No matter what purposes are embraced by the administration, faculty, and Board of Directors, the character of the community and the degree to which these purposes may be realized will be determined very largely by the character of the students. We have appointed a Committee on Admissions at the college and have given careful study to our admissions program. The Committee is composed of the President of the College, the Dean, the Director of Guidance, the Registrar, Mr. Motley, and Dr. Parker, Chairman of the English Department.

The Committee recommended to the faculty that a student within the upper three-fourths of the high school graduation class recommended by the high school principal and other references in the community may be accepted upon application. All other applications are submitted to the Committee for review with the understanding that unless a special test and special information reveals the student's ability to do college work, those in the lower fourth will not be admitted. Acting upon this policy we have turned down several applications for this year even though applications have not been coming in as rapidly as last year.

The academic mortality of students in colleges indicates a disturbing number of failures or mal-adjustments the first year in college. For example, of fifteen colleges in the Mississippi Valley including such well-known colleges as Beloit, Grinnell, Knox, Carleton, and Lindenwood, only two - Carleton and Knox - have more than thirteen per cent (13%) of their entering freshmen continue through their senior year. Five have thirteen per cent (13%), two have twelve per cent (12%), five have ten per cent (10%), and one has nine per cent (9%). Lindenwood, with twelve per cent (12%), is about at the middle point or a little above it.

The problem of holding students to graduation seems to be a problem of the small college and not a problem of the woman's college.

In a larger study of admissions by Benjamin Fine, of the New York Times, it was found that the chief reasons for dropping out were:

1. Mal-adjustment or academic failure.
2. Financial reasons - given as the most important reason by twenty-five per cent (25%) interviewed and second by thirty-three per cent (33%).
3. Transfer to other institutions for a variety of reasons.

One thing that was significant was the discovery that of the women who received degrees, sixty-eight per cent (68%) had come from the upper fourth of the high school class.

MOTIVATION

One thing that we learned from our experience in training young men and young women in our colleges during the war was that satisfactory motivation would speed up achievement. Students in training in the various war training units saw the relationship between the work that they studied and the task that they expected to perform and they, of course, had a strong motivation to master the subjects they studied and to make the information or skill their own.

If we are to make the most of our opportunities in college, effort should be made to get a similar motivation for our students. We must seek to motivate the students as soon as they get to college or even before that time. Our enrollment counselors and our student counselors who are in correspondence with new students are placing before them, we hope, a clear picture of the character of the college and its purposes, and we are seeking information from the home community other than that we get from the high school. For example, we secure information about the student's health, her vocational objective, and her personal and social adjustment.

The Guidance Office, under the direction of Miss Lichliter, secures similar information from the faculty counselor of the student during the year. During the first year of college a battery of tests are given to all new students and information secured from these tests is given to counselors. In short, our first approach to motivation is in terms of as thorough a knowledge of the student as we can secure. The Office of Vocational Guidance arranges individual conferences with all who wish to discuss their plans and all who have taken freshman or sophomore tests. This office issues bi-monthly "Notes for Counselors" keeping the faculty informed in regard to over-all test results, placement trends, various vocational opportunities, etc. Rating sheets are provided for the use of Head Residents as well as for the use of faculty counselors.

One finds that students are not seeking glory or wealth but are genuinely interested in the development of their own abilities and the attainment of effective leadership in their communities.

Motivation may be secured not alone from direct counseling but from the spirit of the community as well. If it is a community which respects worthy achievement and is moved by a fine spirit, students will respond to the right

kind of motives. In the right kind of a community there will be certain special tasks and recognitions which students may win. Groups of students organized in terms of shared interests have regular meetings. Most of these interest groups are composed of those who major in a particular department. There are some, however, that cut across departments such as the group who worked up the literary publication, Peter Pan. There is recognition found in awards, such as those provided by alumnae clubs, individuals, and the college itself. Outstanding among those awarded by the college is what is known as the President's Scholarships awarded to the first five girls in each class and having greater value for the higher classes. A number of our students have won significant awards outside the college. In competition with several hundred contestants Marjorie Moehlenkamp won a five hundred dollar fellowship to do graduate work in voice. Lucy Anne McCluer won a similar contest in organ. One of our freshmen won a prize for a short story submitted to the Atlantic Monthly, and another student won first prize for a radio script in a contest sponsored by Oklahoma University. Several students have also won recognition for their writing in Mademoiselle.

