

PRESIDENT'S REPORT
to
THE DIRECTORS
of
LINDENWOOD COLLEGE
May, 1946

Recently one of our teachers made a remark which gave me great satisfaction. He came last September from William and Mary College where he had been a successful teacher. The head of his department generously recommended him but was loathe to let him go. He said he came here with some reluctance. He had, however, no reluctance about remaining. He said he had discovered here that an institution could be truly Christian and at the same time a real college. This is high praise.

Institutional Purpose

In March 1941 I stated in writing the conditions of my acceptance of the presidency of Lindenwood and also presented to you two papers. One was entitled The Liberal Arts College and one The Objectives of a Liberal Arts College. To those three papers I again call your attention. In my thinking about Lindenwood my ideas have not changed much. In one of the papers I indicated that we should give less attention to Plato's saying that "Education prepares for the beautiful enjoyment of leisure time". I laid emphasis then as I do now on a very useful definition of Erasmus: "The first and also the principal function of education is that the tender spirit may drink in the seeds of piety; the next that he may love and learn thoroughly the liberal studies; the third that he may be informed concerning the duties of life; and the fourth that from earliest childhood he may be habituated in courteous manners". A definition of that kind needs only application.

In application of the educational philosophy of Erasmus and adaptation of it to Lindenwood's needs, I presented to you in October 1944 a Six-Point Program for Development of the Curriculum. In that program I make reaffirmation of faith

and commend it again to your reconsideration. It has received some favorable comment. The Executive Director of the Association of American Colleges wrote that it impressed him favorably. He requested permission to print and distribute it. In October 1944 I called your attention to what had been done to realize the Six-Point Program and since then have pointed out additional evidences of progress.

Throughout the country efforts to revive and vitalize the idea of liberal education by an effective program fall into four principal groups. First, there is recourse to great books. Second, plans to secure distribution and concentration in proper balance. Third is a plan of offering cooperative survey courses. Fourth, a functional program is offered to students who, under guidance, are allowed to pursue an acceptable interest crossing departmental lines at will.

Lindenwood probably falls into the second group above mentioned. In what we have done we have gone to the extreme of setting requirements which make the curriculum somewhat inflexible and leave little choice to students in the first two years. It is probable that the faculty will discover ways to secure a desirable flexibility in which counseling will play an important part.

Accrediting

The accrediting of a college is a matter of some concern to those responsible for administration. In the United States regimentation has not gone to the point at which the most important accrediting is done by the state. That function is performed largely by voluntary agencies. It is a form of social control of education. That this sort of control is fairly effective is remarkable; is almost miraculous. It is democracy's way of "muddling through".

When asked if a college is accredited I always ask, Accredited by whom and for what purpose? There are about forty active associations which, in one way and another, perform an accrediting function. They fall into four groups. First, are associations which deal with institutions as a whole, such as the Association of American Universities and the North Central Association of Colleges and Secondary

Schools. Lindenwood is approved by the latter. Second, are professional associations, such as the Association of Law Schools. Lindenwood is approved by the Association of American Schools of Music. Third, there are departmental associations, such as the American Chemical Society. Fourth, there are associations which deal only with ideas and ideals. They are churches and church boards of education, the American Legion, Daughters of the American Revolution, the Civil Liberties Union. They are very powerful. They do not publish lists of approved institutions. Sometimes they express emphatic disapproval.

The present trend in accrediting is to allow an institution to state its own purpose and so to encourage individuality. Thereafter the business of accrediting is concerned with evaluating the results of the program by which an institution seeks to realize its purpose. Relation between purpose and activity provides a most useful criterion of excellence.

Lindenwood met some difficulty with its regional accrediting agency by reason of its classification in a group of colleges with which it does not properly belong. This agency recognizes four sorts of institutions. First, there are institutions offering a two-year program beyond high school. Second, are institutions offering only the bachelor's degree in a single unitary organization. Third, are institutions organized in more than one but not more than three separate administrative units; and institutions which regularly offer the master's degree and/or professional degrees. Fourth, there are institutions offering the doctor's degree and institutions which regularly offer the master's degree and/or professional degrees.

Lindenwood was for years classified in group three above and thereby was subject to corresponding requirements which it could not well meet. When I discovered this situation I made a statement that Lindenwood has a unitary organization, belongs in group two, offers no professional degree, and has only one dean. My statement was accepted with a tart comment: "One of the purposes of this Association is to get colleges to tell the truth in their catalogues."

This incident has been elaborated in order to illustrate what is involved in the accrediting process. One association in which we are interested requires attention to eighty-three items distributed in eight major categories.

