

PRESIDENT'S REPORT
to the
BOARD OF DIRECTORS OF LINDENWOOD COLLEGE
October 26, 1942

The impact of the war on the college is felt in many ways. General occupational dislocations have occurred and these have naturally had an effect on the administrative and instructional staffs and in addition have created many problems for those responsible for maintaining dining room, dormitory and campus help at the high level of efficiency achieved in former years.

Faculty Honor Roll

The college has an "Honor Roll" of men who are now on active duty in the armed forces of the United States. Dr. Siegmund Betz, Professor of English, is serving in the Army Air Corps; Dr. Helmut Hartwig, Professor of German, is serving in the Infantry; John Stine, Professor of Public Speaking, is serving in the Navy Air Corps; Ralph Brand, Admissions Counselor, is in the Army Air Corps. Dr. Betz, Dr. Hartwig and Mr. Stine have officers' commissions and Mr. Brand is in officers' training school. As members of the instructional staff, Dr. Betz, Dr. Hartwig and Mr. Stine are on leave of absence without salary. Our good wishes go to these men who have served the college well and will serve their country with equal loyalty and ability.

Faculty Changes

Dr. Frances Whitehead, Professor of Economics and Commerce, and Miss Maude Detmer, Instructor in Commerce, and Miss Marie Reichert, Instructor in Physical Education, have presented resignations, which were accepted. Dr. Whitehead had served the college for a year and a half, Miss Detmer for one year, and Miss Reichert since 1928.

Mrs. Janie Mason 'right, Professor of Policial Science and History since 1940, Miss Margaret M. Stookey, Professor of Physical Education since 1930, Miss Margaret Dunaway, Instructor in French since 1938, and Dr. Irene Eastman, Instructor in Chemistry for one year, are not continuing in the employment of the college.

Policy Governing Tenure

It is our policy to give contracts to instructors for one year for each of the first three years of service. These years may be counted a probationary period. If teachers are retained for more than three years they are given self-renewing contracts which may be terminated by resignation or on notice given a reasonable length of time in advance of the termination of the contract.

Appointments to Faculty

Additions to the instructional staff have been made as follows: Dr. Maude Beamer comes to the faculty, ad interim, in English; Dr. Frances Benge, ad interim, in Spanish; Dorothy Deach in Physical Education; Margaret Emberger in Commerce; Dr. Wilhelmina Feemster in History; Carolyn Gray in Chemistry; Mary Morison in Physical Education; Eleanor Turshin in Commerce; Karen Van Lissel, ad interim, in Public Speaking.

These teachers are well prepared in both training and experience to add strength to our instructional staff.

You will note that eleven teachers are not returning to service this year and that nine have been added. The budget for teachers' salaries is, at this time, \$2500 less than the budget for 1941-42. However, there will in all probability be an addition of \$500 to the instructional salary budget.

Administrative Changes

The administrative staff remains unchanged with one exception - Miss Sarah Ostner, Registrar since 1938, is not remaining in our service. The budget for

salaries of administrative officers at this writing is \$260 less than it was a year ago.

The title of "Registrar" is no longer in use. When the office who has served as Registrar left the service of the college a Recorder, responsible to the Dean, was appointed. Miss Helen Rose Bruns, former Secretary in the Registrar's office, is now serving as Recorder.

Dr. Florence Schaper, after many years of service as Secretary of the Faculty, has resigned that office. Miss Kathryn Hankins has been appointed Secretary of the Faculty, also Treasurer of that body. Miss Hankins is Professor of Classical Languages and is also Alumnae Secretary.

Miss Mildred McMican, a graduate of Buena Vista College and also a former employee of that institution, has been employed as Secretary to the Dean.

Awards to Faculty for Summer Study

Awards in the total sum of \$800 for summer study were distributed to the following teachers: Dr. Jessie Bernard, Sociology; John Stine, Public Speaking; Eva Englehart, Piano; Dr. John Thomas, Music; Lillian Rasmussen, Art; Fern Staggs, Home Economics. An award was made to Lois Karr, Professor of Mathematics, who was unable to accept, owing to a misfortune. Reports on the work done by these teachers during the summer have been received by the President and the reports are gratifying. Certainly the recipients of these awards are grateful for the opportunity presented to them and the college profits largely by this form of aid to faculty scholarship and teaching.

