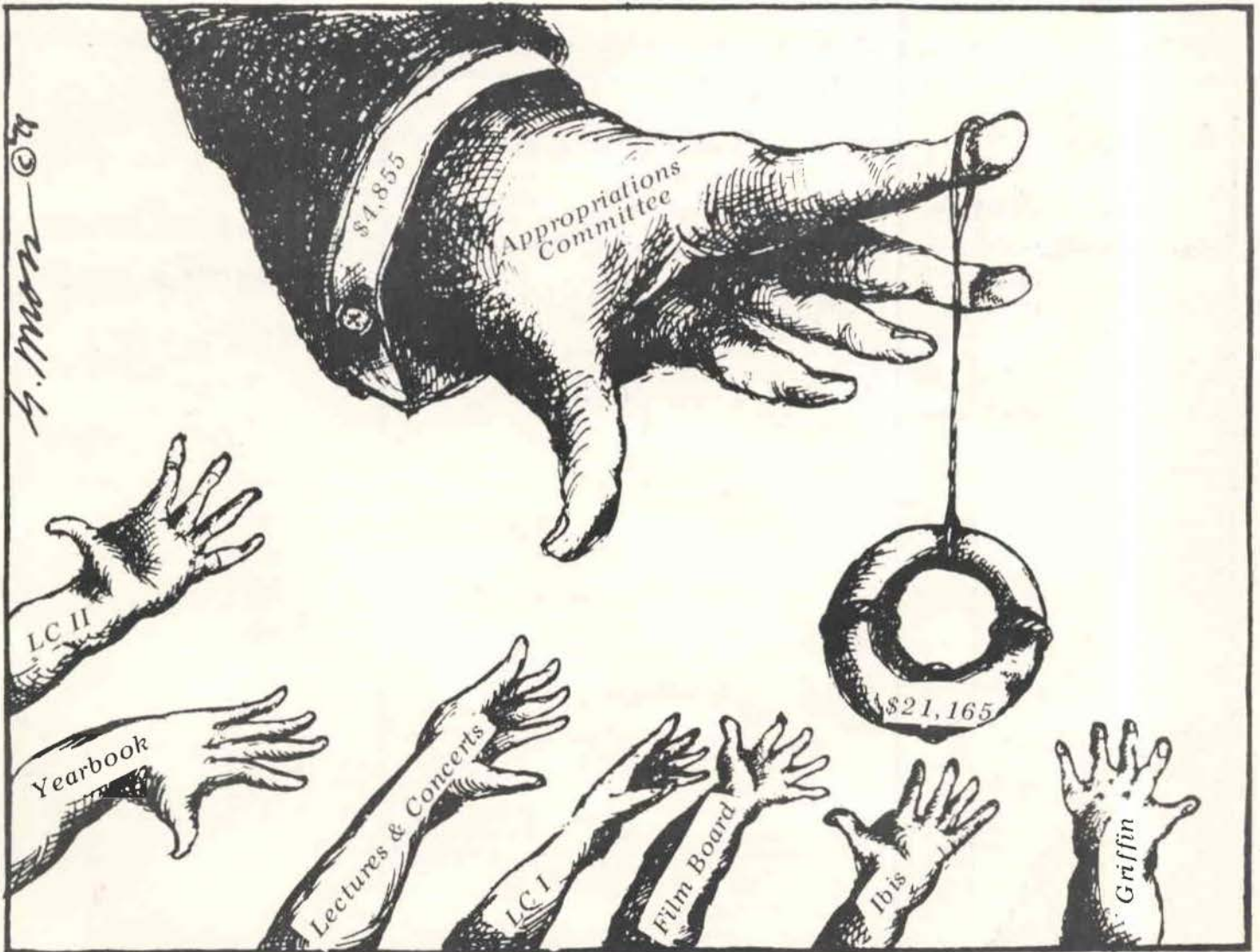


IBIS

A NEWSMAGAZINE FOR THE LINDENWOOD COLLEGES COMMUNITY

VOLUME 1 NUMBER 2

FRIDAY, OCTOBER 19, 1979



GO FOR IT

LETTERS TO THE EDITOR

October 9, 1979

Dear Editors:

With many others on campus, I applaud the intentions of the staff to energize the *Ibis*, and make it at once a newspaper adequately reporting happenings on campus and voice of inquiry and expression for student interests and views. I would certainly hope that in this effort many more students become involved, and that students begin to think of the *Ibis* as theirs.

Because of the movement which the *Ibis* this year has already shown towards achieving these goals, I am a little reluctant to lodge a protest. Last issue an interview appeared in the paper which reported verbatim an extended exchange I supposedly had with an *Ibis* reporter. Unfortunately, the text put after my name did not accurately reflect what I said and used language and grammar which I would not have employed; moreover, breaks in the interview were not indicated so that isolated remarks were represented as

whole statements. My suggestion here would be that if the *Ibis* is going to use the verbatim interview format, the staff have ways of taking down verbatim text and of recording it properly; otherwise a different format should be used.

Craig Eisendrath

Sorry Dr. Eisendrath,
WE BLEW IT!!!

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The IBIS accepts unsolicited material in the following three categories:

1. LETTERS TO THE EDITOR are gladly received. All letters are, of course, subject to the laws governing libel and obscenity. When a large volume of mail is received on a single subject, the editor reserves the right to select a few representative pieces. Lengthy correspondence between disputing parties will not be printed in the letters column.

2. STUDENT/FACULTY VIEWPOINT is intended for lengthy, thoughtful pieces written by responsible members of the Lindenwood community on issues of concern to the student body. The name and title of the writer of Viewpoint will not be withheld; all policies regarding editing, etc., of letters to the editor still apply. Only individuals, not organizations, may submit copy. It should be limited to 1000 words, typed double-spaced, and two weeks advance notice should be given to the editor.

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OUR PLATFORM: To report on and editorialize about controversial and crucial events in the school, community, nation and world.

IBIS
The Lindenwood Colleges
Box 670
St. Charles, Missouri 63301
(314) 723-7152

TONY OTT
SPONSOR/ADVISOR

IBIS STAFF

Editor: Karen McCarty
Assistant Editor: Liz Haley
Business Manager: Suzy Rendlen
Photographers & Darkroom Technicians: Karen McCarty, Mark Melton
Reporters: Rick Frese, Laurie Gill, Liz Haley, Cathy Kreis, Leigh Lauer, Mary Evelyn Martin, Mark Melton, Mary Eileen Rulfkahr
Typists: Liz Haley, Karen Simmons
Layout Artist: Donna Noack
Printers: Tom Joy, Suzy Rendlen
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Free speech and a free press are guarantees to Americans that they'll know what's going on. This also applies to your right to know what's offered in the marketplace. Your right of choice in goods and services keeps competition working for everyone's progress and benefit. Keep this in mind the next time a newspaper makes you angry.

IBIS PUBLISHING SCHEDULE FOR 1979-80

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MARCH	21
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APRIL	18
MAY	2
MAY	16

LINDENWOOD CHRONICLE

SPIES ON CAMPUS

(Contributed by the Penthouse News Release Service)

The U.S. Central Intelligence Agency is deeply involved with American universities and professors, and is fighting hard to resist efforts to oust the spy agency from academia, Penthouse magazine charges in its October issue.

"According to Intelligence sources, at least 350 academics and administrators are covertly working for the CIA on more than 100 American campuses," the magazine says.

"They form a link with the CIA that has become so pervasive that there is some doubt whether a complete break between the two can ever be achieved."

Professors As Spies

According to journalist Ernest Volkman, the CIA's operation on campus includes using professors as researchers and spies during trips abroad, and recruiting both American and foreign students as agents. Third World students studying in the United States are special targets for recruitment since the CIA would like to have future foreign leaders on its payroll.

Penthouse also charges that the CIA cooperated with SAVAK, the secret police of the Shah of Iran before the Islamic revolution in Tehran, in identifying anti-Shah Iranian students. The families of

such students later were visited in Iran by SAVAK agents who tried to convince the families to dissuade their children from political activities.

Although many professors find CIA ties to be lucrative, Harvard University's President Derek Bok—who inaugurated an effort to regulate CIA activities at Harvard over three years ago—believes that "CIA covert recruiting threatens the integrity and independence of the academic community."

Ignores Rules

In response to guidelines written by Harvard to restrict some CIA activities and to expose others, the spy agency said flatly it would ignore the Harvard guidelines.

President Carter's CIA director, Adm. Stansfield Turner, has declared: "If we were required to abide by the rules of every corporation, every academic institution, it would become impossible to do the required job for our country. Harvard does not have any legal authority over us."

In addition to Harvard: the CIA is especially active in other Ivy League schools -- a traditional recruiting ground for agency spies and executives. But in recent years, Penthouse discovered, the agency has also been active in other universities. Among them:

---The University of Michigan. "According to newly revealed documents, many individuals on the faculty of the university's Center for Chinese Studies for years have had secret relationships

with the CIA. . .," Penthouse says.

---UCLA. A visiting Canadian scholar, Paul Lin, was put under FBI surveillance because he had lived in China for 15 years.

---University of Illinois at Chicago Circle. "There has been extensive CIA involvement at this campus because of the large number of Iranian students enrolled." The magazine says the CIA worked closely with the FBI and the Chicago Police Department's "Red Squad" to harass Iranian students who opposed the Shah.

---University of Kentucky CIA chief Turner is a member of the Board of Advisers of the university's Patterson School of Law and Diplomacy "which. . . does work for the agency," the magazine says.

---Notre Dame. "A particular favorite recruiting target," according to Penthouse.

TRIP THROUGH HELL

By Mark Melton

The appropriations board meetings came to an "exhausting" close on Thursday, October 4.

The appropriations board (which consists of the men and women's student government organizations) held the meetings to interview each student organization requesting funds to operate with.

"We went through hell," said Lavada Blanton, Wo-

men's Student Government president, when asked about the result of the appropriations meetings. "After all the groups submitted their budgets the total requested amount was \$29,000. We only had \$16,000 to appropriate," said Blanton.

The appropriated money comes totally from the \$75 activity fee each fulltime student pays at Lindenwood.

On Monday, October 8, the student government organizations called a Town Hall Meeting to inform students of the appropriation board problems and let them know they may have to pay for some student services which were free in the past. Approximately 30 students attended the meeting.

Lavada Blanton announced at the meeting that the appropriations board intends to submit a letter to the administration recommending an increase in the student activity fee.

Blanton asked what the students thought of raising the activity fee from \$75 to \$150 per student in the 1980-81 academic year.

"Some heated arguments stemmed as students rebutted against doubling the activity fee," said Keith Jefferson, Men's Student Government president.

After hearing the students' opinions at the Town Hall Meeting, the government decided to recommend an increase from \$75-\$100 for the student activity fee charge in 1980-81.

"The activity fee has been \$75 for the last five or six years," said Blanton, "and that is not enough money for

the student organizations to operate on."

Because the appropriations board could not meet the budget needs of each organization, they recommended that the organizations start charging for their services.

Martin Reider, in charge of the film board, has already set a \$.50/per student charge for the weekend movies held on campus.

The following is a list of the organizations appropriated money by the student governments. The amounts they requested and were appropriated are also listed.

Lectures and Concerts—\$4000; Film Board—\$1800; Day Students—\$700; Griffin—\$175; Coalition of Black Students—\$125; Student Services (Mike)—\$1500; PE Club—\$50; Business Club—\$100; Psychology Interest Group—\$50; Gospel Choir—\$150; Education Club—\$50; Fair—\$200; Pat's Program—\$50; Ibis—\$2500; Yearbook—\$4500; Auditor—\$15; Foreign Students—\$100; LC I—\$3500; LC II—\$1600; Estimated amount to appropriate—\$16,310. Total appropriation—\$21,165.

LITERACY TEST RESULTS ARE ALARMING

By Jeff Gordon
Campus Digest News Service

People keep telling us that highschool students are becoming more and more stupid as years go by.

The college entrance tests point that out, and so does the alarmingly high rate of functional illiteracy among high school graduates.

Now George Gallup, in a survey published in the Washington Post, has more evidence that high school students are less and less educated. He tested 1,000 17- and 18-year olds across the country for their "civil illiteracy" and came up with some startling results.

Gallup presented the survey results at the National Municipal League conference on government, in Louisville.

