

PRESIDENT'S REPORT

to

THE BOARD OF DIRECTORS OF LINCOLN COLLEGE

May 24, 1943

---

I

How Far and Where

A traveler, who could read figures on signs but not letters, said he always knew how far but couldn't just tell where to. One who tries to read the signs of the times today has a reverse difficulty. It is quite impossible to say when certain goals will be reached. It is, however, possible to say what our goals are. Also we can say with confidence that our goals will be reached. This is because persons differ from things. Persons have purposes. People without purpose have human form but are not persons. They lack the distinguishing mark of personality which is possession of a purpose. Such people have the qualities of things and at most of the higher type of animals.

We have at our disposal the lessons of five thousand years of history. One lesson is clear. It is that purposes are realized.

"As our dreams are, so are we.  
Our dreams are but the mirror of ourselves.  
We shape in thought what soon we dress in deeds.  
What we daily do in the heart we grow to be."

This point of view requires some clarification and amplification. Therefore I recall a remark made by a man of vast common sense when he appointed a modest little man, who was not brilliant, to a position of great responsibility. On making the appointment he said, "Any man can realize an intelligently conceived purpose if he has good health, politeness, and persistence". That is sound common sense. Success is as simple as that. It is clear that good health contributes much to happy and successful living. Poor health is a handicap that in exceptional cases has been

overcome by very great people. In pursuit of most purposes physical fitness is absolutely essential. As to politeness and persistence the combination is somewhat rare and always irresistible. Ultra polite people frequently lack initiative but never offend others. Persistent people are frequently rude and may be an offensive pest. But when a politely persistent person starts in pursuit of a purpose, one may as well say at the start, "He will get what he wants; if not now, eventually". The purpose pursued must, of course, be "intelligently conceived."

This little essay on purpose applies to institutional purpose to which Lindenwood has for two years been giving attention. When one views Lindenwood today one may well apply canons for criticism of a work of art. They are in the form of questions. What did you try to do? Was it worth doing? Was it well done? In reply to those questions one can say that the founders of Lindenwood and their successors projected a Christian institution on a "broad and liberal foundation" to prepare youth for "useful living" and for citizenship by developing in them the "national mind". That work was certainly worth doing. Lindenwood today is proof that the work was well done. If one doubts that, the obvious reply is, meet the alumnae. If that be too large a task when travel about the world is so difficult, we then say, attend Commencement on June 7 and meet the Seniors. With finality they attest the well being and well doing of Lindenwood.

Facing the future in 1943 we realize that the value of a past is to get a future out of it. The future to us is rich in prospect because the past is rich in resources. Lindenwood today is qualified to realize its purposes. Those purposes were intelligently conceived. The institution is in good health. Its physical fitness is excellent. Visit the campus. See for yourself. Its financial foundations are sound. Read our financial statement. On the campus is spiritual and intellectual health; intellectual strength and spiritual cleanliness. Tenaciously we pursue our purposes. In a changing world we "hold fast to that which is good". We live at peace among ourselves and in self-respect and friendly respect for others in the family of American colleges. In that situation there is every reason to be-

lieve that our institutional purposes will be realized in the future as they have been in the past.

The new Lindenwood will be the old Lindenwood in flowerage that is becoming and in fruitage that is useful for living in 1943 and the year beyond. There will be no break from the past. There will be a development of it. We shall not wallow in the morass of self-satisfaction. By our institutional research we shall apply our ancient purpose unchanged to the needs of youth today and shall adapt administrative procedures and curricular offerings to their present and future welfare. Lindenwood is a liberal arts college. It has been. It will so continue. The world needs training schools always and especially in emergencies. But the long-time and deep need is for education on which training in skills should be founded. William Allen White recently stated the case clearly: "We should give all the college war training that we can. But we should not forget that cultural colleges, after all, are the arsenals of democracy in the sense that they prepare, cherish, and expound the guiding faith that makes or breaks a nation." It was not idly said that, "We shall know the truth and the truth shall make you free". That is one of the most profound sentences in the philosophy of Christianity. Facts are not the truth. Technical training is not the truth. The truth can be found only in the wide horizon, the high vision, the noble purpose that comes from men and women who study the contemplative sciences, who know the humanities, the great literatures, the great organizers of learning, the great philosophies. Only as this country is able to keep alive the fires of culture will our democracy be saved. This is a clarion call to our patriotism. It marks clearly the path of duty in 1943, which in 1827 was projected, to develop "the national mind" along with the realization of other institutional purposes.