Program for the Year

In outlining the program for our life and work the coming year, the President issued the following directives to administrative officers, teachers and students:

1. Vesper Services will be held on Sunday evening.
2. Assemblies will be held on Monday and Friday, worship to be a feature of each of these services; the service on Monday morning to give opportunity to outline the work of the week; the service on Friday to give opportunity to outline program for the week-end.
3. Convocations will be held on Thursdays and on special evenings as scheduled and announced.
4. The requirements of Physical Education to be applied to all regularly enrolled students.
5. Registration Counselors will be appointed by the Dean. These Counselors will serve throughout the year.
6. Faculty Advisers will be appointed and will serve as heretofore. Advisers, in helping to solve problems having to do with registration will confer with Registration Counselors and the Dean.
7. The Y.V.C.A. room will be open on Tuesday and Thursday evenings from 8 to 10:30 o'clock for the use of the house and dining room maids.
8. Lights in dormitories will be turned out at 11 P.M. on Sunday, Monday, Tuesday, Wednesday and Thursday.
9. Attendance at Vespers, Assemblies and Convocations will be required.
10. The Administration will confer with the President of the Student Board and other officers of that organization concerning requirement covering lights and attendance at Vespers, Assemblies and Convocations, inasmuch as the Administration makes these requirements contingent on securing cooperation of students generally and of student leaders in particular in matter of accepting the requirements and enforcement.

The President wishes to acknowledge cordial reception of these directives. He appreciates cooperation in the working of our program as outlined.

Institutional Research

An important venture is continuation of program for institutional research introduced last year. We did some work last year in the field of institutional aims and objectives. Some specific information concerning the results of our study has hitherto been placed in the hands of the Board of Directors. Institutional research is a venture of the instructional staff. The directors are the President and Dr. George A. Works, our Educational Counsel. A steering committee for insti-

tutional research has been appointed. Dean Gipson is chairman and Dr. Schaper is Secretary of this committee. Members of the committee are, Dr. Ray Garnett, Professor of Education; Fern Staggs, Professor of Home Economics; Dr. John Thomas, Professor of Music; Dr. Wilhelmina Feemster, Professor of History; Dr. Jessie Bernard, Professor of Sociology.

The faculty was in session, under the direction of the President and Dr. Works, for one week preceding the opening of the college. The program of the Conference is sent to you with this report.

The Steering Committee has planned the following projects for immediate study and consideration:

Dr. Gipson is preparing an analysis of courses of study taken during the four year period by graduates of 1940 and 1941.

Dr. Homer Clevenger is initiating a study of the growth and development of courses of instruction in Lindenwood College in order to discover what, if any, marked trends there may be in the offering and development of courses as revealed by actual registration.

Dr. Jessie Bernard is making a study of freshman mortality in order to discover facts which will enable us to reduce freshman mortality and to conserve competent students for advanced registration.

An alumnae inventory is being conducted by Dr. Florence Schaper, who is chairman of our Teacher Education Committee and during the summers of 1941 and 1942 attended the University of Minnesota Workshop, which has been given the hospitality of the University and is sponsored by the Teachers Education Committee of the North Central Association of Colleges and Secondary Schools.

Lindenwood is one of approximately twenty-five institutions which are co-operating with this research in the field of teacher education. The president is a member of the North Central Association's Committee on Teacher Education. The work of this Committee is supported by a subsidy of the General Education Board. Incidentally, it might be said that the President is also a member of the Commission on Teacher Education of the American Council on Education, which is conducting an exhaustive study which may have great influence in a field which is so vitally important to American life. The North Central Association and the American Council

in these ventures are especially interested in the education of high school teachers by colleges. The President is also chairman of the Commission on Teacher Education of the Association of American Colleges, which is especially interested in the education of college teachers by universities.

Our faculty committee on institutional research is also making a study of the goals for general education. A beginning in this study has been made by the report which Dr. Schaper made to the Faculty Conference in September.

Dr. Forks will meet again with the Faculty on October 28, 29, and 30 to check up on progress of studies which we shall be making this year. He will come to the campus each month during the remainder of the year.