The results of Gallup's survey and an earlier survey of 17-year-olds, the National Assessment of Educational Progress, show that:

---Only three percent of the group could identify Hawaii and Alaska as the last two states to join the union.

---Twenty-five percent of the group did not realize that New Jersey is on the East Coast and that Oregon is on the West Coast.

--- Only 38 percent of the group realized that you don't have to vote a straight ticket in an election.

--- Only 29 percent of the group realized that political conventions made the selection of presidential nominees.

---Thirty-three percent did not know which party had a majority in Congress.

---Only four percent of the group could name the three presidents who served directly before Gerald Ford.

---Only 23 percent had any idea what the distance between San Francisco and New York.

---Only 42 percent of the group had ever heard of the absentee ballot.

---Only 50 percent of the students realized that the President did not appoint people to Congress.

---Thirty-three percent of the group thought that newspapers and magazines should be allowed to print articles critical of the government.

MORE STUDENTS HAVING TO PAY THEIR OWN WAY

Contributed By Campus Digest News Service

Are middle class families finding it increasingly difficult to help their children go through college?

Or are middle class families as able to pay for college as in the past, but more reluctant to?

These questions are central to the debate over federal financial aid to students.

According to a report last year by the Congressional Budget Office, family income has outstripped the rising costs of education.

The report argued that parents were actually more capable of paying for education -- but were apparently less willing to make sacrifices for their children's education.

But the American Council on Education has released a report of its own, which contradicts the Congressional report.

While opponents of increased financial aid have used the Congressional report as ammunition, the American Council on Education report will be ammunition for pro-financial aid forces.

The ACE report claims that rapidly increasing taxes have cut deeply into income gains -- a factor not considered in the Congressional report.

According to the ACE, income for middle class families with college-age dependents has increased 66.8 percent between 1967 and 1976.

In that same period, tuition, room and board costs at public universities has increased 72.9 percent. At private universities, those costs have increased 90.5 percent.

At public four-year colleges, those educational costs

have increased 86 percent; at private four-year colleges, those costs have soared nearly 80 percent.

The biggest jump in educational costs came at public two-year colleges -- 103.2 percent. At private two year colleges, the costs have gone up 70.5 percent.

The major factor in the ACE argument for more financial aid is the tremendous increases in tax payments suffered by middle class families.

Between 1967 and 1976, the Social Security tax has increased 186 percent; the state and local taxes have increased 152.5 percent; the federal income taxes were increased 104 percent.

Income for middle class families, the report concludes have had educational costs outstrip their increases in income.

Questions remain about the selfishness of the current generation of parents. The parents of the seventies appear to be less willing than parents of the sixties to support their children's educational plans.

A survey by the College Entrance Examination Board shows that 54 percent of parents with college age students are unwilling to pay for any of their children's college education.

That trend extends to the upper middle class families as well -- one out of eight parents in a family which earns more than \$30,000 is unwilling to support any of their children's college education.

--Sixty-one percent did not realize that Mexico was more populous than Canada.

--Only 40 percent really knew what NATO stands for.

--Only 28 percent of the group came close to naming the population of the United States.

--Only 18 percent had any idea what detente meant.

--Only 15 percent knew that Ottawa was the capital of Canada.

--Barely 50 percent knew that each state had two senators and that the number of representatives is determined by population distribution.

--Less than 50 percent knew that the senate must confirm Supreme Court nominees.

--Only 60 percent knew which war had state's rights as an issue.

--Only 55 percent knew what country Josef Stalin was from.

--Only 57 percent knew that Russia fought on the side of the United States in World War II.

--Only 53 percent could match Golda Meir with Israel.

--Only 60 percent matched Indira Gandhi with India.

--Only 20 percent matched Marshal Tito with Yugoslavia.

The Washington Post quoted Anna Achoa, president of the National Council of Social Studies, as saying "Social studies are receiving very low priority in the curriculum and the attrition rate of these courses is very high. Electives are being substituted for hard-core government courses."

JEFFERSON VOWS TO CURB BOREDOM ON CAMPUS

By Laurie M. Gill

Keith Jefferson, President of the Men's Student Govern-

ment, said in an interview last week that he sees the enrichment of student life on campus as his top priority.

About the year ahead, Jefferson said, "It won't be boring."

There will be a lot of things to do and a lot of people are working hard to make them happen. I just hope everyone takes advantage," he said.

Main Problem

One main problem Jefferson would like to combat is the move to St. Louis by many resident students each weekend.

Now that appropriations are complete, plans for activities will be made.

Student Center Calendar

Dealing with a lack of communication, which had been a problem in the past, Jefferson talked about the newly placed calendar in the Student Center. Any club or organization scheduling an activity are invited to write it on the calendar, a step toward more organized planning.

Men's Constitution

Jefferson also discussed the recent question raised concerning Lindenwood II's constitution. He said he did not think there was a copy of it on campus. After a year in office, Jefferson said he has never seen the constitution. He also said the dean's file had been searched with no result.

"I'm not worried about the constitution," he said. "There has been no demand and I don't see it as a problem. It is not a primary concern at this time."

Dean Marsh, when asked about the men's constitution a day later, said, "It has been resurrected." It had been in her file all along. Former government president, Steve Kochanski, had been in her office and said

he was sure it must be there. After another search, it was found in the file.

Of the constitution controversy, Dean Marsh said it seems to have gained momentum and wool as it has travelled." Like Jefferson, the dean said she saw no problem.

"I'm not a regulations type. My main concern is that people live together in a socially responsible way," she said. "Guidelines are needed in most societies, and documents set out some of those guidelines." In the misplacement of the document, the dean went on, "No one was trying to set anything aside, usurp, or disenfranchise. The government seems to have continued running without it."

Dean Marsh, along with Jefferson, both stressed their concern with the student life above all.

Men's government is currently concentrating on its part in the upcoming Student Fair scheduled for October 20 and, in cooperation with Irwin Hall, on Fall Ball, set for October 26.

FINDING THE RIGHT OPPORTUNITIES FOR GRADUATE STUDY

How can graduating minority students from Lindenwood who are planning for graduate school find the right opportunities for advanced study?

One way is with Minority Graduate Student Locater Service, developed by Educational Testing Service (ETS) and offered by the Graduate Record Examinations Board.

Free Service

Through this free service, Lindenwood juniors, seniors, and graduates who are members of racial and ethnic minorities can make their intentions known to graduate schools seeking such applicants.

Last year, for example, more than 20,000 students in the United States made use of the Locater Service, and student information was provided to more than 150 graduate schools around the country. And it's easy for Lindenwood students to participate.

Students sign up by completing the registration form contained in the GRE/MGSLs Information Bulletin. It is the same form used to register for the Graduate Record Examinations, comprehensive aptitude and advanced tests used in the admissions process by many of the nation's graduate schools. But the students do not have to take the GRE to use the Locater Service.

To take part, students describe themselves by answering questions that ask for ethnic background, undergraduate major, intended graduate major, and other information about educational experience and objectives. This information is placed in the Locater Service file and made available to participating graduate schools upon request. GRE scores are not included in the Locater Service file.

Each graduate school establishes its own criteria to select students from the Locater Service file based on ethnic background, intended major field of study, degree objective, and state of residence. The names of students who use the Locater Service and meet the criteria set by a particular school will automatically be sent to that school.

Continued on page 26

RUMOR DISPELLED

By Liz Haley

A discrepancy was found between a police report and a statement President Johns made at the Town Hall Meeting last month. The assault of a Lindenwood woman on back campus was the subject of the disagreement.

Johns had told students at the meeting that, "No one was hurt. No one was molested. The person was rather seriously frightened."

The police report of the September 17 incident, however, said that the woman was abducted by a man who had been jogging near the tennis courts, and forced to commit acts of sodomy. Afterwards, he ran off in the direction of Sibley and College Drive.

Johns refused comment on the varying accounts of the incident.

The only description the victim could give of her assailant was that he was a black male with short hair, wearing gym shorts and a red hat.

In the past few weeks, she has been put under hypnosis in an attempt to come up with a more complete identification of her assailant. Having no other witness to the crime, the police report said, her description of him is crucial to the case. Police said they have a few leads as to a possible suspect.

The victim, who was enrolled in one evening class, dropped out of school after the incident.

PEEPING TONY

By Liz Haley

Sibley Hall Dormitory was plagued by an unknown prowler last month, who has continued to elude security patrolmen.

The prowler, who was described as a fifteen-year-old boy, was first sighted in Sibley in early September before school started. He asked one resident repeatedly about another student who hadn't yet returned to campus. He was also seen peering through the transom of this student's door.

During the month of September after classes had begun, this student started receiving phone calls from a boy who identified himself as "Tony". In these calls he would ask her to go out with him and make obscene remarks. Later, obscene notes began appearing on her door.

In mid-September, another Sibley resident reported seeing the prowler in the hallway, and being questioned by him about the original victim. The next day she also began finding obscene messages on her door.

On September 24, a boy who called himself "Tony", was stopped at the front desk and prevented from going upstairs. He left abruptly before a security guard arrived at Sibley.

Security patrolmen have been hindered in catching the prowler by the lack of personnel. "We're trying with the manpower we have to catch him," stated Wayne Daugherty, security officer, "but it adds up to overtime."

One out-of-uniform stakeout has been placed in Sibley Dormitory and another behind Nicolls because of suspicion that he exits by bicycle from there. These will go on between 8:00 and 10:30 every night, the hours when the disturbances usually have occurred. "The only thing we can do is keep a surveillance running on him," said Daugherty. "We can't do anything until he is caught on campus."

Security patrolmen have one suspect in the case who matches the original description. It was reported that he hasn't been back on campus for a month. A tentative description of a possible second prowler has also been reported.

RECENT TOWN HALL MEETING CALLED ABNORMAL

By Mary Evelyn Martin

"We'll talk about anything you want to talk about. If I can't answer you, I'll try to tell you why," said Lindenwood President Robert Johns, as he began the September 18th Town Hall Meeting. A crowd of 60 Lindenwood students assembled in Young Hall Auditorium for an hour long question and answer session with Lindenwood's new president.

Lindenwood Tradition

The Town Hall Meeting is a Lindenwood tradition, a way for students to air grievances, question school policy, and discuss matters of academic or social importance to members of the Lindenwood community. Any student can request a Town Hall Meeting to be called by suggesting the need for one to the President of Men's or Women's Student Government, but legally, only these government presidents can call a meeting. The September 18th meeting, however, was not called by Lavada Blanton, Women's Student Government President or by Keith Jefferson, Men's Student Government President.

Jefferson, at the onset of the meeting, announced that the circumstances under which these people had assembled were "abnormal" and said, "Whoever set this up, I'd like you to know, we don't want to see it happen again."

Continued on page 14

SPENCER

By Rick Frese

Although Dr. William C. Spencer is no longer the President of Lindenwood, he is still doing consulting work for the colleges.

"The Board of Directors asked me to contribute as a consultant if they needed me to answer any question," said Spencer. "I told them I would answer any question they asked me. I've had different conversations with people."

Spencer, though, said he is glad he is no longer a college president. He had spent the last 15 years as one, the past five of which were at Lindenwood.

"I'm not interested in sitting behind the president's desk," said Spencer. "At this point in my life and career, I think I should be doing something else."

Since being replaced by Dr. Rob-

ert Johns as Lindenwood's President, Spencer moved to Old Saybrook, Connecticut to be near his home town of Springfield, Massachusetts. He is also glad to be near Boston, New York, Washington, and St. Louis.

Spencer is a consultant for colleges, agencies, and groups, as well as working on some free lance writing. He said he's not interested in applying for a full-time job at the present time.

He's always wanted to write, he says, but because of his job as president, he never had the time. He's currently writing a series of articles on higher education in the area of international affairs.

"You see, being confined in an administrative position you are very, very confined," said Spencer. "Writing is something I wanted to do. It's important to me. I didn't have the time when I was president."

