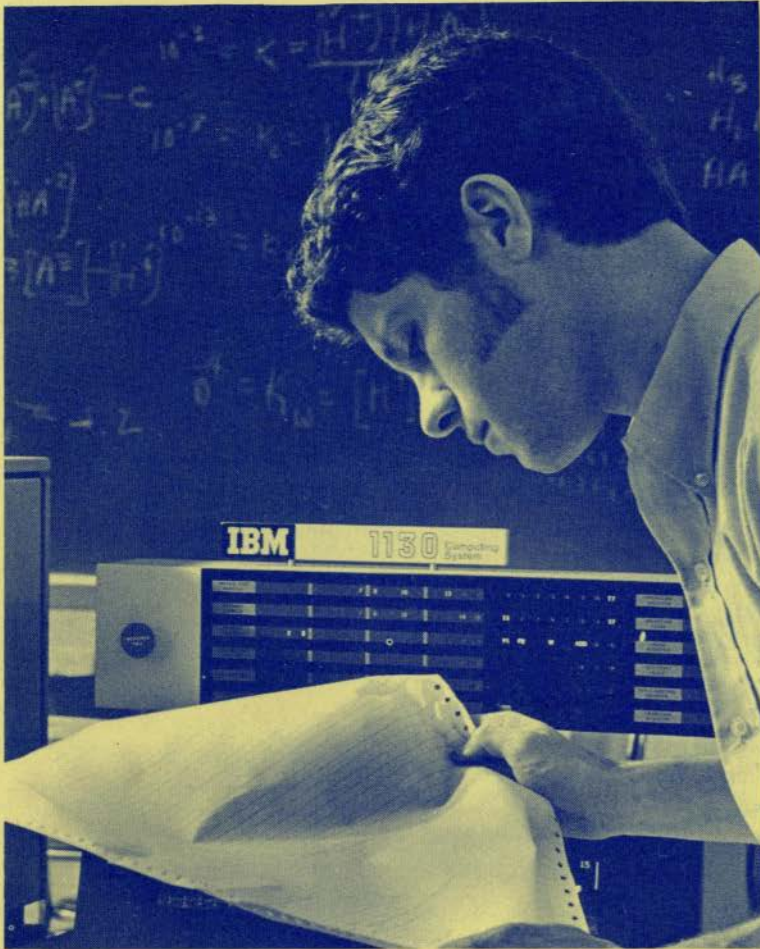


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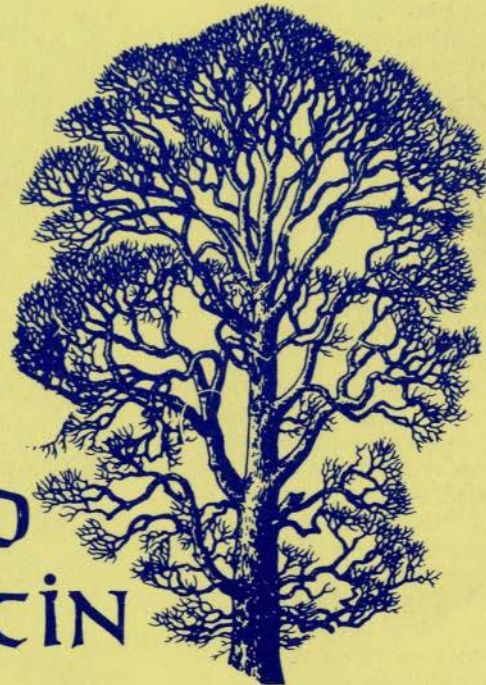
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The mastery of technology keeps us human

# THE LINDENWOOD COLLEGES BULLETIN



## *New career*



With a map of St. Charles in the background, Lindenwood student Debby Glover discusses urban planning projects with Dr. John N. Bartholomew, chairman of the Sociology Department and a St. Charles City Councilman. Under his direction, Debby, a senior sociology major from Muskogee, Okla., conducted research in urban planning with the St. Charles Redevelopment Authority and carried out a field study at Grace Hill Settlement House, a social service agency in St. Louis.

A new bachelor's degree program relating job experience and vocational-technical training to the traditional liberal arts and sciences has been announced by Lindenwood College II, one of the two coordinate institutions forming The Lindenwood Colleges.

The announcement was made by John Anthony Brown, president of the colleges, at a news conference Monday, Jan. 24, on the campus.