One association by which Lindenwood should be approved is the Association of American Universities. Twelve or fifteen years ago Lindenwood applied for approval, was inspected and refused. In 1940-41 a second inspection was made. Again came failure to win approval. It is useless to apply for inspection until several years have elapsed after inspection. It takes time to remedy defects. Furthermore, accrediting agencies made no inspections during the war. They are now ready to make inspections when preliminary reports seem to justify it. Our report on record of our graduates in graduate schools seems to have won tentative approval. There is some indication that an inspection by the Association of American Universities next fall can be secured. Therefore, an important decision must be made in the immediate future. It is worse than useless to invite inspection until we feel sure we are ready for it. If refused approval next fall, we could not reasonably expect another inspection before 1948-49.

Immediate Problems

As a result of institutional studies which have been made some important changes in curriculum have been made during the last three or four years. We are quite certainly ready to present a stronger college for inspection. There are, however, two important things to be done before representatives of the A.A.U. are invited to visit the campus. One involves an additional course offering and additional personnel for teaching. The other involves additional laboratory space and equipment and possibly additional personnel for teaching in science.

First, our staff in the social sciences has been working for some time and with especial zeal this year on a new course of instruction. The staff is ready to report for action. It is an especially competent staff. Its report will win wide recognition. However, the staff is not willing to recommend action unless effective

action can be assured. Such action means an additional teacher within the next year or two. This Board should not allow this project to fail. Personnel for the course should be authorized or the faculty should be notified that the project should be held in abeyance for some time. The course should be given in 1946-47. There is no doubt about that. It can be started now and developed later.

Second, there is the matter of additional laboratory space. This was presented to the Directors in a special report last November. A supplementary report is now available for your consideration.

The new general science course was instituted two years ago. It has proved its worth. It should be continued. However, it should be discontinued if additional laboratory space is not provided. A new science building must be erected but probably cannot be erected for several years. Fortunately some temporary and fairly satisfactory additional laboratory space can be secured in Roemer Hall. Authorization of this project now would create a favorable impression in the minds of inspectors even if labor and material be not available next summer.

Institutional Studies

Institutional studies should be continued. Criticisms based on reports sent abroad and on reports made by inspectors visiting the campus are no substitutes for self-examination and self-criticism. No useful pattern of work can be imposed on Lindenwood from the outside. We should do what we honestly and intelligently believe is good for our students. We can then face the academic world with the assured self-respect which commands respect.

You are again reminded that a year or two is required to effect an important change in curriculum. When a change has been instituted another year or two must elapse before results can be accurately evaluated. Some favorable results have been secured. In the National Sophomore General Culture Test, Lindenwood students, measured by nationally established norms, have risen about twenty points, namely, from about the 30th to the 50th percentile rank. Higher scores will quite certainly

be secured in the future. The proposed course in the social studies will send our percentile rating up.

In order to give you a better idea of our institutional studies, of which thirty-five or forty of major and minor importance are now available, I am placing in your hands a recent study of general culture by Dr. Homer Clevenger, Professor of History.

Salaries

If one were instructed to employ one hundred teachers at one thousand dollars a year and to secure fifty men, one would have fifty men who are a bit inferior to the fifty women employed. This inequity is a factual aspect of the "market" as it now exists. Lindenwood should have a representation of men on the faculty. It is well for them to have families. Family obligations must be met. We cannot solve the problem by adjusting salaries to need. Women teachers usually have family obligations which are not obvious. Their dependents usually do not live in the college community.

Another aspect of the salary problem requires attention in budget making. It affects morale. New comers to the faculty ask and receive larger salaries than superior teachers who have been in service here for many years. An inequity exists. It should be cured.

RECOMMENDATIONS

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1. The Bible Chair Endowment provides an income of \$2500. For eight years Rev. Lloyd B. Harmon, Ph. D. served as Professor of Bible and Philosophy on a salary of \$2500. He also served as stated supply of Jefferson Street Presbyterian Church, receiving from that church a small salary and manse. In 1945 he resigned from his professorship to become pastor of the church.

During 1945-46 Dr. Silas Evans, President Emeritus of Ripon College, has served as Visiting Professor of Bible and Philosophy on salary of \$4000.

For more than a year we have searched diligently for a successor to Dr. Harmon. Rev. Lyman V. Cady, Ph. D. last year and this has visited the campus several times. He has served as missionary in educational work in the foreign field and has taught at Berea and has been professor of Bible at Hanover. He is now professor at Monticello. His scholarship is well attested; also his ability to teach and to direct a campus program of religious activity. Dr. Cady's present salary is \$4000, plus participation in annuity to extent of five percent of salary.