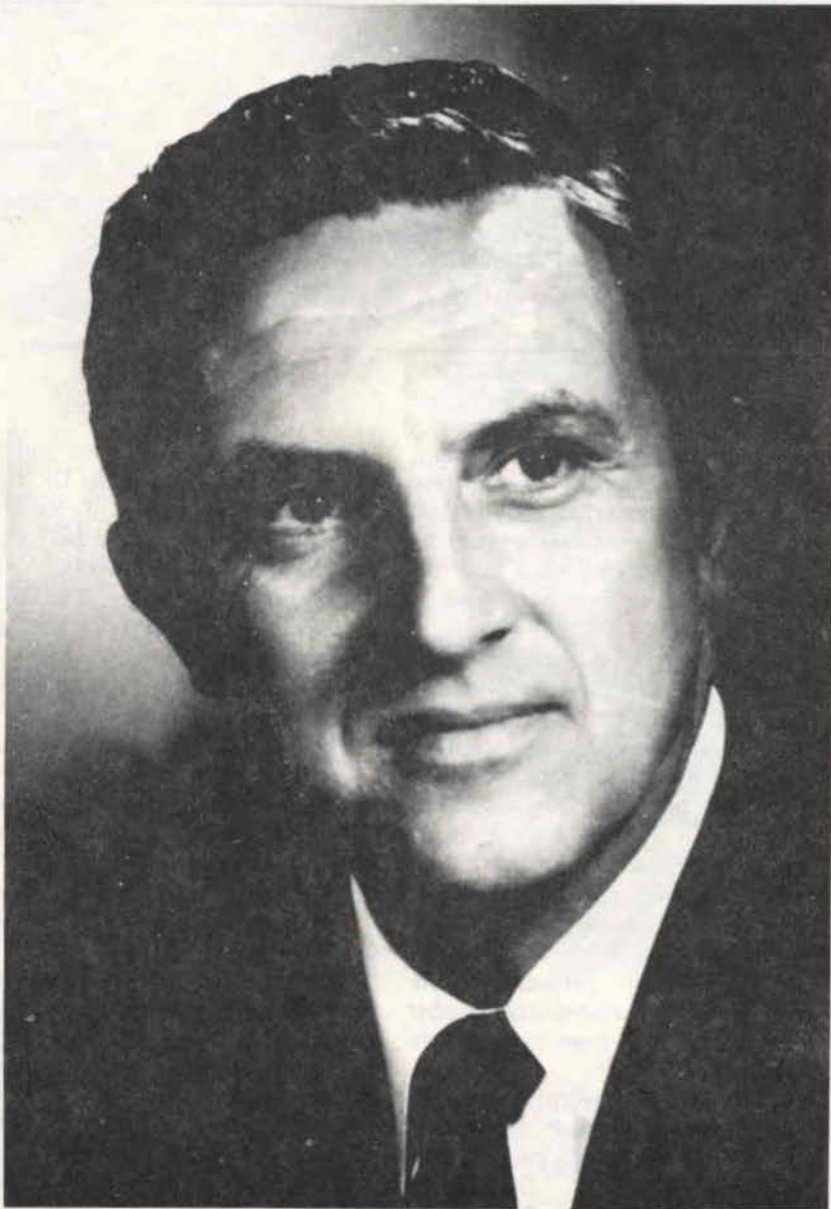
"I was pretty largely confined to the tasks of the administrative affairs and financial management. There was little opportunity to do free lance work."

Spencer is also a consultant for the New York Board of Fund for Peace, which deals with human rights, government affairs, and many of the other issues related to everyday life. He's also an advisor for the New York International Corporation, which is involved in helping "the least developed countries."

The former president said he doesn't miss his old job at Lindenwood. "The problem was having to manage an institution that isn't economically and educationally sound," he said. "Being in a condition of many limitations is the hardest of any management position."

Spencer, though, said he missed working with the faculty and students at Lindenwood, whom he considered friends.

"After five years of being president 24 hours a day, seven days a week, you miss the people you have been working with," said Spencer. "I miss the personal contact with them. I had a very happy time at Lindenwood."



WHAT'S IN A FACULTY TITLE

by Mary Evelyn Martin

Photo by Karen McCarty

Professor: one who teaches or pre-fesses. The highest rank in a college or university given to a teacher. (There are 7 full-time at Lindenwood.)

Profess: claim skill in or knowledge of, or express belief in a certain area of learning.

Associate Professor: instructor ranked below Professor and above Assistant Professor. (There are 17 full-time at Lindenwood.)

Associate: someone granted only partial privileges, of lower rank.

Assistant Professor: a teacher ranked below Associate Professor and above instructor. (There are 21 full-time at Lindenwood.)

Assistant: a helper, an aide, someone holding an auxiliary position, a subordinate.

Instructor: a teacher, the lowest rank given to a teacher in a college or university. (There are 4 full-time at Lindenwood.)

Webster's New World Dictionary gives these meanings to the titles of college teachers. Faculty members at Lindenwood are ranked according to this system, and they are hired at one rank, which may change through promotions. Generally, according to Dr. James Hood, Provost, the titles are given according to the degrees the teacher holds, the number of years of teaching experience, and sometimes, the rank the teacher held at the college he is leaving to come to Lindenwood. Dr. Hood suggested that a somewhat normal pattern of ranking newly hired teachers might resemble this: a candidate with only a Bachelor's degree or a Master's and little or no teaching experience is hired as Instructor, Master's and some experience or Ph.D. and little or no experience is hired as Assistant Professor, Master's and a great deal of experience or Ph.D. and mod-



erate experience is hired as Associate Professor. Occasionally, if someone has been a Professor at another college or has a tremendous amount of experience, he will be hired as a full Professor. Most Professors have a Ph.D. as well.

Faculty titles may assume this kind of meaning at the time an individual is hired, but what each title and subsequent promotions to higher titles means to a faculty member appears to be a highly subjective question. The answers given by the 14 Lindenwood faculty members interviewed as to the importance of their titles seem quite diverse. Monetarily, the answers were easily attainable, but the professional and personal significance of a title to a faculty member differed greatly from teacher to teacher.

In the academic world, a title is a mark of prestige which serves as a statement to a teacher's peers that he has done his job well. Does a promotion therefore signify that he has been properly rewarded for good

service to his institution and his profession? According to Dr. Esther L. Johnson, Professor of Religion, "A promotion gives you a better standing in the professional world." Associate Professor of History, Dr. C. Edward Balog added, "Promotions give an individual seniority in his career. But, on the other hand, if someone in your field sees that you haven't been promoted over a certain period of time, it may look bad to them. It may be particularly hard if you want to leave your present place of employment. Relocation can be difficult."

The 14 faculty members interviewed agreed that a professor's rank doesn't afford any special benefits within Lindenwood. All faculty members receive the same fringe benefits: insurance, a retirement fund, one meal per week in the cafeteria, and full tuition for their children who wish to attend Lindenwood. This tuition does not include insurance cost, activity fees, or room and board. If the child wishes to attend another college, Lindenwood will

award them a scholarship of \$1000 for whatever school they choose to attend. These benefits are given to Instructors, Assistant Professors, and Professors, and a promotion does not mean an increase in or addition to any of these benefits.

Nor do faculty members get special treatment from other faculty members or administrators because of their rank. Dr. John Bornmann, Professor of Chemistry, said, "The faculty at Lindenwood treat each other as equals regardless of rank. It's not that way at some institutions." Dr. Hood agreed that "In a large university, you get grouped. An Assistant Professor is regarded as a junior faculty member. Here it isn't like that."

Dr. Bornmann commented, "We don't think of another teacher according to his rank. We don't address each other saying 'Good morning, Assistant Professor Smith'."

Personal opinions of the meaning of rank were different from teacher to teacher, but all 14 agreed they would be happy to accept a new rank in terms of promotion. Dr. Dominic Soda, Chairman of the Mathematics Department, had this to say about his recent promotion to Professor, "I was delighted to be promoted. It felt very nice. I don't know if that means anything."

A promotion has its most easily estimated meaning in financial terms. Though it isn't a rule, in most cases, a promotion is accompanied by a raise in pay. So, unless salaries are frozen or there is a financial crisis, a promotion usually means more money. Though the amount is different for each instructor, an average for most of the faculty members interviewed was somewhere between 8 and 16%, and in general, the higher rank a professor is promoted to, the more his salary will increase.

How does a faculty member get promoted? The initiative for a promotion may come from within a department or elsewhere in the faculty, or from the administration. The department chairman and the Dean of Faculty accept the suggestion, and they consult with, according to the Faculty Constitution, "additional persons they deem appropriate, including, minimally, the other continuing members of the department and the division chairman." Then they talk over the suggested promotion together, and make a recommendation to the Faculty Council, which votes on the promotion.



Photo by Karen McCarty

The Faculty Council judges one's eligibility for promotion according to certain criteria which have been set down in the Faculty Constitution, and according to these written guide-

lines, one's qualifications for a promotion are based on six points. These include, (1) the number of years served at Lindenwood and at other colleges or universities and (2) demonstrated teaching ability, as judged by faculty and administration, and, as a primary source, the students who have been taught by the teacher. Important to one's "teaching ability" is his ability to generate interest in and excitement with his particular subject. Other criteria are, (3) professional status, according to degrees, recognition in one's field, and publications, (4) involvement in conferences and other areas which may enrich a faculty member's ability to teach, (5) service on faculty committees, and (6) willingness to work cooperatively with others for the welfare of the college.

Most faculty members who remain at the college receive at least one promotion, but of the current faculty, only 7 have received enough

promotions to become full Professors. One of these seven is Dr. Walter Grundhauser, who is on leave, so there are currently six Professors on campus at Lindenwood. They are Dr. John Bornmann, Chemistry, Dr. John Burd, Education, Dr. James Hood, History, and currently holding the office of Provost, Dr. Howard Barnett, English, Dr. Dominic Soda, Mathematics, and

Dr. Esther Johnson, Religion. Of these six, two (Drs. Barnett and Burd) came to Lindenwood as full Professors. Therefore, only four of the current Professors have been promoted here at Lindenwood.

Dr. Soda expressed surprise at this, saying, "I know there are people who have been here long enough that they should have been promoted to higher ranks." Dr. Johnson blamed the

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BAHMAN BAKHSI



ANWAR ARIZ



DAVID WALLACE & JOHN STRAUSS (No. 3)

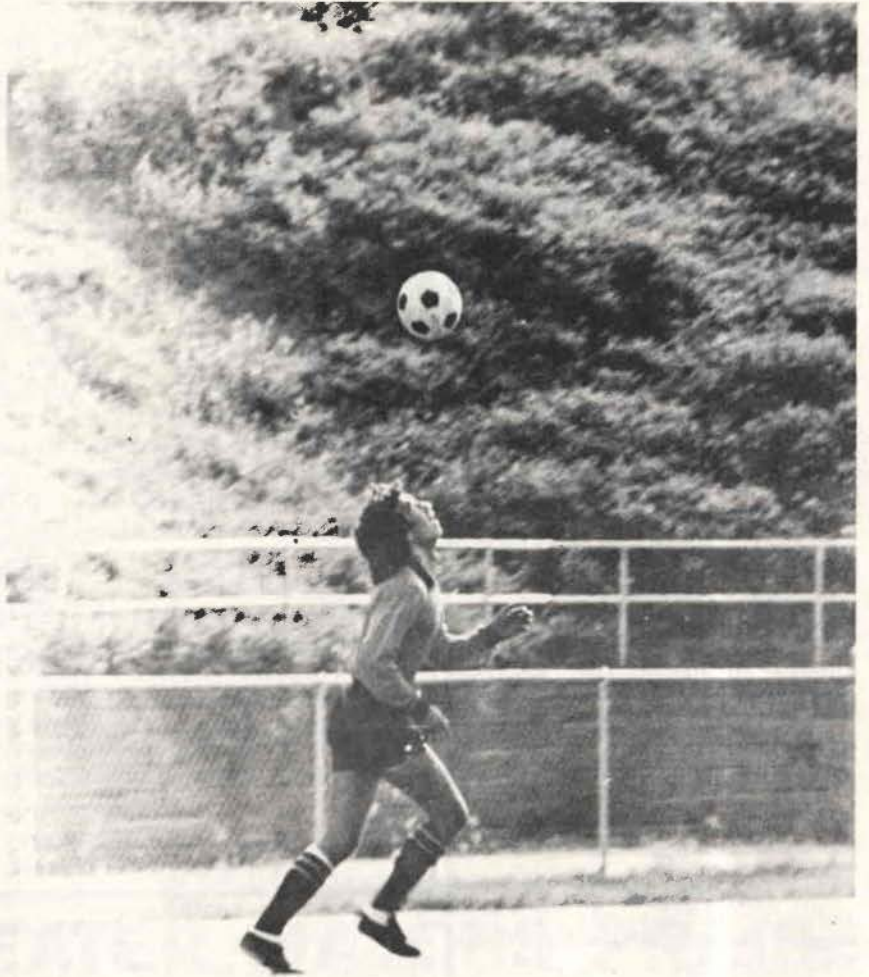
JUST FOR KICKS...