Faculty Center

An important venture has been the refurnishing of The Gables for use as a Faculty Center. There are separate apartments for men and women, common reception rooms, and also a room in which the Faculty's professional library may be housed. This room will also serve as an office in which the Steering Committee for Institutional Research may meet and keep its records. Other faculty committees may also use this room for similar purposes. This use of The Gables bids fair to be of large and happy significance.

Enrollment

The total enrollment at this date is 451. As regards occupation of rooms in dormitories, the college has a capacity enrollment as it had last year. The instructional staff, in number and special preparation, is organized to serve the students we have. Twenty-five students are not in residence. It is not likely that, owing to the employment situation, there will be in the near future an increased enrollment of non-resident students. The college is essentially a resident institution. Much of its opportunity and merit are founded on that fact. A few more non-resident

students could be accommodated without radical change in our program. However, a marked increase in number of such students would require an increase in number of teachers.

Distribution of Students by Classes

While the number of students remains practically the same as it was last year so that the forthcoming catalog, counting second semester registrants, will show about 460 regularly enrolled students, there has been a rather marked change in the distribution of students by classes, owing doubtless and in large measure to the social and economic effects of the war. The marriage altar has called a number of our upperclass students. Superintendents of schools have practically drafted a large number of our students for teaching positions, giving them emergency provisional certificates. Industry and commerce have called others into service. Some, as usual, have transferred to other institutions. These withdrawals of students from college have depleted our upperclasses. The total enrollment has been sustained by admitting an unusually large number of freshmen.

Every phase of college life presents a problem of unusually large importance and significance this year. It should be said that our senior class which, despite depletion in number nevertheless numbers 44 students, is doing excellent work in leadership and in introducing new students to campus life and tradition. Seniors and faculty this year are making a special effort to acquaint freshmen with the opportunity of a four-year college course and to win them to the ideals and habits of Lindenwood. A step in this direction was made by the seniors, who ordered caps and gowns for use in the academic procession on Founders Day, when Dr. Maria Leonard, Dean of Women at the University of Illinois, gave the address.

Financial Condition and Prospects

The auditor's report for the fiscal year ending June 15, 1942, shows that

the college continues to maintain an unusually sound financial condition. Total disbursements amounted to \$485,856 and were \$7,474 in excess of total income. However, disbursements include \$60,371 invested in additions to plant.

Receipts from student fees this year are, so far, unusually good. The effect of mid-year tax payments on collections may be adverse. The admissions office has awarded less money in scholarships and student aid. Some of this reduction is due to the fact that some grants to upperclass students were not claimed by reason of withdrawal from college. From the financial point of view these facts are favorable. However, we have faced a rising market for commodities and increased wages for help. It is hoped that reasonable ceilings will be applied to purchases which we must make. Income from investments is of course uncertain; there is, however, a practical certainty that it will be less than last year when it was \$122,452. Caution will be required in financial administration. We usually face the year with some confidence because our Bursar habitually makes accurate budget estimates. Accurate prediction today is difficult if not impossible.

New Points of Emphasis in Campus Life and Curriculum

The war has produced some changes in campus life and has had its effect in the distribution of students in the various departments of instruction. What is happening in Lindenwood is apparently a reflection of what is happening in American colleges generally. Through the colleges as a whole there has been a new emphasis on physical education. It is now quite usual to require four hours a week in physical education for all students instead of two hours a week for freshmen and sophomores. The content of instruction in physical education in colleges generally has been radically changed. "Conditioning courses" are given for men in Army and Navy and for women in the Y.A.A.C.'s and the Y.A.A.V.'s. Some aspects of this trend are noticeable in the Lindenwood program for physical education. Participation in a large number of sports is being emphasized and with success.

The trend of the times is noticeable in our increased registration in Commerce, Home Economics, Art, Mathematics, Laboratory Science, and Languages.

The war may be a benefit to the campus with respect to the fact that it encourages a better balanced social program. There are additional social activities on the campus. This does not necessarily mean more parties, "dates", and dances, but rather means more group activities well conceived and developed and varied.