The most significant effort to motivate students is that which comes from religious emphasis on the campus. Worship shared by students and faculty in chapel services and vespers contributes immeasurably to the character of the community. Religious Emphasis Week held annually in February or March has been a powerful factor in the lives of many of the students. Students themselves plan the program for the week which includes an address from the visiting speaker each morning and evening and individual conferences in the afternoons. The leader this year was Dr. George E. Sweazey, of the Board of Evangelism of our church. Without any question he exerted a profound influence upon the college community.

The various programs mentioned above are important factors in leading students to wise choices and high endeavors. It must not be forgotten that however effective the techniques used, the real purposes of the college are best achieved when a student is brought into contact with great subject matter and a great teacher. We must have in our college if it is to realize the great opportunities before it not only comfortable living conditions and happy, friendly environments, but inspiring personalities as teachers. Our teachers must be persons attractive to students who will have genuine respect for them and who will hold them to their best efforts.

In some quarters people think of a college announcement of character building as one of its goals as the badge of academic febleness and others think the advertisement of friendly relationships between students and teachers as an indication that the student is coddled. The work of Lindenwood College and the achievement of her students ought to remove us forever from the suspicion of either weakness. Great teachers will be devoted to their students. They will not be expositors of subject matter but teachers of people and will hold their students to high standards of performance and honor them by leading them to do their best.

STANDARDS

The basic program of the college cannot be a vital one to its students unless high standards are maintained. It is to be hoped that the college is a comfortable place in which to live and find happiness, but it must be a great deal more than that. Students must be brought up to standards commensurate with their ability. We have compared our grading of the past several years with the national distribution and find that either our students are doing much better

work than others over the nation, or that our grading is not as strict as it might be. In 1947-48, for example, of the college students throughout the nation thirty-two per cent (32%) had S, thirty-four per cent (34%) had M, and five and five-tenths per cent (5.5%) had F, whereas at Lindenwood forty per cent (40%) had S, thirty-seven per cent (37%) had M, and six-tenths per cent (0.6%) F. In the year just past, however, we had thirty-seven per cent (37%) with S, thirty-seven per cent (37%) with M, and three and one-tenths per cent (3.1%) with F. We believe we ought to do better than the national average but it is hardly likely that we can have no failures if we are holding to high standards.

On the whole the work of our students this year has been very gratifying. Three students made perfect marks for the year in all of their class room work. Quite a number of freshmen have made honor averages for the year and are applying for a charter to Alpha Lambda Delta, a freshman women's honorary society. This application has been approved by the faculty and we hope that it will be approved by the national organization.

We have adopted a new grading system because our former system gave the same quality credit to failing grades and barely passing grades.

With the expansion of the curricular offerings made this year the students at Lindenwood have had available rich opportunities in the regular liberal arts curriculum and vocational courses in some fields. The installation of a campus radio station has been especially valuable. This station is operated by the students under the direction of Miss Martha May Boyer. Students have done much of the engineering work, all of the script writing, programing, and broadcasting. A number of programs have been done over KFUC, KSD-TV, and KMOX.

Plans for next year include an expansion of the curriculum in two departments - mathematics and home economics. We have had one person teaching mathematics, physics, photography, and household physics, and as a result have not been able to offer an adequate major in mathematics. We are, therefore, recommending the employment of an additional teacher in this department so that the additional courses in the upper division may be available for our students.

In home economics the expansion contemplated involves the use of the tea room as a home management house in which the students will live, get their meals, and keep the house. This course is required for teachers to qualify under the Smith-Hughes Act, an act providing for Federal aid in the salaries of home economics teachers in public schools. These positions are the most desirable and we have all the other courses necessary to qualify.

We think that a four year college for women should have an exceedingly strong department of home economics and with the use of the old tea room and with an additional teacher to give this course and live in the house, it will greatly strengthen our offerings.