MARTIN PENA



DAVID WALLACE (No. 2)



EDGARDO SANCHEZ

**Photos by Linda Baker
and Mark Melton**

SALT II AND THE CUBAN CRISIS

By Craig Eisendrath

After years of patient negotiations, the United States and the Soviet Union have reached agreement on modest limitations of armaments and curtailment of development. This modest but hopeful step toward sanity in the arms race is now being jeopardized by the "Discovery" that the Soviet Union is maintaining what is described as a combat brigade of less than 3,000 troops in Cuba.

Good Faith Questioned

Both the Soviets and the Cubans have expressed what appears to be frank surprise that the troops have become an issue. They claim, and the Administration does not controvert the claim, that the troops have been in Cuba for years. If the troops were intolerable to the United States, why, ask the Cubans and Soviets, have we waited so long to do anything about them? Does not our choosing to make them an issue now raise real questions about our good faith in negotiating the Salt Talks?

These are good questions, for which, I fear, we have no good answers. The existence of the troops and their equipment, and a knowledge of whatever combat capabilities they may have, can come as no surprise. It is well known that Cuba is under constant surveillance by satellites, by high flying airplanes (of the post U-2 type) and through on-the-ground intelligence. It is, for example, possible to achieve aerial photographs from satellite or reconnaissance planes with incredibly sharp resolutions. As early as 1961-62, photographs from our satellites were sufficiently sharp to detect tanks, and we have had until 1979 to further refine this capability. Thus it is simply not possible that a Soviet tank could escape detection.

We can assume safely that the Soviet capability has been known by the Administration in complete detail since the men and equipment arrived. Why, then, was the information made public now?

We must read between the lines. Having gone through the exhausting work of negotiating Salt II, it is unlikely that the State Department and the Arms Agency would choose to sabotage the talks by releasing this information. Who then, has done it? We can only guess that it either was already known to certain elements of Congress, who are regularly briefed on such matters, or was leaked to these elements by the Intelligence Community or the Military.

The alliance between right-wing elements of Congress and their counterparts in the Armed Forces and Intelligence community is an old one, dating back to World War II. It was this alliance which lay behind the loyalty trials in the late 40's and early 50's, and which has maintained an independent line on foreign policy since that time.

No Threat

Whatever the cause of the revelation, the existence of the Soviet forces is simply not a threat to anybody. We have no evidence at all that they have participated in any action in this hemisphere except the training of Cubans. Similar units of ours exist throughout the hemisphere, and in areas bordering the Soviet Union or its sphere of influence. Such units are simply one of the many uncomfortable facts of modern life. Rather than evoke the Monroe Doctrine and its various corollaries, or evoke the Administration inspired and quite unnecessary panic which led to the Cuban Missile Crisis, we should learn to acquiesce in the existence of such modest establishments as long as they are sufficiently small as to pose no direct threat to our security. This is certainly the case with the Soviet units in Cuba. It is thus time for us to quit being silly over a matter so small, and to consider Salt II on its merits. If thus considered, Salt II, in my view, should gain speedy passage.

Editor's Note:

Dr. Craig Eisendrath was Political Affairs Officer with the U.S. Department of State in 1963-65, with special responsibilities in the field of nuclear disarmament. He is presently on the faculty of The Lindenwood Colleges.

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There was an uncertain period for SUMMERSTAGE II employees at the beginning of the 1979 season this past June. Audience capacity was at a disappointing 50% for the musical, actors were given their two-week notices, and there wasn't much hope that the program would live long enough to see a third season. The early slump, however, did not predict the overall success of the summer productions. By the time the last show closed in August, SUMMERSTAGE II was being called a "100% success." The \$13,000 deficit of its second season didn't come close to the \$100,000 of 1978, and even that is expected to be paid off, and the books in the black by October 1.

GASOLINE CRUNCH

Dr. Wesley Van Tassel, program director, says the reason it almost closed the first two weeks was due to the gasoline shortage. "Nobody showed up Friday, Saturday, or Sunday. We couldn't get a weekend audience to save our lives. Everybody got scared of the gasoline crunch."

During this situation he appealed to local newspapers for help. They offered him space to explain the predicament of the theater and to ask people to attend. Calls started coming in, the gasoline crisis lessened, and audiences started showing up.

SIX SUMMER SHOWS

Of the six summer shows, "See How They Run" drew the largest audience, -filling 67% capacity of Jekyl Theater. "I Do I Do" was next at 65%. "The Good Doctor" and "Our Town" each had 61%, and the two musicals "1776" and "Dames at Sea" brought in 50%. Average capacity audience of the summer season was 56% which was a 14% increase over 1978 audiences.

The success of SUMMERSTAGE II was attributed as much to advanced planning as to bigger audiences. In February of this year a Board of Directors and a corporation were formed for SUMMERSTAGE when it was decided that Lindenwood could not continue its financial support. Their responsibilities were "basically just to keep SUMMERSTAGE going and raise money from local people," stated Jill Baue, Board member.

Advance fund raising by the Board along with two federal grants, bright-

ened this year's financial picture over the first season. "Had we not raised money in advance it would have cost us about \$60,000 this year. But we had the experience of knowing how to go about it and knowing what the community was going to do," said Van Tassel. "The first year we had no idea how many people were going to show up. It was a gamble."

THEATER MAJORS INCREASE

SUMMERSTAGE has benefitted the college season too, according to Van Tassel. There are 19 new theater majors this year (17 undergraduates and 2 graduate students), as compared to "only six people who were even interested in theater" when he arrived at Lindenwood two years ago.

The main difference between the two seasons is that SUMMERSTAGE two seasons is that SUMMERSTAGE, as an equity theater, has to have 80% of its actors be professionals, while the winter season is geared more to students.

Anyone who wants a part in a SUMMERSTAGE production, has to compete with every professional actor who wants to audition. (Last year--900

By Liz Haley

THEATER MAJORS PRAISE

VAN TASSEL AND SUMMERSTAGE

from New York City, and 200 from St. Louis). "In summertime, we try to produce the best theater we possibly can get," stated Van Tassel.

In the winter, competition is between students and other amateur performers. "Students get first shot for parts," said Van Tassel, "but if they're not ready for it they don't get it. We'll go and scrounge up somebody else rather than give it to a student who's not ready. That's how we keep the quality up. I don't think it's our place to ask the public to come and see consistent mediocrity while people are trying to learn. I think that we should show them that we can do it after we've learned." He feels that the acting classes in the department and the one act plays produced by the students are designed for this purpose.

GUEST ARTISTS

A major concept of Van Tassel's theater program is the guest artists he brings in during the winter. He said they serve both an economic and an educational purpose. They help to draw a larger audience, and they serve as "wonderful teachers". Two of the three guest artists scheduled to appear this fall will be teaching acting classes. "When you have a small program like ours, we want the students to be exposed to professional people. That's part of the educational process," he said.

STRONG APPROVAL

Lindenwood theater majors strongly voice their approval of Van Tassel's department. John Wolf, theater major, said, this is the fifth school



MEETING Continued from page 6

Johns Questioned

Though legally this assemblage of students was not an official "Town Hall Meeting", it took on all the character of one as students proceeded to engage in almost a solid hour of questioning Dr. Johns.

Among the first problems discussed were two which had recently arisen and seemed immediately disturbing to most of the students attending the meeting: the phone situation on campus, and the Lindenwood work-study cutbacks and reorganization.

Because of a large phone bill from collect calls which were accepted on campus pay phones, Johns decided to stop all pay phones from receiving incoming calls. When this change was instituted, all residence hall phones were changed as well. At the present time, they are equipped to make only on-campus calls. Local calls cannot be made except by pay phone.

When a student asked Dr. Johns why resident students could not make local calls on campus phones, he replied, "I'm not aware that you can't." Johns said that he assumed that St. Charles service had not yet been in-

stalled, and assured students that "you should surely be able to call St. Charles". At this point, Johns asked a student to begin a list of matters that he wanted to look into, and placed the phone question on the list.

Lavada Blanton, senior, later expressed to Johns that she felt students weren't as concerned with the principle behind the phone decision as the inconvenience due to its sudden institution without notifying the students, saying, "We all realize about the phones, but is this one episode of something happening and us not getting notified going to lead to other instances? The notification problem is our main concern."

Johns responded, saying, "I take full responsibility for this, and I hope that it won't happen again."

Work-Study Cutbacks

Several students next asked both general and specific questions about another problem which had occurred suddenly and affected students without them receiving much notification, the severe cutbacks in Lindenwood's work-study program.

Dr. Johns explained that the federal government work-study funds were cut 50%, leaving Lindenwood with \$40,000 for work-study programs, and this, plus his claim that "we found that a great many people who had work-study grants did not work, they simply went some place and sat for a while and drew pay," Johns says, prompted him to reorganize the kinds of jobs that were available to students. "We took as priorities the needs of the total institution first, the certain service departments that serve the total institution second, individual departments were third, and departments where we knew that they had had students who did not work were cut out entirely," stated Johns.

Students seemed willing to accept, if not happily, Johns' new priorities, though some complained that they didn't have a fair chance at jobs. Tammie Washington said, "I was a desk sitter last year, and now that there isn't any desk sitting, I've got to find another job. The other departments have people they've worked with before, and they'll want them.

Where does that leave me?"

President Johns replied that he was aware of the individual problems with the program as it stands, and asked that this item be placed on his list of concerns. At this point the work-study related questioning stopped, though some students later voiced dissatisfaction with Johns' answers to their questions. One student stated, "He just glazed over the issue of work-study, 'cause he wanted to avoid any more questions."

Denies Rumor

A poster advertising the Town Hall Meeting had stated that students could confirm or dispel rumors, and indeed some questions regarding several campus rumors were answered. Johns denied the rumor that a woman had been raped on campus, saying, "No one was injured, no one was molested. The person was rather seriously frightened." He confirmed some students' suspicions that Andy Anderson, Garlan Wheelles, and Jeffrey Nemens had been fired from the college, and rumors that Food



Photo by Paul Butts

I have attended and I have found better training here, more understanding of the ropes than with professors who have resigned their life to teaching theater."

LaVada Blanton, Technical theater major, also strongly supports Van Tassel's methods. "With a small department he has given students the opportunity to work with professionals in professional experience. The summer equity program is something we can put on our resumes."

Eighteen Lindenwood students were paid, full-time employees of SUMMERSTAGE II. Besides this chance for work experience, Lois Boschert sees another connection between the two. "Technically, one feeds on the other. The SUMMER-

STAGE demands of professional theater is the only way for instance, to have the master's degree program. The exposure on a master's level is the next step to career and production," she stated.

The close relationship between the two separate programs along with the guest artist instruction has closed the gap in the quality of their performances, Van Tassel believes. Because of this, ticket prices are going up to \$4.00 from \$2.50 for the least expensive seat. They will now cost the same as SUMMERSTAGE seats. "Two-fifty is just too cheap. The work is too good for that," said Van Tassel. "We had more mature actors in the summer, but there's nothing to be ashamed of in the winter. It's good stuff."

Service Management, Inc., which operates Lindenwood's cafeteria, was under his scrutiny, and was possibly to be terminated. When asked of the possibility of a Lindenwood operated food service, Johns said, "it's highly feasible." The president stated that he hoped to make it possible for the cafeteria to stay open "from seven in the morning till eight at night."

Requests for longer hours in the bookstore and library were also made, and Johns placed these items on his list for further examination.

Other questions centered on ways to improve the physical plant of the college, such as installing more lights on campus and improving those already in existence, sometimes locating them more centrally.

At this point, Dean Harriet Marsh, also in attendance, expressed an interest in improving campus lighting, stating, "when I go home tonight, it's through a dark bunch of trees. You can bet I'm concerned with the safety problem posed by a lack of lighting."