The war has given us a new opportunity to learn in theory and practice the importance of democracy. Nothing is more important today than the adoption of techniques and procedures for learning the ways of democracy in both theory and practice. Democratic processes for one thing mean effective decision by the majority with attendant respect for the minority. Each group on the campus, including many small groups and such large groups as the student body and the faculty, each within the limits of its own competency should be encouraged to accept responsibility and to discharge it with finality by the democratic processes. With all of our emphasis on the democratic processes and learning the ways of democracy, it is important for each individual and group to know what responsibility it has and where immediate authority and ultimate unconditional obligation reside. It is also important for us to emphasize that knowledge in addition to good motives is needed to insure the worth of decisions reached by any process.

The War and The College

The college will maintain this year, as it did last year, well organized and directed war work and study courses for students. Our government has not yet clearly defined what it considers to be the place and responsibility of institutions of higher education in promoting the war effort. What we need is a man and woman power commission and commissioner with a clear-cut policy and final authority. The effect of the demands of industry and the armed services for men on college

enrollment is now clearly seen. It will be keenly felt in the early part of 1943. We now face a coming demand for three million to five million women to work directly in some form of war effort. Dislocations of woman power in that magnitude cannot come without affecting enrollment of women in college.

Lindenwood has offered its facilities to the government for war courses, which are no longer called "defense" courses. These courses will be open to men and women who are high school graduates. The work will be sponsored by the college. Its quality will be guaranteed by the college and the expense will be borne by the government. It was thought these courses would be in operation by the first of October but there has been some delay in organization and announcement.

The president of a large corporation, engaged exclusively in production for war, has inquired concerning the possibility of sending women to Lindenwood to study at the expense of the corporation.

The Signal Corps of Army Engineers has asked us to recommend our students and graduates prepared in elementary English, mathematics and chemistry and, if possible, in physics, for employment by the Signal Corps in confidential work.

There will be increased demands on colleges and on women in the war effort. Agencies in Washington will soon issue a report on trends in opportunities for the employment of women in the war effort and will set forth the need of greater coordination among the various agencies recruiting college women for war service. There will also be a statement of the extent to which specialized training may be desirable to provide effective utilization in the war of the abilities of college-trained women. This last statement will deal with a very serious problem. What is the value of general education? Is specialized training the only value of education in the war effort? At Lindenwood and elsewhere we can note a very strong tendency to register immediately on entering college in specialized courses. We wish of course to respond to immediate needs. Many, however, wish that the authorities at Washington would confer more with educators before issuing their directives.

As regards general education, we of course desire in the long run to give that education first and to superimpose on it various forms of a specialized training. We are willing, of course, to do whatever the national emergency really demands and hope that those demands may be intelligently determined and clearly announced.

Lectures and Entertainments

We have arranged the following program of lectures and entertainments for the coming year at convocations when students and teachers are expected to be present: October 22, Founders Day, Dr. Maria Leonard, Dean of Women, University of Illinois; October 25, Sherwood Eddy; November 3, Bali-Java Dancers; November 1, Paul Harris; November 5, Madame Lyclene; November 12, Louis Adamic; November 13, Vocational Conferences; November 22, Commander Carlos Fallon; November 26, Thanksgiving Day, Fall Play; January 21, Mr. Maslowski; February 3, Phyllis Bentley; February 23, Margaret Bourke-White; March 5, Angna Enters; March 14, Spiritual Emphasis Week; March 26, Spring Play.

We shall also entertain four campus visitors this year - Dr. Albert Britt, former president of Knox College, and his wife will spend the most of a week with us. They were here last year. Paul Engle, Poet, will come again. We shall also entertain James Sykes, a musician, who is one of the peripatetic professors sponsored by the Carnegie Corporation and the Association of American Colleges. These visitors will be with us for a few days, establish social contacts, and encourage informal discussions. They will also appear at general convocations. Finally, we shall have Mrs. Day-sung New on the campus for one week in April.