The faculty has also adopted a recommendation of the Educational Policies Committee for the establishment of honors work in departments prepared to give it. It is obvious that all students are not equal in intellectual ability and it seems wise to give those capable of unusual work an opportunity which others would not wish or could not perform. The recognition of individual differences in this particular is thoroughly democratic for it is a recognition of the worth of each individual and it brings to our program the motivation that comes from the ideal of excellence rather than that of uniformity.

The English universities have long made great use of honors programs. The honors student is not told what to do to complete a course but he is told what he must know. The program is designed to command the best of each student who enters it and will lead students to become excited about learning. Lectures and class room work will be incidental and the close informal contact between the teacher and student in the seminar program will bring additional inspiration to the student. The driving power of a sense of bring associated with the teacher in a task which gives the student great freedom is a significant thing in the motivation of these honor students.

The entire program will be in the hands of a Council on Honors which will consist of five members. It will be open to students with a 3.0 or higher honor point average, exclusive of grades in choir, orchestra and physical education. Application for admission to honors courses may be made not earlier than the first semester of the Junior year, and not later than registration for the first semester of the Senior year. The student submits to the Council a written outline of the program she wishes to undertake indicating the name of the faculty director under whom she wishes to work. The amount of credit to be received will be determined by the Council on Honors. A great deal of freedom will be allowed in the selection of the actual project. It may be a research project, or a special project in the student's major or minor field, or it may be a creative project such as a composition in the field of music. When the project is completed to the satisfaction of the Council on Honors, the candidate may be graduated cum laude, magna cum laude, or summa cum laude, in which case such a notation will appear on her diploma.

The forty-eight hours will be taken in the Departments of Economics, History and Government, Philosophy and Religion, Psychology, and Sociology. Many elective requirements are courses in the field of these branches such as

A student not enrolled under the honors plan but whose honor point average for the first seven semesters of college work is 3.75 or higher will be awarded her degree with distinction and such a notation will appear on her diploma. There will be two seniors this year graduated with distinction. One of them is Bettie B. Wimberly, who is able to continue in college under the generous scholarship provided by Mr. Arthur S. Goodall. She is the daughter of a Presbyterian minister in Nebraska and has led her class in each semester of her work at Lindenwood. The other is Jo Ann O'Flynn, a Kentucky girl who is president of the student body and who is majoring in biological science and chemistry.

There has been a growing realization that in addition to the conventional curriculum, it may be that the woman's college can also perform an especially valuable function in a somewhat different direction. Women do almost all of the spending of family incomes in the United States. It is the woman in the home who sets the tone and level of family morale and contribution to the community and society. The faculty of Lindenwood College has been giving much study during the last year to the development of a curriculum which will be peculiarly suited to preparing the young woman who will be married soon after leaving college for her responsibilities in her home and in the community. With these considerations in mind a curriculum was prepared which the faculty has adopted. Instead of requiring a concentration of twenty-four hours of Grade II or higher courses in one field for a major and twelve in another for a minor, the new curriculum includes the thirty-eight hours required of all students seeking a bachelor's degree and forty-eight hours distributed over five different departments. The forty-eight hours will be taken in the Departments of Economics, History and Government, Philosophy and Religion, Psychology, and Sociology. Among electives recommended are courses in the field of Home Economics such as

Home Management, and Food Preparation and Selection.

STUDENT PARTICIPATION IN THE COLLEGE PROGRAM

Student participation in the planning of the program of the college and in the life of the community will be an immense aid in motivating them to accomplish the purposes which we have in mind. That participation is facilitated upon a campus where friendly contacts between students and teachers are common place. Members of the faculty have students in their homes during the year and they participate with them in all student parties in the gymnasium as well as at formal receptions. Every effort is made to develop a community that has a strong esprit de corps.

Students are given a large responsibility for the government of the community and for the government of the student residences. They discharge this responsibility in a splendid way and the whole system of student government has been strengthened by the year's experience.