It is recommended that Dr. Lyman V. Cady be called to the Professorship of Bible and Philosophy at salary of \$4000, plus participation in his annuity contract to the extent of five percent of salary.

2. Kate L. Gregg, Ph. D. has been Professor of English since 1924. Dr. Gregg is an essential member of the Lindenwood Family. She has a forceful, unique and captivating personality. Her teaching is at once thorough and inspiring. She is a competent productive scholar and a gifted writer. She is custodian of our historical archives. For several years she has been conducting a thorough research into the history of Lindenwood. Portions of the history have been written and presented to our Institutional Study Committee. They are exciting, interesting and important. They set forth the controversies which captured attention in this region more than one hundred years ago and in which the founders of Lindenwood participated. The controversies were concerned with the nature of church and state, their proper relations and the foundations of a stable Christian society. Doubtless these debates determined Lindenwood's original institutional purpose, which needs emphasis today even more than it did in the days of the founders.

Dr. Gregg has indicated her desire to retire from teaching at the end of this academic and fiscal year. She expects to continue her residence in St. Charles. Her desire and intention is to continue her research and writing and to complete and publish her history of Lindenwood.

It is recommended that Dr. Kate L. Gregg be retired from active service as Professor of English as of June 15, 1946; and

That she thereafter become Professor Emeritus of English.

That this Board, through its Secretary, express to her hearty appreciation of her services as teacher, scholar, and campus leader; and

That her position as college historian and keeper of historical archives be formally recognized; and

That, if possible and as may be mutually agreeable to her and the Directors, some honorarium be provided for her while she is engaged in collecting and organizing historical data and preparing it for publication.

3. Miss Lillian Rasmussen, Assistant Instructor and Professor in Art since 1937 and on leave of absence in 1945-46, has resigned to accept a position in the Rhode Island School of Design.

It is recommended that the resignation be accepted.

4. Mrs. Eva Englehart Douglas, Instructor in Piano since 1929, has presented her resignation in order to join her husband in Washington, D.C. Her going will be a severe loss to Lindenwood.

It is recommended that her resignation be accepted.

5. Miss Janet Coulson, Instructor in Piano since 1938, has presented her resignation in order to accept a position in the University of Kansas. Her departure, like that of Mrs. Douglas, will be a severe loss to Lindenwood.

It is recommended that her resignation be accepted.

6. Captain Siegmund A. E. Betz, Professor of English since 1935, has been on leave of absence for military service for three years. Dr. Betz is an excellent gentleman, a competent scholar and valuable teacher. He was receiving a salary of \$2500 when his leave of absence began. He was offered \$3000 for 1946-47. However, he has written that he should have \$3500 or maybe \$4000. This is not too much and not more than he can get elsewhere. The salary he requests is, nevertheless, more than we are at present paying to teachers of similar rank and capacity. He should be held in service here because he writes that he considers "Lindenwood not as a

place to work but as a place to live."

It is recommended that leave of absence for Dr. Betz be terminated in the hope that he will return to his professorship.

7. Gail W. Martin came to Lindenwood as Professor and Head of the Art Department in 1941. He is an officer in the Army and on that account has been on leave of absence for three years. It has been difficult to establish and maintain communication with Mr. Martin. So far as the Dean and I can ascertain his plans are indefinite.

It is recommended that Mr. Martin's leave of absence be terminated at the end of this academic year.

8. Hellmut A. Hartwig, Ph. D., Professor of Modern Languages since 1941, has been on leave of absence for service as captain in the Army for three years. He does not wish to continue in service on the Lindenwood faculty.

It is recommended, therefore, that his leave of absence be terminated and that his occupancy of a professorship in modern languages be discontinued.

9. Miss Agnes Sibley has been Instructor in English for three years. Professor E. H. Wright of the Department of English of Columbia University, has offered Miss Sibley a fellowship paying \$1800 and available in 1946-47. During that time she will complete her doctoral dissertation and, on its publication, will receive her Ph. D. degree.

It is recommended that, for the mutual welfare of Miss Sibley and Lindenwood, she be given leave of absence without salary for 1946-47, in order to take advantage of the offer from Columbia.

10. Miss Genevieve Howe, Instructor in Home Economics and appointed for one year, 1945-46, has not been reappointed. This action is by mutual agreement.

11. Miss Carolyn Gray has served as Instructor in Chemistry for four years.

It is recommended that she be made Assistant Professor of Chemistry.

12. It is recommended that at commencement on June 3 certificates and diplomas be awarded and degrees conferred as recommended by the faculty.

H. M. Gage,
President