## II

### Institutional Research

For two years we have been engaged in institutional research, Dr. George A. Works, Retired, The University of Chicago, serving as Director and Counsel. The

President and Assistant participate ex officio in proceedings. A Faculty Committee on Institutional Research has been appointed. The Dean serves as chairman of the committee and the Director of Guidance and Personnel as secretary. The membership of the Committee is not closed. It includes those who are interested and are willing to assume responsibility for special studies.

Institutional Research is a venture in self-discovery and self-appraisal. Its supreme achievement is institutional awareness. It means that Lindenwood is on the alert. The incrustations of institutional habit sometimes need to be broken; sometimes reinforced. Research determines what to do. There is some danger that probing into our inner workings will center attention on weaknesses and lead to neglect of sources of strength. In any event we shall not live in complacent self-satisfaction which is not the way of life, but is rather the opposite.

Our studies thus far demonstrate the strength of our personnel for instruction and indicate progress by way of coordination which will concentrate force at points of need, opportunity, and demand. A departmental approach to students is not good. Lindenwood's supreme opportunity is to bring the weight of the whole institution to bear on each student. Each student should get the impact of the whole institution and should bear away the Lindenwood stamp.

### III

#### Specific Opportunity and Responsibility

One of our great opportunities should not be overlooked. We can center all of our resources on the education of college women. In so doing the health and physical education programs are campus-wide and fundamental. So is our personnel and guidance service. It seems equally clear that our students will always need and demand the service of departments of the home (home economics) and of the fine arts, and of economics, commerce, and finance. All of this work is intimately related to home-making and leads by way of graduate schools to preparation for specialized careers for those so inclined. A number of our students will become teachers. We recognize that fact. Lindenwood cannot give a large number of

specialized courses and not every department should be encouraged to offer a major for graduation. But Lindenwood can give a liberal or general education to each competent student. Therefore the few specialized courses that we offer must be excellent in themselves. They are not, however, added to our course of study with independent status. They are a part of the college and integrated with general or liberal education.

#### IV .

##### Concerning Change

Because of the influence of the rapidly changing world in which we live and also by reason of our current self-examination, we may become fascinated by what is new. We may imagine that each new thing is a step in the direction of our goals. That is not true. Change is not necessarily progress. Certain values are persistent. The Eternal is a fact. The war is relatively but not absolutely a total war. This war of today may be a bit more total than the French Revolution; but certainly not much more. Henry Wriston has pointed out this fact in *The Sub-Soil of Peace*, printed by the Hazen Foundation. This sub-soil underlies all wars and happily is continuing through the ages. It is a sub-soil of eternal principle. It includes science, language, literature, philosophy, art, the Bible, religious tradition, the church. It includes all that is deep in the heart of humanity which goes on while nations rise and fall. While the fires of war rage in cataclysmic fury it is well to remember that the liberal arts college and the church invisible, invincible, eternal, are the chief custodians of our enduring cultural inheritance, the sub-soil of peace. A college for women faces today a magnificent opportunity and a tremendous responsibility. The college is touched and profoundly affected by the war. Each person in some portion of life is wholly involved in the war. The curriculum in some areas, as in mathematics, chemistry, and federal war industry training classes, is involved. Nevertheless, there are areas not wholly involved and there Lindenwood may, with a fair degree of normalcy, administer the trust which

the traditions of our Americanism have committed to the American college.

V.