Students are also given an opportunity to cooperate with the faculty in other areas than government. Joint faculty-student committees have made plans for various activities during the year and have made proposals to the faculty on such matters as attendance, convocations, etc.

Faculty people who have worked with students on committees have been impressed by their serious purpose and good judgment and have found it exceedingly helpful.

Various conferences have enabled our students to participate with other students in the consideration of problems that must necessarily be in the minds of college people everywhere. The student body has sent representatives to conferences on other campuses dealing with international relations, religion, and student government. The International Relations Club at Lindenwood sponsored a one day conference on the Lindenwood campus at which we had one hundred fifty

students from neighboring institutions engaging in student led discussion groups dealing with problems in international relations.

The participation with five other institutions in the Washington Semester program proved especially stimulating to our students. Four students have been selected to represent us in this program next year. Last year, as you will remember, we sent three students and a teacher to the American University for one semester's residence. This coming year we shall send four or five students. We are not required to send a teacher until it becomes our turn four years hence. The program is not only stimulating to our students but is a significant example of institutional cooperation in a unique educational program.

Other conferences which were held on the campus this year include the Radio Conference for high school and college students. The leaders were Miss Judith Waller, Director of Public Service of the Central Division of the National Broadcasting Company and Mr. Ted Westcott, Director of the radio program, "The Land We Live In" and a Director of Production in Television at KSD. Other people from radio stations in the area were present and discussed programs in the field of radio.

A conference on Community Leadership was held this spring. It attracted to the campus many civic leaders from eastern Missouri and bordering counties of Illinois. Discussion groups were organized within this conference - one on "Conservation" with a panel headed by Mr. Leonard Hall, noted columnist of the St. Louis Post-Dispatch, one on "Health" led by Mrs. Gwen Goodrich Rappaport, of the faculty at the University of Wisconsin, one on "Community Recreation" led by Mr. Fred Naeter, publisher of the Cape Girardeau Southeast

Missourian, one on "Growing Pains" under the leadership of Dr. Homer Clevenger, of the faculty of Lindenwood who is also mayor of St. Charles, and one on "Community Tensions" led by Mr. Henry F. Chadeayne, of St. Louis, and Mr. L. M. White, of the Mexico Ledger. The closing session was conducted by Mr. Robert Blakely, chief editorial writer of the St. Louis Star-Times. Discussions in which students participated with civic leaders who are dealing with definite problems stimulated interest in and understanding of these problems. This conference attracted editorial comment of a great many newspapers in the State. Representative of these comments are these paragraphs from an editorial in the St. Louis Post-Dispatch:

"Lindenwood College is to be felicitated for planning and holding on its campus a 'Workshop for Community Leadership' Friday and Saturday of this week. Around the 'workbench' there will be discussions of health and recreation, housing, utilities, traffic control, law enforcement, religious and racial harmony, the soil, and other subjects that are at the very core of community life.

"One of the major things which a student should take with him out of college is an ability to make himself effective as a citizen of his community. Toward that end the Workshop at St. Charles will contribute."

FACULTY PARTICIPATION IN PROFESSIONAL AND COMMUNITY LIFE

The college for many years has sent a delegate to the North Central Workshop which is devoted to a study of the curriculum in liberal arts education. The Workshop is held in the summer. The faculty member brings his report to the faculty, and a coordinator from the conference visits with the faculty later.

The faculty too must have an opportunity to participate in the life of the larger community if our program is to be exceedingly strong. Representatives of the staff have attended a number of their professional meetings and many of them have been on programs of these meetings. Others have contributed

articles to professional journals and participated in the discussions on problems of higher education at Chicago, opportunities in dealing with foreign students at Cleveland, and a conference on religion in Kansas, etc. The Dean has been on the program at several of these meetings.

Dr. Alice Parker has been elected President of the Missouri State Organization of the American Association of University Women, and Dr. Agnes Sibley has been made editor of its bulletin.

The activities of members of the faculty in the local community lend strength to the college. Dr. Clevenger is, of course, mayor of the city and other members of the staff assume various responsibilities in the community. The faculty has carried on the work throughout the year with enthusiasm and skill and has a fine morale.