According to President Brown, the new program "recognizes the need for technically trained people in our society who have the breadth of education and understanding necessary to be effective citizens in a democracy and to improve the quality of life."

Educational opportunities for students enrolled in the new program range from computer technology to urban planning, from broadcasting to medical technology.

The acceptance of credit for selected vocational subjects studied in community colleges and in schools belonging to the Missouri and National Association of Trade and Technical Schools, as well as work experience in business, industry, government and health services, will make it possible for students to enter Lindenwood at an advanced level. The credit granted toward the degree will be individually determined according to the student's study record, an evaluation of work experience and test scores.

# *specialties in the liberal arts*

"We are not abandoning the liberal arts," declared Lindenwood Vice President and Dean of the Faculty Howard A. Barnett. "The liberal arts and sciences have always been vocations. However, the vocations in our society have changed more rapidly than our educational structures over the past fifty years, with the result that those vocations traditionally included within the liberal arts have been limited more by historical accident than by design. The realization of this dilemma has come into sharper focus with the increasing percentage of young people going to college. While only 4% of the college age population were going to college in 1900, that figure is coming closer to 50% today."

"We are building a bridge between the two groups in our country today who claim on one side that young people 'don't have to go to college' and on the other that 'the less practical the subject, the more value it has intellectually,'" explains Lindenwood II Dean Patrick F. Delaney who is administering the new program.

"This new career oriented program is open to both men and women students," Delaney continued, "and we already have a number of students enrolled in it." He said, "The program gives students the opportunity to use technical training and experience in working with the problems, issues and ideas of more traditional academic fields."

Under the provisions of the new

program students transferring to Lindenwood from vocational-technical schools and community colleges will be able to do so without having to repeat basic course work and with an opportunity to receive some college credit for the time spent in acquiring valuable technical skills and knowledge.

Lindenwood is the first college in the area to establish formal internship programs at KETC-TV in television production, film production, station promotion and development, and in special educational services. "The prospective teacher with training and experience in the production of educational television should have an employment advantage in a tight job market," Delaney suggested.

A four-year degree in medical technology has been established at Lindenwood in which the student takes only three years of instruction on the campus and spends the fourth year in a tuition-free laboratory program at one of several hospitals in the St. Louis area. The degree program is being accredited by the American Society of Clinical Pathologists.

Work experience programs have been and are being developed in many of the academic departments on the Lindenwood campus including a program in commercial art for junior college transfers, internships in art museums and libraries, advertising internships with St. Louis-based agencies, programs in business and finance, psychology

internships in area hospitals, and a variety of other fields depending upon individual student needs and interests.

Dr. Delaney explained that the program makes it possible for the student to have the option of pursuing a strictly technical career or using his technical skills to enter a job market in which he will have the education and capacity to become a supervisor, manager, or executive.

Concurrent with the development of the new program will be the establishment of a placement and career counseling program which will help the student know what the future holds in terms of changing career opportunities and the skills and knowledge necessary to take advantage of those opportunities.

President Brown said a number of procedures will be used to evaluate practicum credit, including use of departmental examinations and the College Level Examination Program (CLEP) of the College Entrance Examination Board.

"This new career orientation program makes it possible for us to expand and strengthen our academic program at Lindenwood without adding additional faculty and without extending the time required for completing the bachelor's degree," Brown concluded.

## New age of work and learning

*The following was adapted from a talk given before the Administrative Management Society Workshop and Seminar at the McGraw Hill Resource Center in St. Louis, Jan. 15, 1972, by Dr. Howard Barnett, Vice President and Dean of the Faculty of The Lindenwood Colleges.*

If it is true--as we have been informed by various commissions at work on the problem--that 80 % of today's jobs do not really require more than a high school education; that even without a recession, 25 % of our college graduates must enter occupations which do not require the college degree; that the percentage of our young people attending college has nevertheless increased from 4 % in 1900 to nearly 50 % in 1970, then it is clear that post-secondary education must undergo some changes in the current decade.

Recommended solutions to the problems imposed upon us by the imbalances indicated above are beginning to appear from all sides. One solution would seem to be to let the marketplace settle the matter: reduce the number of young people going into the colleges and increase vocational training.