An Invitation To the Board

For their information members of the Board of Directors are presented copies of various studies which have been made in our institutional research project. A short abstract is attached to each study. It is, nevertheless, suggested that so far as the time of busy men permits the studies themselves be read and digested. At some not far distant date it will be well for the Board to meet for dinner and an evening session when the Director of Research and the President can review problems thus far discovered and solutions that have been proposed. As regards proposals for change it is probable that, if we do not try to do all good new things too quickly, we may get somewhere. We largely deal with matters that are debatable. In these areas there are few absolutes. We cannot say that good is good and bad is bad, that they are poles apart and that in between there is no equatorial region and no temperate zones. As between the radical revisionists of the curriculum and the conservative survivalist there is a mean which is at once most useful and practicable. It was Socrates who said that extremes of all kinds are ruinous to the soul.

Members of the Board of Directors will find satisfaction in studying and becoming somewhat familiar with the problems of internal administration and curriculum for which the president and faculty are chiefly responsible. It will be a satisfaction which transcends the very great satisfaction of bringing the annual budget to a favorable balance according to custom. Financial and academic administration must be kept at comparable levels of success. They are mutually dependent. Exclusive attention to one or the other will result in failure for both.

VI

The War and The College

The war will have a profound effect on life including college life. Most observers feel that, in demobilization and the period following, attendance at

colleges will greatly increase. Applications for admission now exceed in number those received in any similar period of which we have record. The fighting of the war brings students now. A general increase of college attendance after the war will probably sustain here a full enrollment. Probable federal subsidies for college students following the war will, of course, affect our enrollment in some way. Some people feel that such subsidies should be available for women. Nearly all colleges and university people feel that financial help by the federal government should be given directly to individuals and not to institutions. Solution of such questions as this will determine where control of higher education will rest.

Educators will learn something, maybe not much, from the war time experience of army and navy. Some experience with acceleration will prove to be good; some bad. It is easier to accelerate training (a skill) than education which is a process of maturation. One improves or uses time more than he saves it. The content of the curriculum will not be greatly changed by the educational work now being done for army and navy. The general economic condition of the people will have a greater effect. The earning power of education will be a factor in curricular offerings. If prosperity prevails people will have money to pay for education. If economic conditions are difficult, competition will be keener, and more rather than less education will be required. So far as liberal arts colleges are concerned, it should be remembered that they fit for ultimate employment in a position rather than in a job.

From the educational experience of the army we shall doubtless learn something about testing and measurements; also about visual aids to education. Best of all is a bright prospect that we shall learn how to give greater credit for achievement and do less time serving. We shall also talk less about the conflict between what is practical and what is cultural. The practical will be made cultural; the cultural will be made practical. Our American culture in fact is the way the American people, drawing on all resources of past and present in every field of human endeavor, maintain themselves as a going concern in the family of

the nations. As a purveyor of culture that part of the college is indispensable.

## VII

### Annuities

The Board has before it proposals for participating with officers of administration and instruction in purchase of annuities becoming payable at retirement a. s. A special committee will report. Uncertainties in the general economic future prevail. Our financial policy should be conservative. Nevertheless, this project should be kept alive and some first steps should be taken.

## VIII

### Spiritual Life

True education is a venture of the spirit. The venture has been successful when students following the lead of teachers have established desirable points of view and are able to use valid principles of evaluation. The spiritual life of the college has benefited largely by the new Advisory Committee on Religion composed of student and faculty members. Student activity is stressed in response to the expressed desire of students. Specific recommendations of this Committee for 1943-44 urge greater participation by students. The Committee has appointed a faculty adviser for each denominational group.

Our students this year have contributed at least \$2000 to philanthropies such as Red Cross, U.S.O. and other special charities in which they are regularly interested. In addition they have purchased Federal bonds and stamps in the sum of \$4000.

## IX

### Christian College Standards

Following suggestions made by the Presbyterian College Union, the Presbyterian Board of Christian Education has adopted standards for our colleges. These standards provide for formal declaration by governing boards of Christian purpose and Presbyterian affiliation, and publication of such declaration in catalogue; pursuit of a policy of recruiting faculty from active membership of evangelical



churches; incorporation of required Bible study in curriculum; annual report of financial condition to the Board of Christian Education; and approval by regional accrediting agency.

Budget information, specific information concerning instructional staff, and general recommendations will be presented to the Board in a supplementary report.

Respectfully submitted,

H. E. Cagle, President