THE COLLEGE AND THE CHURCH

The college participates in the life of the church in services that members of the staff give from time to time.

This summer the Young People's Conference from the St. Louis Presbytery and one of the Presbyteries from Illinois will meet at Lindenwood. The Westminster Fellowship National Council will meet here in July.

Attached is a copy of the minutes of a meeting of the Synod's committee on colleges at the Mark Twain Hotel in St. Louis on March 8. This committee was first constituted several years ago to discuss problems incident to the effort of Presbyterians to support four colleges in Missouri. The committee considered the status of the colleges and the possibility of cooperation and mergers. When the committee reported to Synod three years ago, it called on Presbyterians to support to program of Westminster College and made

no mention of other institutions. At this last meeting there were two members from each Board and the President of each college together with Dr. Stuart Paterson, Mr. Homer Keith, and Dr. David Waggoner. They discussed the possibility of over-lapping membership of Boards, joint Board meetings, Synod's ability to support four colleges, and finally the possibility of the merger of institutions or of the re-location of institutions. The committee recommended that "the Boards of the four colleges agree to the appointment of a committee by the Presbyterian Board of Christian Education to survey the college situation in Missouri and develop plans for improving Presbyterian higher education in Missouri, and that the Boards of the colleges pledge themselves to carry out the recommendations of the committee provided the report has been approved by the Presbyterian Board of Christian Education and three of the four college boards." This recommendation to the college Boards was carried by unanimous vote.

RELATIONS WITH ALUMNAE

The presence of alumnae visitors at this Board meeting marks an advance in relations with alumnae that will mean much to the college. The enthusiasm with which alumnae generally have greeted announcement of the plan to have visitors at the Spring Board meeting is an earnest of the increased strength that will be brought through the counsel of our graduates.

The college is deeply appreciative of the pride that alumnae take in the institution and the warm feeling they have for it. Mrs. McCluer and I had the privilege of visiting alumnae groups in New York, Washington, Denver, Los Angeles, and San Francisco and sensed their genuine affection for the institution. The group in Los Angeles has long been an active one and the others

May 30, 1949

are being reactivated and holding regular meetings. The clubs in St. Louis and Kansas City have been active supporters of the college for some time, each of them now providing a scholarship. The alumnae club in Chicago has also been meeting regularly this year. Mrs. Stumberg, President of the Alumnae Association, will report more in detail about the financial support that has come from the alumnae this year. While the total (\$4,800) does not reach the goal set last spring, it is encouraging. I believe that support from alumnae will increase. As we acquaint alumnae through the Bulletin and through contacts of official visitors with the work that the college is undertaking, we may expect to be strengthened not alone by their affection for and pride in the college, but also by their active support and investment in this program.

GENERAL PUBLICITY

Contact with the general public is made through general programs and news releases. Mr. Clayton has done good work in getting news stories to the papers with the small amount of time he has had to spend on it.

A committee appointed to find a public relations director does not have a recommendation at this time but we understand that we shall be able to get much more newspaper space when we have someone able to spend more time on getting news stories.

I believe that the Lindenwood Bulletin is read with interest by all those who receive it. Our mailing list has increased somewhat although it is largely confined to alumnae and school people in the Middle West. We need to work on expanding the mailing list to include people who should be acquainted with a Presbyterian college and who might be attracted to the program and purposes of the institution. We should give consideration to reducing the

number of issues of the Bulletin. We now send out one each month and we might be able to keep our friends acquainted with what is going on by sending six issues a year instead of twelve.

STATUS OF APPLICATION FOR AAUW

The college is handicapped as a four year college by not being on the approved list of the American Association of University Women. This is not an accrediting association but membership in it is desirable since graduates of colleges not listed are not eligible for membership in local chapters. The reason Lindenwood is not listed is because it is not on the approved list of the American Association of Universities. We completed the application for AAU last fall and filed it with them. A study of the information reveals that we meet their standards as far as we can judge and I am confident the college would have been included if the Association had continued the list. However, at its meeting last December they discontinued the list and returned our application. AAUW will decide at its June meeting how to proceed in receiving new applications. I am confident that we shall meet any requirements that they set up. The President and the Dean have talked with people in the AAUW office in Washington. We shall press our application as soon as the Association announces the new procedures.