Little Ducks

Dr. Marsh also introduced an idea she and the president had been considering, the building of kiosks as information stands on campus.

The kiosks would hopefully make it easier for campus activities to be well publicized, and would eliminate the many signs posted all over campus walls. Dr. Marsh said that details would be announced at a later time, but assured students that she was aware of the problem of getting information successfully and economically to the students. Dr. Johns voiced a similar concern, saying that, "the thing that impressed me when I came here for an interview was that it looked like a junior high school. You had everything but little ducks cut out on the bulletin boards."

President Johns also discussed his other plans for improving the physical plant of Lindenwood by using to a better advantage the existing facilities, such as the residence halls. Johns wants, he says, "to fill every dorm room to capacity" and hopes to do so through new recruiting tactics, still in the works.

Door Always Open

Near 11:15, the questioning came to a halt, and Dr. Johns took the opportunity to make several closing statements. He pledged, "my best effort as long as I stay here, and I hope it's the rest of my working life, to do the best job we can for you and I will pledge you my best effort to be available to any one of you or to all of you anytime that I can help you."

Johns told the students that they were to be congratulated in that they were thus far very helpful to him. "It's hard for me to explain to you the satisfaction I get in working with a group of students like you. I have not had one student who has not been polite and courteous since I've been here. I haven't associated with anyone who hasn't been reasonable," said Johns.

After the meeting, resident student Tony Clark spoke similarly of the president, saying, "he seemed pretty cordial," adding that "you could tell he was all business, though." Other students said that they believed Dr. Johns was able to "get down to

business," particularly after a notice was sent to all students on September 28th, answering all concerns which the president had placed on his list at the Town Hall Meeting. Though some answers, in particular, some regarding the work-study situation, caused some students to echo concerns that Johns "glossed over situations he didn't want to deal with," others agreed with senior Martin Reider, who said, "I was happy with the town hall meeting. I think we got a lot of things accomplished."

THERE'S
STRENGTH IN
NUMBERS!
HELP KEEP THE
STUDENT PRESS
STRONG



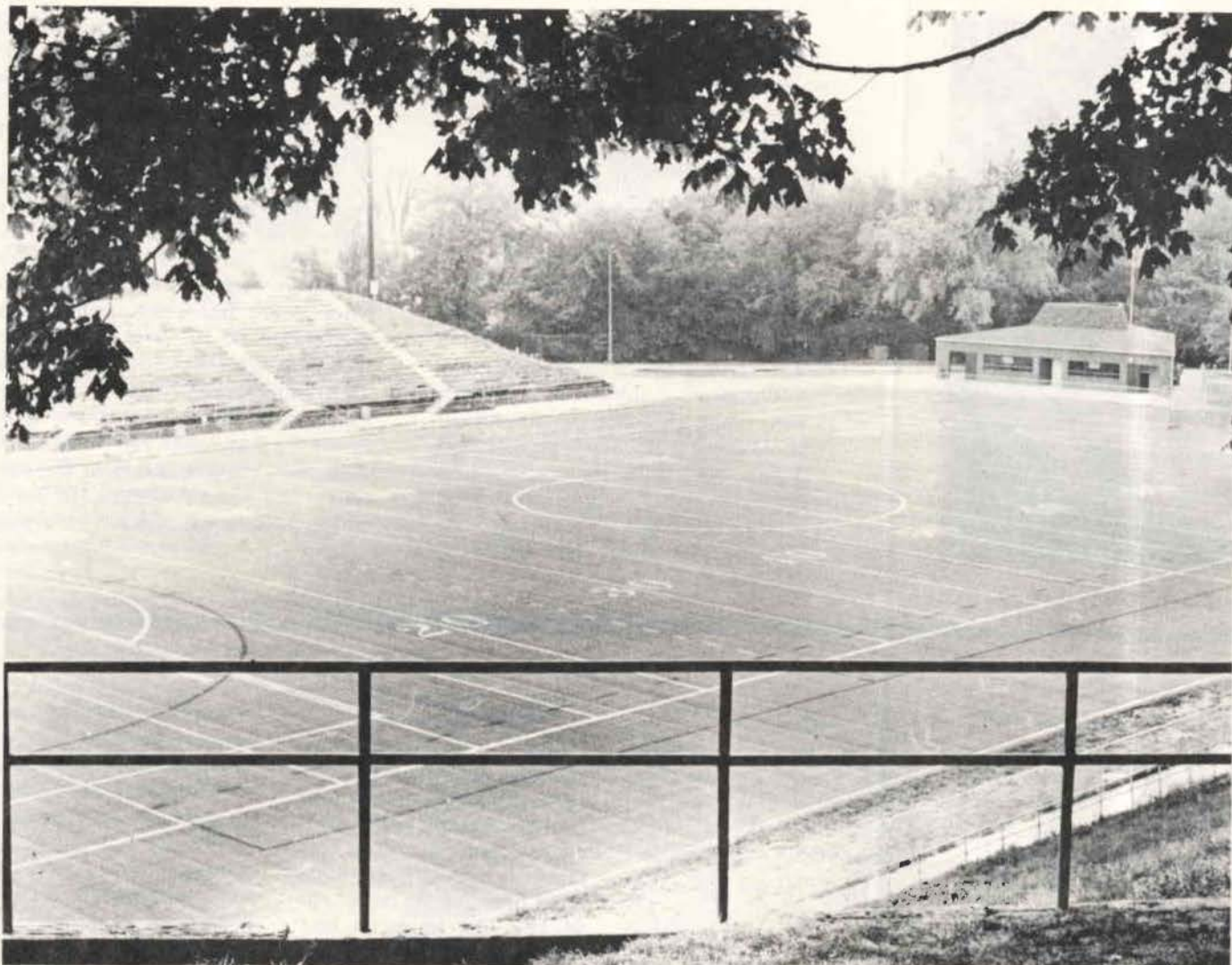


Photo By Karen McCarty

FOOTBALL FIELD HAS NOT WORKED OUT WELL

By Rick Frese



Robert Hyland

Dr. William C. Spencer, then The Lindenwood Colleges President, had three reasons for agreeing to building a new stadium, which the St. Louis Football Cardinals used as its training site.

One, Spencer hoped to provide a much needed athletic facility for the

college without using any major funds. Two, he hoped the stadium would give the college much needed publicity

the college much needed publicity with the Cardinals using the facility during training camp. And three, he hoped the stadium would be a profit maker for the college.

Spencer did accomplish two of his three goals for building the stadium. Yes, it has provided the college with an excellent-and much needed facility. In fact, the field is considered one of the best fields in the state. It also should help Lindenwood soccer Coach, C.C. Lowry, to lure players to play for the college.



Dr. William C. Spencer

It has also provided Lindenwood with excellent publicity. Spencer points out an article that appeared in a newspaper in Old Saybrook, Connecticut where he now resides.

"For example the local papers had an article about J.V. Cain's death," he

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MARSH TO REVIEW DORM RULES

By Mary Eileen Rufkahr

"Communication." This word best describes Dean Harriet Marsh's approach to the new school term. She looks to see better communication between students and herself.

One of my main concerns is to get a chance to really get out and see people," she states.

Marsh sees as one of her main priorities, getting the commuter students more involved in campus life. She would like to schedule activities just for commuter students in order that they may feel more a part of the Lindenwood community.

Communication around the campus needs a boost according to Marsh. In improving communication lines, she also plans to involve students in a campus activity.

"I'm thinking of having a contest in improving communication at Lindenwood. I want them to design plans for outdoor bulletin boards on campus." She adds, "If we can start communicating, we begin having more student involvement in other activities."

Marsh also plans to involve the students in setting up the rules for the dorms this year. While working within city and state legal restrictions, Marsh plans to meet with a student board to review and revise rules on curfew times, alcohol, and other matters that may be brought up.

On the matter of having pets in the dorms, Marsh comments, "I love pets, but in a residence hall they present problems of cleanliness, fleas, and allergies to certain people. As far as caged animals and fish, these will be dealt with when we meet to set up the rules."

Marsh is also well aware of the increasing parking problem. While no immediate solution has been worked out, she sees one way to solve the situation.

"I'd like to set up a rides bulletin board, where people could plan car pooling to save money and parking space," she states.

The recent town meeting was a success in communication according to Marsh. While she said she anticipated some of the comments and questions students had, she felt as if everyone was generally satisfied with the responses they received.

While there are many problems still to be solved throughout the year, Marsh feels they will be worked out to benefit Lindenwood as a whole.

"We are not just individuals on campus, but a society, and like any society, it has to have its ethics and its ways of relating to one another. So you just can't always deal with individual concerns, you must deal for the whole," she said.

"IF YOU CAN GET IT, WHY NOT GET THE BEST"

By Rick Frese

Many Arabs, who attend Lindenwood or any university in the United States, go to school here because they can't get a computer engineering degree in the Middle East.

All of them, who attend a college in the United States, have scholarships through their governments.

Fahad H. Al-Zaid, from Saudi Arabia, is a computer engineering student at Lindenwood. He said he hasn't noticed much difference in the lifestyles of the people in the Middle East and the United States. They have television and radio like they do here, and drive the same type of cars which cost the same amount of money, he said.

In the Middle East, Arabs always wear what is called a deshdashah (robe) and egale, and gotna (hat) because of the year-round hot weather. They can wear blue jeans and a shirt like Americans, but the other clothing is much more comfortable in the hot weather.

Arabs believe in the Muslim religion, which means they can't drink. They are allowed to smoke but their religion warns them that

smoking is dangerous to their health. For women, the religious tradition encourages a conservative, long dress.

"This is the way we are brought up," said Al-Zaid. "There's no comparison. To say to us this is strict, you can't. This is what we accept. To us, this is freedom."

In coming to the United States, Al-Zaid said that the Arabs try to continue their religious beliefs. "We know what we have to do," he said. "We want to show you what we believe."

However, Arabs don't wear the deshdashah, egale, or gotna when living in the United States. Most drive Trans Ams or Z28's instead of a Volkswagen or a more economically priced car. This is because the cars are sports cars, but more importantly because they are fast.

"If you can get it, why not get the best?" said Al-Zaid.

This brought up an argument as to which car is faster. Jamal Bamanin, a Lindenwood student from Saudi Arabia, drives a Trans



