

PRESIDENT'S REPORT TO THE
BOARD OF DIRECTORS
of
LINDENOOD COLLEGE
November 3, 1941

I am submitting the following report for your consideration. It is incomplete and lacking in detail. It is largely devoted to institutional purpose which, of course, requires detailed implementation. Making a purpose effective is always difficult. Institutional purpose is no exception.

PERSONNEL

The following persons on the instructional staff, 1940-41, have terminated their employment by the institution:

- Lillian Aliye, Business Department
- Yvonne A. Bailey, Chemistry Department
- Helene Evols, Modern Languages Department
- Alice A. Linnemann, Art Department
- R. John Roth, History Department
- Ada Tucker, Home Economics Department.

The following persons have been appointed to the instructional staff for service in 1941-42:

- Mary Ellen Bibbee, (A.B. Ohio University; M.A. Indiana University)
Student Guidance and Personnel Department.
- Dr. Homer Clevenger, (B.S. in Education, State Teachers College,
Paffrensburg, Mo., M.A. Peabody College, Nashville, Tenn.,
Ph. D. University of Missouri), History Department.
- Maude Detmer, (B.S. Bradley Polytechnic Institute, M. of Accts. Gem
City Business College), Business Department.
- Irene Eastman, (B.A. Univ. North Dakota, M.S. Univ. of Chicago,
Ph. D., Columbia University), Chemistry Department.
- Gertrude Esteros (B.S. Univ. of Minnesota, M.A. Univ. of Minnesota),
Home Economics Department
- Hellmut A. Hartwig, (A.M. Univ. of Illinois, M.A. Louisiana State
University, Ph. D. University of Illinois), Modern Languages Dept.
- Gail M. Martin (M.A. University of Iowa), Art Department.

A POLICY AND PROGRAM FOR THE COLLEGE

During the past twenty years the liberal arts college has been confronted with difficult problems. The fact that these problems have, in some measure, grown out of a lack of courage and educational leadership in the college does not in any sense minimize the seriousness of the situation. President Dodds of Princeton, speaking some years ago at Vanderbilt University, stated:

"It is an illuminating commentary on higher education in America, that with hundreds of thousands of young people enrolled in our liberal arts colleges, the mere statement of the subject of my remarks, 'The Future of the Liberal Arts College', suggests doubt as to whether it has a future at all. Although our first colleges were devoted to the liberal arts, it was but natural in a nation proud of its flair for the practical, that the liberal idea would have to reckon with the advocates of 'each value' education."

Viewing President Dodds' statement from the vantage point of the present, we find that the liberal arts colleges have reckoned with the practical and non-liberal elements in the higher learning.

Since 1920 the enrollments in institutions of higher learning have doubled. Students whose chief interest is the immediately useful, the "bread-and-butter curriculum", have accounted for the greater part of this increase, but they have not become interested in the liberal arts type of education. There has been no compelling reason for them to become so interested. The college has had a very broadly defined aim - liberal education - but no concrete program has been organized, if even planned, to accomplish their stated aims. The curriculum just grew. Most of the student increase, therefore, has gone into the technical and semi-vocational schools, the teachers colleges and the professional schools of the universities. Liberal arts education has been at

a discount. As a foundation and a preparation for more complete and more satisfactory living, liberal arts education and all it implies has been relegated to a secondary position. As an example, the recent catalog of a great university devoted a bare dozen pages to the program and work of the liberal arts college of that institution.

The liberal arts colleges have given aid and comfort to their own undoing. Willingly or not, they have responded to pressure and influence, both from within and without. High schools have insisted that the colleges accept students whose preparation, whatever else it may fit them for, has not fitted them to do effective work in the college. We have become alarmed by the rapid development of the junior college, and have tampered with the unity of the four-year course by establishing junior and senior colleges within the structure of the liberal arts program. We have responded to an assumed pressure from professional schools and to the undoing of an integrated liberal arts course. We have listened to the demands of students and their parents that the colleges offer curricula which are clearly vocational in character. We have permitted our faculties to add courses of questionable academic strength because some students may find them interesting. And finally, we have attempted to compete with the state-supported institutions in the breadth of our work.

Faced with these problems, the competition for students, the increased demands of students for new offerings for job preparation, and dwindling income from gifts and invested funds, the colleges have virtually abandoned the ideals and principles of liberal education. In abandoning this principle the colleges have been compelled to compete in the student market on an unequal

basis with schools which are, in only a limited measure, dedicated to the liberal arts principles. The colleges cannot survive this competition if it is to be carried on in the other man's yard and on his terms.

The results of the abandonment of the liberal arts ideal on the colleges are already becoming obvious. All kinds of inducements which have little relationship to sound education are being offered to students. One college advertises that it has set up a program for the student with limited intellectual capabilities, another emphasizes its friendly campus, another gives large space to a description of its physical equipment, another extolls its social activities program, while another asks for recognition because it is able to place all of its students in jobs. All this, of course, is good, even if much of it is not educational and does not offer a sound solution for the problem of the liberal arts institution. It is a matter of simple economics that parents and students will not long continue to pay the liberal arts college two, three, and even four times as much as they pay the state-supported institution unless it can be demonstrated that the liberal arts college has developed a program that will provide for each student a quality of education and educational opportunity that cannot be secured elsewhere.