Annuities

The Board has a committee which has done some work on the problem of retiring allowances for teachers and administrative officers. I am sending to the Board, with this report, as I have hitherto sent to members of the Committee, a resolution

adopted last June by the American Council on Education, preliminary to entering into a contract with the Teachers Insurance and Annuity Association of America. This is a resolution adopted by the Council and is not a copy of the contract. The resolution does, however, set forth the things for which the Council desired the contract to provide and did authorize a contract providing for those things. I send the resolution in the hope that it may help us in clarifying and possibly in determining our thinking in this important matter. In this connection I should add that W. A. Gray, representing the New England Mutual Life Insurance Company, has been very courteous and helpful in providing a plan for purchase of annuities for teachers and administrative officers of Lindenwood College.

Concerning our Trusteeship

Addressing myself personally to the Board may I say that our responsibilities are important and cannot be easily discharged. We occupy positions of honor measured by the magnitude of the responsibility placed upon us.

The trend of the times will tax our ingenuity in management of institutional finances in order first, to conserve assets and, second, to increase them by gifts and bequests.

Every possible source of income must be nurtured carefully and used wisely to sustain and promote the college program.

In determining our policy and outlining our program it is well to remember, first, that all education is expensive and the higher it is the more expensive it is. Elementary education is given for as little as fifty dollars a year per student. Similar cost for secondary education is about one hundred dollars; for junior college education from two to three hundred dollars; for a four-year liberal arts college from four to six hundred dollars. Education on the graduate level frequently costs as much as five thousand dollars a year for each student.

On its lower levels individuals benefit largely from education. This benefit to individuals is not incompatible with the interests of a democratic state which depends on popular education.

On its higher levels individuals benefit relatively less and society relatively more from education. It is, therefore, prudent for society to bear a large portion of the expense of higher education which individuals are unable to bear.

For years it was a common practice for students to bear one-half of the cost of a college education which was, in this region, three hundred dollars a year. Twenty-five years ago the charge to students began more nearly to approximate the cost. In some colleges which were becoming weak and verging on the academic underworld, students paid as much as eighty or ninety per cent of educational costs.

A reverse tendency is now visible. The public generally and groups of people interested in and believing in particular types of colleges do now and for some time in the future will subsidize higher education more heavily by grants from the public treasury and by gifts for endowments, buildings, and current expenses as may be needed. To make ability to pay the full charge for education the sine qua non of admission to college is today a questionable public policy.

Provision of room and board should always be adequate and such as to sustain the college program. These auxiliary enterprises should be self-sustaining. They are an elementary service. Until living conditions are satisfactory a college cannot begin to give students the benefits of its unique services.

Lindenwood aims at excellence. In doing so it is honest and, may I say, intelligent. The chief difference between good and not-so-good colleges is a difference in honesty and intelligence. Really good colleges make definite and well-directed efforts to do and be what they claim to do and be.

Excellence is achieved by an excellent faculty. All auxiliary enterprises

and all administrative techniques and procedures and personnel are justified only if they make good teaching possible. All efforts and resources should, therefore, be directed to the improvement of faculty scholarship to the end of improving their ability to teach. The faculty itself should be secure and happy in tenure of office. Teachers, like students, are human. They cannot begin to do good work until they have satisfactory living conditions. In any event there is a residuum of sacrifice in the life of every good teacher.

In a rapidly changing world we must be realistic and alert and must never be bound by the incrustations of useless habit. We should, nevertheless, "hold fast to that which is good".

"What of good the past has had
Remains to make the new time glad."

Our independence is our most precious possession. Of all things we have it is most Christian and most American. Let us keep it and in our hands may the trust prosper. In the proper exercise of worldly wisdom let us remember that we cannot exercise our intellectual and spiritual independence in an economic society without economic independence.

In the exercise of our trusteeship we must remember the origins of Lindenwood College. "Remember the rock whence ye are hewn; look into the hole of the pit whence ye are digged." Lindenwood is a child of the Presbyterian Church and does not today deny its ancestry. It is an inheritor of the liberal traditions of that church. It is not radical and it is not conservative. Its program looks to the Eternal to whom new and old are without meaning. Its services are Christian in spirit and practice at every turn. As a college by processes appropriate to higher education, it emphasizes that portion of the commandment which says, "Thou shalt love the Lord Thy God with all thy mind". It strives to give answer to the prayer to Our Father that His Kingdom may come and His Will be done on earth and among men.

Respectfully Submitted by

H. M. Gage, President