TAHA ZATARE



JAMAL BAMANA

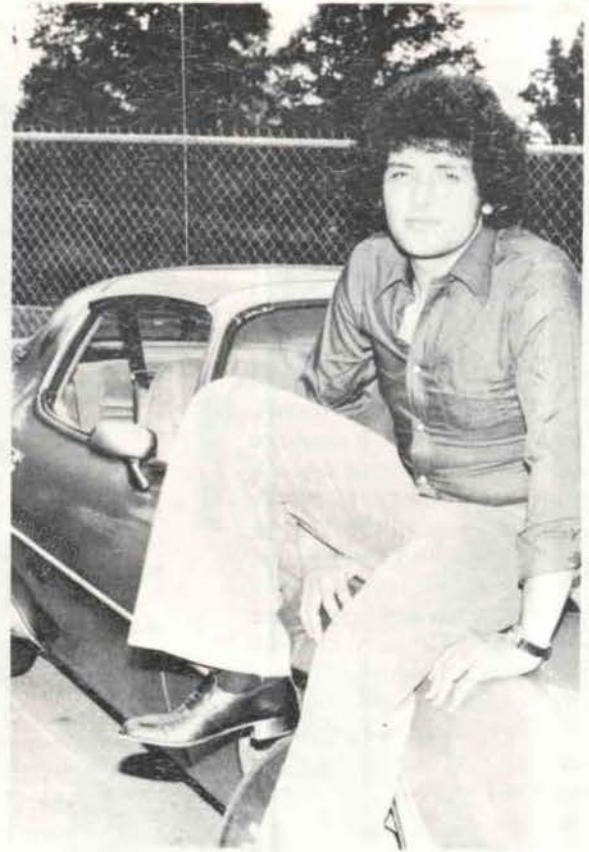


SAMMER QASSIM

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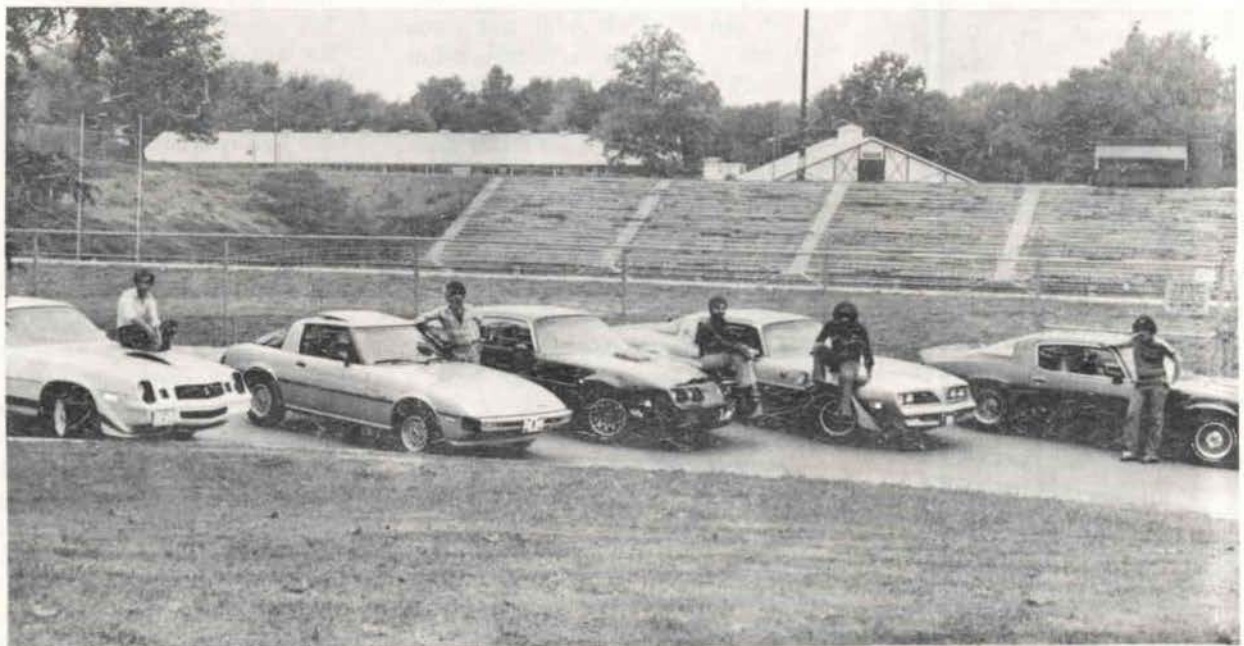


FAHAD AL-ZEAD



ABDULLA AHMAD

PHOTOS BY KAREN MCCARTY



Left to right, are: Fahad Al-Zead, Sameer Qassim, Jamal Bamana, Abdulla Ahmad, Taha Zatare.

FACULTY TITLE
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school's financial troubles. "If there were money to be given, I know of several people who'd get promotions," she said.

If Dr. Johnson is correct in her assumption, the recent history of promotions suggests that the people she feels would be promoted, particularly to the rank of full Professor, should hold a Ph.D. Though it isn't written in the Faculty Constitution as a rule for promotion, all of the teachers who are now Professors have doctorates. Dr. Johnson said, "I feel it would be wrong to have a written rule preventing someone from having a full professorship because they don't have a doctorate." She later added, though, that "it's an unwritten rule. And I do feel that a Ph.D. or equivalent experience gives one a certain amount of discipline which helps in teaching." Jeanne Huesemann, Associate Professor of Mathematics, expressed resignation to this "unwritten rule", saying, "I opted not to become a full Professor when I opted not to get a Ph.D."

Though this rule is "unwritten", it has been evident in the college for at least the past ten years. In that time period, no one has become a full Professor who hasn't had a Ph.D.

Four of the faculty members interviewed said they believed there were no more full Professors because there weren't faculty members who had been here long enough, and 10 said this wasn't so at all. Dr. Dominic Soda said, "I have to confess I was surprised, actually disappointed, when you told me how many full Professors we have. There are other people who have been here long enough to get promoted to Professor."

Examples of people who've been here "long enough" and have not been promoted to the rank of full Professor are Allegra Swingen, Music Dept. (here at Lindenwood since 1946), Arthur Kanak, Art Dept. (since 1953), Grazina Amonas, Dance Dept. (since 1954), Fern Bittner, Horsemanship, (since 1957), Jeanne Huesemann, Mathematics Dept. (since 1957), and James Feely, English Dept. (since 1958). A faculty member who wished

to remain anonymous said that it was "almost impossible for Mrs. Bittner to be promoted to full Professor. She doesn't even have a Master's, let alone a Ph.D." Mrs. Bittner has received one

promotion since she was here, and is now an Assistant Professor. All of these other professors are Associate Professors, and all have Master's degrees, but none has a Ph.D., and 11 of the 14 faculty members interviewed believed that this was the reason they have not been promoted to full Professor. Dr. John Burd acknowledged that this "seems to be a part of the system. You won't get promoted if you're not a Ph.D. But I personally would much prefer to give rank to someone who can teach than to have to worry about what degrees they have."

It cannot be verified if these professors have not been promoted to full Professorships because they do not have Ph.D.s or not, but one faculty member said, "Sure, that's a part of it" and expressed a distrust of the present system, saying, "I'm afraid it's all become too political. What's important now is how much you do for and bow to the administration, not how you teach." James Feely voiced some agreement, saying, "there are people here who go on day after day, doing what a professor does, profess, teach, who won't get promoted. When Dr. McCluer was here, he had some values in his head, at least, regarding promotions. I think what he did was award promotions based consistently on the criteria in his mind, and it was possible for a person to become a full Professor without a Ph.D. When Dr. Brown came (in 1966), the criteria were written down in a Faculty Constitution. Since then, decisions seem to have been made more in terms of the sixth point, which deals more with not rocking the boat and getting along well with colleagues one may not agree with, than in terms of the first point, which deals with length of service or the second, which deals with being a good teacher. I think it's the third point that mentions the Ph.D. degree."

Neither Feely, Kanak, Huesemann, Amonas or Swingen has been promoted in at least the past nine years. These professors began teaching at Lindenwood before the other professors who are here now, and since the cost of living was considerably lower when they were hired than it is now,

they began with lower salaries than the other professors here at Lindenwood now. Because they started with lower salaries, their current salaries are lower than those of some professors who've been here a shorter time, and often considerably lower than newly hired faculty members, both relative to the number of years of teaching and strictly numerically. One faculty member pointed out that "the ones who've been here the longest have a bad time, but it's not only those professors who suffer this injustice, it's all of us." Dr. Dominic Soda agreed with this statement, but offered a broader scope, saying "it's not a problem that exists solely at Lindenwood. It's in almost any institution. Somebody's coming in and they have to live." Dr. Hood stated "a lot depends on the going price for professors and the number of people available in particular fields. There are a great many fields that are fairly oversupplied. These people obviously can't command as much money as some in other fields can."

Due to these factors, many faculty members at Lindenwood, regardless of their titles, don't make much money. Dr. Esther L. Johnson told the Ibis, "I've looked it up and found that most Lindenwood teachers make around \$8000 less than the national average for college professors."

The colleges' present financial bind caused a freeze in salaries several years ago, so it's been a long time since any professors had an increase in pay. The Ibis asked Mr. Kanak when he'd had his last raise, and he replied, "In the Middle Ages." Consequently, many teachers, especially those who've been at Lindenwood for a long time, have a hard time getting by. "It's been such a long time since I've had a substantial raise. It's hard living on what I make," stated Allegra Swingen, who's been at Lindenwood for 34 years. In the past, there had been merit raises and somewhat regular across-the-board raises and cost of living increases, though James Feely said, "there's never been a year when they gave a full cost of living increase." He added, "this year I'm so poor that my kids can get their tuition paid by state and federal aid - they don't even get the benefit of Lindenwood's scholarship."

No salaries have decreased in the last few years, but, in an attempt to be

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NORM RICHARDS

By Rick Frese

Norm Richards is Lindenwood's new athletic director. He is also the new basketball coach as well as entering his second year as the baseball coach. In past years sports at Lindenwood were looked upon as strictly "recreation." Richards hopes to turn a losing program into a winner. He spoke about the future of Lindenwood's sports program recently.

IBIS: First of all, how did you get the job as Lindenwood's A.D.?

RICHARDS: Dean (Pat) Delaney wrote a letter of recommendation to the Board (of Directors). Apparently they thought I could do the job because they hired me. I always got along with him (Delaney). I guess he saw I could contribute something to the program.

IBIS: Why did you take the job as the Athletic Director?

RICHARDS: I took the job because I always wanted to get into college coaching and I like it. I came college coaching and I like it. I came college coaching and I like it. I came here to build a winning sports program. I sure hope to start turning the program around.

IBIS: Do you hope this will lead to a bigger and better college coaching job?

RICHARDS: Not necessarily. I like it here.

IBIS: What did you know about the poor sports program at Lindenwood?

RICHARDS: I think they (coaches) did the best they could do. I only hope to do as well. I researched the sports program. I've talked to students, players, past coaches, and others, and I found out what the problems were at Lindenwood. The problem that existed before are not what I want to see remain.

IBIS: Then what is the key to turning the sports program into a winner?



Photo by Karen McCarty

RICHARDS: Recruiting is the name of the game. That's the whole key to building a good sports program.

IBIS: In past seasons Lindenwood had trouble competing in sports because it didn't offer athletic scholarships like its opponents. This season Lindenwood has players on scholarships. Do you think this will help the teams have winning seasons this year?

RICHARDS: Much has been made of the athletic scholarships. But we brought in approximately 20 new athletes in basketball and baseball alone and only three are on athletic scholarships. Recruiting is still the name of the game.

IBIS: Then what kind of financial aid are the athletes getting to attend Lindenwood this year?

RICHARDS: They are on financial aid just like any other student. But there are no room grants offered to athletes anymore (like in the past).

IBIS: Last year you were as assistant basketball coach. The team was supposed to have an exceptional season but finished below .500. What was the problem the basketball team had last year?

RICHARDS: The basketball program had gotten to the point where it should have taken off. With the talent the team had the last two years, it should have done better. They should have played better competition, gotten more exposure and gotten student and faculty members to the games.

IBIS: Then what do you think of your chances of having a winning season in your first year as the basketball coach?

RICHARDS: No doubt this will be a re-building year. I did get seven new recruits which should make our re-building a little bit less painful.

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TURTLE RIVER OUTFITTERS

AN HISTORICAL PORTRAYAL OF YESTERDAY

By C.M. Kreis

Photos by Karen McCarty

The age of the frontiersman has newly been revived in the quaint little shop owned by Bill Loyd at 912 South Main Street in St. Charles. Turtle River Outfitters clearly has recreated the hospitable atmosphere of the early frontier. One steps into a rustic and charming surrounding of exposed brick walls, beamed ceilings, and wide plank flooring. Shafts of light pour through the small pane windows onto the gun racks and attractive displays throughout the two open and airy rooms. A fully workable pot belly stove occupies a cozy corner where new and old friends gather about for coffee and good "old conversation".

Turtle River Outfitters specializes in custom made rifles, black powder, and muzzle loading supplies, plus the other accessories of the frontiersman, such as knives, tomahawks, articles of arrayment added to a wide assortment of books and magazines on the subject of black powder shooting. Participation in black powder shooting has greatly increased over the last ten years. Many groups and organizations have been formed that meet regularly to compete in the colorful shooting matches. During the spring, summer, and autumn, shoots are held nearly every weekend within a two hundred mile radius of St. Charles. Rules for these events are established by the National Muzzle Loading Rifle Association, which is located in Friendship, Indiana. It is interesting to note that gun registration is not required for muzzle loading flintlock and percussion weapons.

Loyd selected St. Charles for the site of his business for the very reason that both are interrelated in commemorating the establishment of America's western civilization. The gun shop fulfills this aspect in its link to the elements required for the struggle for existence, while St. Charles epitomizes the structures and outgrowth of a community bordering the wilderness.



It was just one year ago in October, 1978, that Bill opened his shop in this idyllic little brick structure believed to have been built in the 1840's. A spring fed creek named for Louis Blanchette, the founder of St. Charles, runs parallel to the property on which the building is located. Blanchette, a French Canadian fur trader and trapper settled in this vicinity in 1769. He built the first grist mill on the creek, which was later replaced by several larger mills. The millsite located on the south bank of the creek developed into one of St. Charles' largest industries, the St. Charles Woolen Mill. The Turtle River Outfitters' building was then owned by the woolen mill and was probably used

as a residence by a custodian of the facility.