The College is dedicated to the ideal of a liberal education. We are a liberal arts college. What does this statement mean? What are the responsibilities imposed on the faculty and administration of this institution if this statement is taken seriously?

I believe the responsibilities are two in number. First, we must interpret "liberal education" in terms of objectives to be attained. If we have one really important task it is that of knowing the purpose of what we are doing. We must determine what we are to teach and to what end. Second, we must develop a program in Lindenwood College which will insure the attainment of our objectives.

In my Report to the Faculty Conference, submitted to you separately, I emphasized the importance of the question of what constitutes a liberal education. It was pointed out that we cannot afford to maintain a curriculum or a program based in the main on tradition, on the whim of a faculty member, or because a subject is interesting to students. The curriculum of the liberal arts college should not be allowed, like Topsy, to "just grow up". On the contrary there must be a definite relationship between the objectives of the college and the college curriculum and program. The objectives should comprehend a liberal education, and to the limit of our resources we should devote ourselves to the attainment of these objectives.

During the coming year it will be our purpose, working through committees of the faculty and members of the Board of Directors, to define more clearly what this institution stands for, what our objectives should be, and to interpret these objectives in terms of a total program we shall offer to our students. The following objectives are presented for consideration:

- a. An introduction to the chief fields of human learning to give meaning and perspective to living and more specific direction to vocational purpose.
- b. Intensive work in a special field in which the student wishes to concentrate.
- c. The study of such subjects as relate to the student's field of concentration.

This three-fold program should be so organized and directed that the following objectives may be attained:

- a. Proficiency in written and oral English.
- b. Appreciation of the social sciences in relation to modern social problems.
- c. An appreciation of the significance of science and the scientific method.
- d. A program of health education directed toward the appreciation of the values of physical fitness.
- e. The development of full appreciation for spiritual and ethical values and ideals.
- f. The development of esthetic values both through formal teaching and some opportunity for informal study and observation.
- g. Vocational information sufficient to aid the student in the discovery and initial development of vocational aptitudes and interests.
- h. The opportunity and the incentive to develop poise, social ease and social assurance, all of which should mark the college man and the college woman.

1. The ability to read one language in addition to English.

Those objectives will receive the consideration of the faculty during the year. There is every reason to believe they will be approved as the objectives of this institution.

The adoption of these objectives is only part of our task. Objectives in themselves are meaningless unless supported by the curriculum. The organization of this curriculum will not be easy. Some courses now offered will have to be dropped, some will be consolidated, and some new courses will be added. Present departmental lines will need to be broken down at some points, and more definite faculty cooperation will be necessary. Some of these objectives will present greater difficulties than others. In some cases we may be compelled to do some trailblazing, but if we have a definite program and are working toward definite goals, we shall to that extent be making sound progress.

Our plans in this reorganization do not comprehend radical nor dramatic changes for the purpose of announcing something new and different. What we do propose is the development of an academic program that will commend itself to students of ability and purpose and those patrons of the college who believe that a soundly conceived program of liberal education is worth supporting.

In the definition and especially in the implementation and promotion of institutional purpose I have thought that it may be wise to secure friendly and wise counsel. I am, therefore, asking the Board first to consider and, second, if in their opinion it be wise and practicable, to authorize me to negotiate with Dean George A. Forks of the University of Chicago with a view to securing his services as counsel to administrative officers and instructional staff. My own judgment is that his services should be secured if possible. Dean Forks has already spent two profitable days with our faculty.

I understand that the Board now has a Committee on Retiring Allowances.

I recommend that the Committee be instructed to pursue a study of the whole question and to present to the Board a report with recommendations. Provision for retirement is necessary for the welfare of the College. Just now the question is complicated by the fact that our federal government is seriously considering the application of its plan for old age retirement benefits to institutions such as Lindenwood. In this connection I may say that the Teachers Insurance and Annuity Association of America has recently added to its staff Dr. William Croan Greenough, whose services as advisor on retirement plans may be available to our Board's Committee. Our Committee should study two things: first, the reasons for adopting a plan and, second, the sort of plan which should be adopted.

Mr. Goodall of our Board is much interested in the possibility of securing money from friends to whom the College would agree to pay a life annuity. Funds for erection of a chapel might be secured in this way. Other purposes, of course, could be served. I recommend that the Board define the terms on which annuity funds will be received in order that proposals may be made to friends who may consider an investment in the College.

Supplementary material presented to the faculty conference, September 15-19, THE LIBERAL ARTS COLLEGE and OBJECTIVES OF A LIBERAL ARTS COLLEGE, is presented to you with this report.

Respectfully submitted,

H. M. GAGE

President