ENROLLMENT OF NEW STUDENTS

Our enrollment of new students continues to be under the enrollment at the corresponding date last year. This situation obtains in colleges throughout the country and many are expecting substantial reduction in attendance this coming year.

At the national meeting of registrars it was thought there would be a reduction of 20% to 25%. There are some reasons, however, to believe that our enrollment situation is not far behind. Some of our enrollment counselors say students are not applying to as many institutions as they did in the days when there was difficulty in securing a place and we hope we shall not have as many withdrawals as we have had before. We ought to know about the middle of June or the first of July if this is justified since we receive a \$100 payment in June which is not refundable.

I feel that we should make whatever effort seems necessary this summer to enroll additional students.

PROBLEMS

In addition to the problem of enrolling new students at the time we are erecting a new student dormitory, we have two or three problems in general of which we all ought to be aware.

One of these is the feeling on the part of a great many of our friends that the college is so well financed that it has not great need of financial support. One source of strength of the college is a substantial income from endowment which gives us confidence that we can carry out a program for the year before us without a deficit if we call upon our income from endowment. There will, of course, be a deficit in the operating account but the income from endowment will take care of that deficit and the college itself will not have a deficit.

On the other hand, we are unable to do some things that we ought to do to make the most of our opportunities. For example, there are many fine students who would welcome an opportunity to come to Lindenwood but cannot consider it because of the cost. Some of them are daughters of the church that founded the

college and we have great need of scholarships to take care of these students. We ought to have quite a number of scholarships from \$500 to \$600 to be given only to students of serious purpose and unusual capabilities.

It would be well for us, especially if our dormitories are not filled, to increase the number of foreign students and displaced persons we would receive. Many of them cannot pay our rates. Gifts could be made to this and even gifts of small amounts would be significant for us.

In addition to the need for scholarships, we have some capital needs that would require large sums. For example, we are a church college standing for the value of worship and religion in the life of the individual and community, and we have no chapel.

Some of our equipment should be enlarged, especially in the field of physical education. We have a very inadequate swimming pool and a gymnasium that is too small. An indoor riding ring should be provided if we continue to offer riding.

RECOMMENDATIONS

The faculty reports that the students listed in the attached commencement program have completed the requirements for the degrees or certificates indicated. It is recommended that these degrees be granted by the Board.

The faculty has also recommended the honorary degree of Doctor of Laws for Mrs. Nell Quinlan Reed, an alumna of the college. It is recommended that this degree be approved.

It is interesting to note that there are more four year degrees in each category this year than last year and fewer two year certificates and diplomas in each category than last year. Last year we granted thirty-five

May 30, 1949

certificates and diplomas for the completion of two years' work; this year we have sixteen. Last year the Bachelor of Music degree was given to four; this year to six. Last year the Bachelor of Science degree was granted to fourteen; this year to twenty-one; and the Bachelor of Arts degree was granted to twenty last year, and to twenty-seven this year. The total number of bachelors' degrees granted last year was thirty-eight. This year it is fifty-four.

It is recommended that Mr. Robert Colson be made Business Manager of the college.

It is recommended that Miss Louise Beasley be appointed as Assistant Professor in the Department of Mathematics.

It is recommended that the appointment of Miss Dorothy Ely as an Instructor in the Department of English be approved.

It is recommended that the Board inform the Presbyterian Board of Christian Education and the Synod's Committee on Colleges that it will support any recommendation made by a survey committee which will have the approval of the Presbyterian Board of Christian Education and three of the four Boards of colleges in Missouri.

Respectfully submitted,

F. L. McCluer

FILM:MY
Encs.

A motion favoring the adoption of the above resolution carried by majority vote.

It was moved that the committee meet for its next assembly on Tuesday, June 13, at Park College (date to be announced) to determine the college boards' reactions to the resolution mentioned above. Motion carried.

It was moved to recommend to Synod that the college boards be requested to submit names of proposed candidates for each board to Synod's