Loyd is very satisfied with owning his own business. "This type of work," related Loyd, "is challenging and develops the self satisfaction that is so obviously lost in today's mass production and mechanization. Needless to say, there are still pressures in having my own business, but more of a self imposed variety as opposed to the pressures suffered in the outside hectic business world."

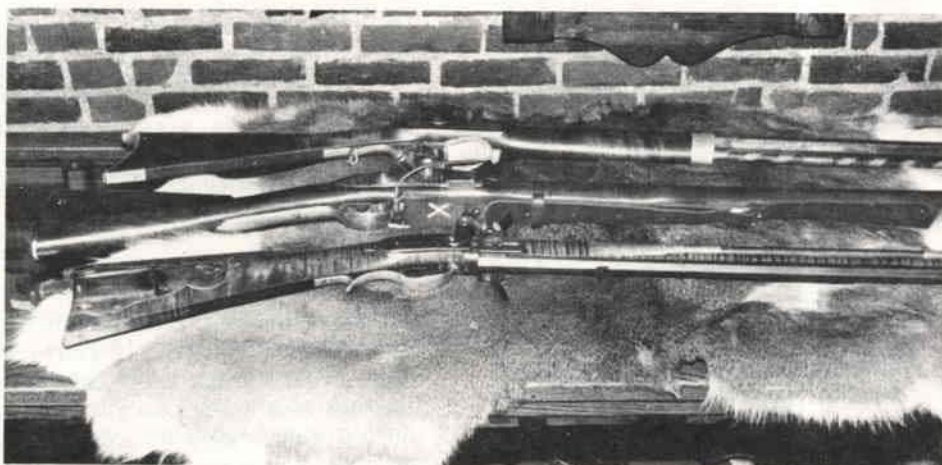
With all the venerable skill and talent of an artisan, Loyd builds customized reproductions of muzzle loading rifles, which are sized to an individual according to his reach and specifications. Working mostly with unfinished

precarved stocks, Loyd constructs the complete gun mechanism by adding the barrel and the other intricate parts. A blank stock may also be used, however, compared to a precarved stock, a blank requires at least fifty additional hours of labor. A finished rifle will normally take one hundred to two hundred hours of total labor. "As you can see," laughed Loyd, "I'm not doing this for the monetary benefit in building rifles from scratch. I probably realize maybe 25 cents an hour for the fruits of my labor."

Most likely Loyd inherited his woodcraftsman skill from both his grandfather and father who were carpenters at one time. Several of his grandfather's old wooden carpenter tools have been saved by Loyd and are on display in the shop.

As for his interest in black powder shooting, Loyd remarked, "I think my first interest was actually history, which still fascinates me. I began black powder shooting when I was about 14 or 15 years old."

Loyd's avid interest in history enables him to vividly describe the early rendezvous' and shoots of the past when fur traders would cart their fare into the wilds in order to trade for furs collected by the mountainmen and fur trappers. They would meet in a predesignated spot in the remote countryside where they would remain sometimes for as long as two weeks. The traditional brew called "trade whiskey" was readily made available by the fur trader causing the rendezvous to become a scene of drunkenness and rivalry. "Trade whiskey" was a concentrate corn liquor concoction to which water was added. Tobasco, hot peppers or even a plug of tobacco were included to give it that extra "kick". Usually the fur trappers became so drunk that they would invariably get cheated when selling their goods to



the trader. In the midst of all the bartering, shooting matches and hawk and knife throws were held. These rugged woodsmen would compete in their life preserving skills in a rowdy atmosphere of primitive savagery.

When asked how he would have liked living the life of a frontiersman, Loyd replied, "They had a very intriguing life style; it was certainly hard work. I guess I would adapt, just as they did."

Diana Loyd, his wife of nine years is probably grateful that her husband not a frontiersman or she would undoubtedly see even less of him than she now does. Loyd, his wife, and their four month old son, Brian, live in St. Albans, Missouri near Labadie.

With a combination of many long hours spent at the shop plus the far distance from home, Loyd does not have as much time as he would like with his family. Although the Loyds are perfectly happy in their present home, they have to agree that living in the St. Charles are would definitely be more convenient.

In the meantime, Turtle River Outfitters business is growing steadily. Through Loyd's tenure with the past, the quality and workmanship of a bygone era continues into the present. The South Main Historic District is truly fortunate to be able to include the fine craftsmanship offered by Turtle River Outfitters as a part of its historic portrayal of yesteryear.

Last spring eight faculty members left Lindenwood to pursue careers in other places. If the shaky financial state at Lindenwood was on everyone's mind, it was only one among many causes for leaving. In phone conversations with seven of those who left, it was found that three moved closer to home, two left teaching for business positions (no matter how temporarily), some found promotions, most of them found better pay, and a few could answer "yes" to all of the above.

Bob White

Robert White left the Lindenwood Broadcasting Department after three years as its chairman. He accepted the position of Assistant professor of Broadcasting at the University of Maine in Orono this fall. One of the reasons for his move was a raise in salary. He said he had had no salary increase at Lindenwood for three years. Another reason was promotion possibilities. "I had advanced at Lindenwood as far as I could go. I could have advanced to associate professor or full professor, but that's possible here too," he said.

The deciding factor in accepting his new job was the location. Maine is White's home state. "I probably wouldn't have left Lindenwood except for this particular school and area," he said.

He also expressed a fear of the future of Lindenwood in the condition it was when he left. "Of all the people that left," he said, "they had to be aware of the possibility of ending up without a job."

Norman King

Norman King, former professor of psychology, now teaches at Capitol University in Columbus, Ohio. He cited similar reasons for leaving. "Capitol University is my alma mater. I'm

in my hometown. There are lots of social contacts. It was sort of like coming back home," he said.

He feels his chances for promotion aren't any better in his new job because he is starting over and having to work up to tenure all over again. King said, however, that the advantages outweighed those that he found at Lindenwood. "This place paid me more money for doing the same thing. The opportunity to improve my situation came up. It was the thing to do."

Lindenwood's uncertain financial picture only affected his decision on a "minor" level. "I don't know that Lindenwood is in worse shape than any other small college. Even this college (Capitol University) has some problems in that regards," he said.

Pat Delaney

Patrick Delaney, Chairman of the Biology Department for 10 years and Dean of male students for eight, left last year after a year of contemplation on the move. When he accepted the position of Vice President of Academic Affairs at Fitchburg State College in Massachusetts this fall, he also moved a little closer to home.

Though his change of jobs has meant a "dramatic salary increase", salary was not his prime consideration. "I was more interested in moving up the ranks," he said.

In his new position he is in charge of the whole academic program, both undergraduate and graduate. "There are 225 fulltime and 100 part-time faculty members, two deans, and most of the personnel of the college's offices are under me," said Delaney.

He is having to make a big adjustment in coming from Lindenwood to Fitchburg, he said. As a Lindenwood dean, he was involved in a whole variety of jobs which included contacts with the food service, the athletic department, admissions office, stu-

dents, and faculty. "I have to learn that now there are people with those jobs who are reporting to me," he said.

Lindenwood was one step up the ladder in his career and Fitchburg is another. "The vastness with regards to my responsibilities here will lead me to decide if I want to continue going up higher in college administration. One logical step for me is president," he said. "I would have to contemplate if I wanted to go in that direction."

Pat Delks

Patricia Delks, director of the Lindenwood library for five years and professor of anthropology, is now director of the Rollings Library in Orlando, Fla. She said that Lindenwood's money problem was the main reason for her decision to leave. "I saw what was happening in terms of budget cuts. It wasn't possible to continue building a quality library. I didn't feel that I was able to go ahead and do the things that needed to be done," she said.

In contrast, Delks points out that Rollins College is in a very different situation. "It's a college in a sound financial condition," she said. "It's a college that is constantly talking about the future." Her role in that future will be to help build a new library.

Donna Vandagriff

Donna Jo Vandagriff left Lindenwood's education department to accept a position at Central Washington University in Kenewick, Washington. She cited concern over the possibility of Lindenwood closing as an important reason for her decision. "Last spring when I took one of my checks to the bank, it was refused for three or four days. That's when I really started looking," she said.

WHERE OH WHERE

By Liz Haley

HAS OUR FACULTY GONE...

FACULTY

Continued from page 24

Her move has meant a significant raise in salary and what she feels as the opportunity for "more promotions much more quickly." Another favorable aspect about Central Washington University that Lindenwood lacked, she said, is a set system for getting salary increases and promotions. "I knew some people who'd been there (Lindenwood) for nine or 10 years and were still assistant professors,"

Linda Nelson

Linda Nelson, psychology professor for seven years, also left Lindenwood this summer for a position in business. She is employed by McDonald Douglas Corporation in St. Louis, Missouri, on a one-year leave of absence from the College. "It's easy to imagine what I'm doing as a sabbatical," she said. "I don't really feel like I'm one of the people who have left. I might yet. I don't share the feelings of the people who went out and banged on doors and found positions."

Her reasons for leaving had to do

with more regular hours, the need for a rest from teaching, and the "opportunity to learn about an area that interested me."

The financial predicament of Lindenwood had nothing to do with her leaving. "The bad shape of Lindenwood is true of higher education everywhere," she said. "It's not limited to small private colleges."

She also stated that she's not looking for teaching positions at other colleges. "I don't know if there's another university I'd rather teach at," she said. "If I wanted to go back, I would go to Lindenwood." she said.

Kenneth Westphal

Kenneth Westphal, Chairman of Lindenwood's Business Department for three years, left teaching to take a position with the General Electric Company in New York City. He said his decision to leave Lindenwood came about somewhat unexpectedly when in searching for a temporary summer position, he was offered a permanent one in business.

The timing of the General Electric offer was consistent with his desires. "I had no sense of direction at school," Westphal said. "I seemed to need a change. I felt my talent at this time could be used better in business."

It would have been almost impossible for him to obtain his doctorate while teaching full-time at Lindenwood, he felt. "If I wanted to go any further professionally or in salary, I had to obtain my doctorate. It came to a blind wall," Westphal said. General Electric encourages part-time students, he said, and he is about to begin his doctoral work at New York University.

He expressed some regret about leaving Lindenwood. "I felt like the guy leaving the ship before it stopped," he said. "I've worked for companies who've gone through tough times before. The time to hang in there is when the tough times come."

Westphal sees himself going back to teaching after he's earned his doctoral degree and retired from business.

BEST

Continued from page 18

Am. "Trans Ams are better," he said.

Al-Zaid and Taha Zadari, a Lindenwood student from Kuwait, immediately disagreed. They drive Z28's and they believe that this car is better.

But all of them agreed that they enjoy driving fast. "I like driving fast on the highway," said Al-Zaid. "It's fun driving at a fast speed."

Bamartin concurred. "Everybody likes speeding," he said. "It's something within myself. I really don't know. I'll try to race. I'm going to drive fast. I just like the feel of how it is speeding."

Al-Zaid recalls a story of driving

120 miles per hour on a highway in Ohio while driving to New York. He remembers passing a policeman, who, half a mile later pulled him over to ticket him for driving 89 miles per hour.

Al-Zaid said he will never drive that fast again. "I realized that the cars I passed eventually caught up with me," he said. "I got tired and I started driving slower and they eventually caught up with me. It's something that experience teaches you."

In the Middle East there is no speed limit, although their governments are trying to change that because of too many fatal accidents. Al-Zaid thinks

the speed limit should be 70 miles per hour, not 55 like in the United States.

"Fifty-five is very low," he said. "Seventy is good. I think going from state to state you should be allowed to drive seventy."

The driving age in the Middle East is eighteen years old, but Bamanin has known twelve or thirteen-year-olds who were driving illegally. They also don't have to buy auto insurance. If you're involved in an accident, a policeman is called to the scene and you tell him who is at fault. The person at fault pays for the damage.

FOOTBALL FIELD

Continued from page 16

said. "The Lindenwood Colleges was mentioned in the story. People in Connecticut had never heard of Lindenwood. It brought the college attention."

However, Spencer admits the "income hasn't been very significant." He claims the financial problems with the stadium hasn't effected the rise in student tuition but... "Anything that ef-

fects the total budget of the college, effects the students," said Spencer.

John Biggs, Treasurer of The Executive Committee on The Board of Directors, said the stadium hasn't worked out well. "It's cost a good deal more," he said. "It hasn't worked out well. The original plan made sense. We would not lose money. It has not worked out favorably."

Spencer said the Cardinals finished

the third year of a 10-year agreement. The contract includes inflationary cost increase clause.

Larry Wilson, Assistant Director of Operations, said the Cardinal management has been pleased with the arrangements made with Lindenwood. He also said he likes the stadium.

"It's a fine facility," he said. "Each year gets better."

It's easy for you to say Larry.

OPPORTUNITIES

Continued from page 5

Nov. 12 Deadline

Students who want to make information available to graduate schools two times during the school year must have their registration forms in by November 12.

Graduate schools will contact the students in whom they are interested to inform them of application procedures.

Because of the interest among graduate schools throughout the nation in

attracting qualified minority students, a student's name often will be sent to several institutions. Because a graduate school may not wish to contact all students whose names it receives, students are not informed of the identity of those institutions to which their names have been forwarded.

The Locator Service is not an application to graduate school or for financial assistance and does not constitute a guarantee of admission

or financial aid. It is designed only to supplement a student's own efforts to locate and seek admission to a suitable graduate program and to find resources for financial assistance.

Confidential Treatment

Information students supply for the Locator Service file is treated confidentially and is released only to participating graduate schools and scholarship programs.

The Information Bulletin

explains all students must know to participate in the service. Copies of the bulletin may be obtained at most colleges or by writing to MGSLS, Box 2615, Princeton, N.J. 08541.

The GRE and the MGSLS are administered by ETS under policies determined by the GRE Board, an independent board affiliated with the Association of Graduate Schools and the Council of Graduate Schools in the United States.

FACULTY TITLE

Continued from page 20

more economical, the school asked teachers to take on more classes than they had previously taught, for no extra pay. This wasn't demanded of faculty members, merely requested by the administration. In an attempt to keep the curriculum strong, many teachers responded. This prevented Lindenwood's having to hire a great many more teachers to keep the curriculum the same, and may have greatly helped the school's economy, according to several teachers interviewed. But they agreed that it had its detrimental effects as well. "What inflation has done is that it's forced us to teach more courses and instead of devoting more time to other classes and discovering new things, we have to teach the same old stuff over and over again," said Dr. Dominic Soda. "Consequently you use more of your energy doing more of the same thing year after year. The people taking the courses lose, and the teachers lose. It's a losing course."

Teachers realize the financial troubles of Lindenwood (as Dr. Daryl Anderson said, "We try to understand the problems. We love the place, that's why we're still here. Those of us who have been here for a while do care about the school."), but they are faced with financial problems of their own. For this reason, a promotion and a new title would be a welcome event for many of Lindenwood's faculty. Even though at the present time salaries are frozen, a faculty member can accept a promotion with the promise that as soon as salaries are able to be

altered, he will receive appropriate compensation. Some promotions were awarded last year with this stipulation. A promotion would serve as a reward for professors who wish to remain at Lindenwood, and might make it easier for those who want to relocate. Dr. John Bornmann had some insight on this matter, saying, "Once a person gets a promotion, if he wants to leave Lindenwood, he'll most likely have to step down to a lower rank, at another school. There is a kind of trap whether you're promoted or not, that tends to keep those of us who've been here for a while from moving, but those who are promoted may have a better shot at a new job than those who don't. It does offer that advantage."

That "advantage", does not belong, however, to members of the faculty who have been here for 20 years or more and are not full Professors. They have not been promoted for 9 years or more, and at least one for a period as long as twenty years. In the words of a faculty member who wished to remain anonymous, they are, "prisoners in a strange way, prisoners of Lindenwood." One faculty member who has been here for many years put it this way, "I couldn't leave here if I wanted to. Anywhere I applied, they'd see how long it was since my last promotion, and it's been so long, and they'd wonder why."

Why hasn't this professor been promoted for so long? According to a student who's had this professor for several classes, "it's certainly not because of the way her classes are. She's excellent. I wonder why she hasn't been promoted. I can't figure it out."

Though a faculty title may be, as one of the teachers interviewed said, "just a word or two", for some faculty members, it may be of much greater significance. Dr. John Bornmann said, "What does a faculty title mean? Well, we don't wear special chevrons on our arms to show our ranks...", and another faculty member said, "A title is a title, but it can mean anything from a diploma on the wall to bread on the table. If you've got it, it's one thing. If you haven't, it may be more important than you'd ever imagine."

The IBIS is a Communication Arts publication published bi-monthly during the academic year by the IBIS Workshop Class for The Lindenwood Colleges Community.

Signed articles reflect only the journalistic thinking of the individual student authors and are not to be taken as those of The Lindenwood Colleges administration, faculty, staff, or the Board of Directors.

The IBIS encourages replies of criticism or commendation from students, members of the faculty, administration, and Board of Directors, as well as from parents and other concerned citizens in the community. All responses must be signed and delivered to the IBIS editorial offices, located in Roemer 5--Publications Office.

The IBIS editor reserves the exclusive right to choose and/or edit what copy or photos appear in the publication.

IBIS PERSONALS

Laurie, Mark, Liz, & Suzy: You terrific first issue folders & staplers. May the monkeys at the Zoo miss you when they spit! Thanks a heap!
Greselda

Dr. Barnett, Tom Joy, & Suzy Rendlen: Just wanted to let you be recognized as the printers of our first issue. Thank you, thank you, thank you.
Duke Skelley

Kathy: I'm so proud to live in the same dorm & work with a star and a model. Just thought I'd let you know how proud I am to know you. It would really give me a thrill if I could touch you some time. He-he-he.

Guess who?

Tony: I may hate journalism but I love to write.

Subjectively yours, M.E.

John-Boy: Hope you don't mind having your name in print after all that fuss you made over almost having your picture printed. The IBIS staff all loves you, John-Boy. We all suggested writing this and we're all your secret-admirers!

Craig: Maybe if we put your name in every IBIS issue you'll like us this year!

Jim-Bob: You're sick, you sicko.
Anonymouse

Oh Bob! Have you had any interesting nudies posing for you lately? He-he-he!

Botticelli's Venus

C.F.: I heard your application to the \$1.98 Beauty Pageant was accepted. Congratulations.

Love, Your daughter

Diana: Are you getting cold-feet in Chicago yet? We miss you. You were the best drinker in our gang! (Hope Rosie & Erbie don't see this.) Love
A.K., M.P., K.M., L.S., J.C., & Mikie

Avedis: Sure hope you haven't had any shaving-cream hearts, or Close-up toothpaste notes left on the floor in front of your room lately. I know you don't like me and you do those things yourself just so I have to clean them up the next day.

The Irwin Maid

Kevin: You're supposed to be milking cows not reading this! You devil you. Take care of my pink pig.
Love Freezy Cat

Linda Lou: Are you still chasing those baseball players all over Iowa? If you were smart you'd be back at Lindenwood chasing their baseball players. I miss you & so does Snorty.

Love, Duke

NORM RICHARDS Continued from page 21

IBIS: Earlier you mentioned you thought the basketball team should have played better competition. Is the basketball team going to play a tougher schedule this year?

RICHARDS: We dropped eight schools from our schedule, which over the past two years provided Lindenwood with 15 wins and 11 wins respectively. Just by that it's going to be challenging. A losing season, which I don't think will happen, would not be considered a poor year.

IBIS: How long do you think it will take before the basketball team is winning like it did in 1977 when the team was 22-9?

RICHARDS: It's going to take two good recruiting years before we can compete at a level where I want. At a

level I mean where we can compete with any NAIA college with the exception of four or five elite teams. They would be Missouri Southern, Drury College, University of Missouri at Kansas City, Rockhurst College and William Jewell College.

IBIS: You are entering your second season as the baseball coach. I'm sure you would like to forget about last year's disastrous season. Did you have a good recruiting year so you can begin building a winning baseball program?

RICHARDS: We have 12 recruits, four walk-ons and four returners from last year.

IBIS: So, I guess you're hoping for a winning season?

RICHARDS: I'm not making any bones about it. I think we are going to win the National Little College Athle-

tic Association Tournament this year. I've talked to the players and they feel we have as much talent as Missouri Baptist did when they won it a few years ago. I'm excited of the possibility of having a great season in baseball.

IBIS: Finally, we can't leave the women's sports program out of this interview. What do you think of women's sports at Lindenwood?

RICHARDS: I want the women's program built on the same basis and have the same goals as the men's. I want them to be able to compete with the small colleges in the area. I need the same commitment by the women's coaches to recruit. That's the whole key. I need total commitment by them to build a good program and improve every year. I want them to never be satisfied.

RAPE:

□ HOW TO AVOID IT

- Light the entrances to your home well.
- Install locks on all windows and doors.
- If you're living alone, don't use your full name on the mailbox or in the phonebook.
- Find out who's at the door before opening it.
- Don't be a passive victim—when you walk alone, don't act fearful.
- Keep your hands free to resist an attack.
- Don't hobble yourself with clothes or shoes that make escape difficult.
- Get a sense of what situations might be dangerous—dark parks, groups of men on the street—and avoid them.
- If you think someone is following you, check it out. If your suspicions are confirmed, quickly head for lighted places. Yell *Fire* loudly. People react to that faster than they do a cry for Help.
- Check your car before getting in.
- Don't be afraid to hurt someone who is hurting you.
- Don't reach out to hit an attacker—he can grab your hands and shove you down.
- Poke and kick—go for his eyes, throat, stomach, groin, knees, and shins. Yell and scream while you do.
- Just keep fighting long enough to get away to a safe place.
- Don't carry a weapon unless you really know how to use it well—often as not, an attacker can use it against you.
- Don't try to resist an armed man unless you're extremely good at self defense.

For more information on rape and how not to be victimized, contact your community's rape crisis center or write:

Rape Crisis Center
P.O. Box 21005
Washington, D.C. 20009

Rape is an assault on your whole being. Here are some thoughts on just *one* aspect of rape—the kind of medical attention you'll need if you are raped.

Act quickly. Have yourself examined by a doctor as soon as you can.

A hospital is likely to be better equipped to care for rape victims than a private doctor.

Don't bathe or douche or change clothes. Take a change of clothes with you or have someone bring them for you.

You'll need a pelvic exam—it's the *last* thing you want after being raped, but it's important. You need to make sure you aren't injured, and you need to be tested and/or treated for any infection you may have been exposed to. Your vagina will be checked for the presence of semen because the physician's report of your pelvic exam will be an important document if you prosecute your attacker. The doctor's statement that sperm are indeed present in your vagina doesn't guarantee conviction, but it *is* an important piece of evidence.

Many hospitals routinely give rape victims penicillin or another antibiotic to fight gonorrhea or other infections. One week after the attack get a test for gonorrhea. Six weeks after, get a blood test for syphilis.

You need to consider the possibility of pregnancy if you are raped at any point in your cycle except during your period or unless you have an IUD or are taking pills on schedule. Your chances of getting pregnant from a single act of unprotected intercourse are about one in 25.

DES—a drug to prevent pregnancy—is routinely offered to rape victims in many places. Women who take DES should know that cancer of the vagina has been found in the *daughters* of a small number of women who took the drug during pregnancy. So—if you take DES and still get pregnant, you should strongly consider having an abortion.

Don't take DES without having a pelvic exam and a breast exam. The drug often causes nausea, and it won't do you any good if it doesn't stay down. Ask for a prescription for an anti-nausea pill to take along with the DES if it isn't prescribed routinely.

Go for a followup exam in two weeks, or sooner if you have problems. A family planning clinic might be a good place to go for a checkup.

Many cities now have Rape Crisis Centers. Find the one nearest you for help and for answers to questions on all aspects of rape.

—F. G.



IN PULSATING
STEREOPHONIC SOUND

Suspira
October 27-28

Starring:
Jessica Harper
and
Joan Bennett

Held In Young Hall Auditorium

THE WIZARD OF OZ

October 20-21

Starring:
Judy Garland, Ray
Bolger and Jack Haley

Held In Young
Hall Auditorium