There are other dislocations of people, however, than the ones given thus far. A projection for the decade of the 1970s indicates that the age of 5 to 13 years will decline by 12.3 %; the age group of 14 to 17 will increase by only 3.2 %; and the age groups of 18 to 24 and 25 to 34 will increase by 25.4 % and 49.8% respectively. It does not require much speculation to see that the real trials for society as a whole are still ahead

Just as Copernicus told 16th century man that he was not the center of the universe but rather an inhabitant of one of the planets revolving about the sun, so the astronaut has confirmed to 20th century man that it is possible for planets to exist without sustaining life. Copernicus inspired man to use his rational and physical prowess to conquer worlds and to become master of his own destiny. The astronaut personifies interdependent man, part of an enormous conglomerate of machines and technicians, seeking individual achievement by relating his own knowledge, skills and needs to those of his colleagues. Interdependent man is the model of the new age, still unnamed--although replacing the Renaissance as surely as if one man has conquered the past.

Decisions on the future of education, therefore, must not be made merely on a statistical base. There are new vocational needs and there are maldistributions in student and worker segments of our population--but there are also new circumstances for both learning and work. One decision, it seems to me, does not have to be made; the changes have already determined our course. The value to contemporary society of the technical and managerial vocations has raised them to prestigious levels and we do not have to decide whether liberal or vocational education is the more important.

The decisions to be made must rather relate to a recognition that interdependent man requires education which will equip him for the complex world of diverse



Mary E. Hoegen, a sophomore from Cedar Rapids, Ia., making a culture transfer of neurospora, red bread mold, in conjunction with studies of amino acids synthesis in the bacteriology laboratory at Lindenwood. The College has established a four-year degree in medical technology accredited by the American Society of Clinical Pathologists.



Dean Barnett



Dean Delaney, left, and President Brown at news conference

Among the first film production in a senior community first term of his i was from Septem from February th

society as a whole are still ahead of us. The educational institutions, after all, have already expanded to accommodate that 49.8% increase in the population which is now the young work force for the 1970s, and while the college age population is still growing, it is growing at a much lower rate and will be followed in 1980 by a sharp decline. The marketplace, on the other hand, must deal with the expanded young work force now.

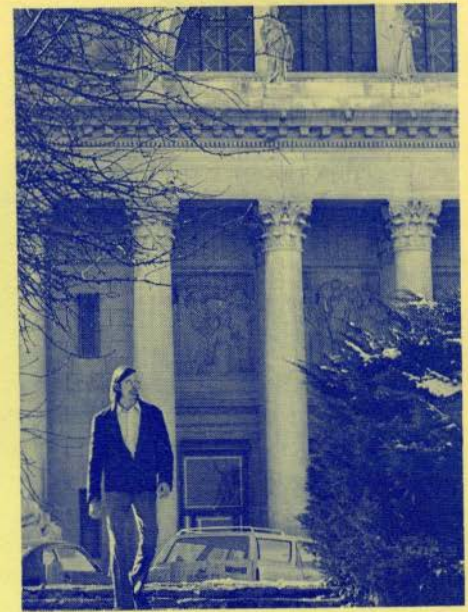
Quite apart from population and occupational shifts is the reality of profound cultural change--in the way we live, the way we learn, the way we work, the way we fill our needs, and the way we communicate with one another. To get a true grasp of the magnitude of this change, we must compare our age with that of the 15th and 16th centuries, a moment in history we call the Renaissance. Like the late 20th century, it was revolutionary in the transformation it brought into western civilization: from village to city, from derivative learning to rational analysis, from individual labor to corporate industry, from tilling one's own soil for sustenance to international trade, and from dependence upon manuscript to the growth of printing and book publishing. Today's world is the culmination of those changes which have spread far beyond the confines of that "western civilization" where the Renaissance had its start. Now the world is a community crowded into urban complexes where the knowledge of individual men is not enough and where a fantastic technology extends its powers into all aspects of life. Our venture into space, moreover, has reinforced what we really knew already: that the frontiers, which made the advance and extravagance of Renaissance man possible, are now largely closed and that we are going to have to use the resources of this world as if they might be lost to us forever if we do not learn to use them wisely.

Dean Barlow  
cultures, rapid communication and travel, and pervasive technology. Interdependent man also needs a fresh understanding of the economic base which sustains by the production and distribution of wealth this technology and the educational institutions which prepare him to use it.

It is clear, then, that the education of the future must--and therefore will -- include growth and diversification of vocational education. It is clear, also, that the tremendous expansion in the young work force combined with world-wide economic, political and cultural developments will require an understanding of the nature of interdependency beyond anything available in vocational education itself.

Liberal education, consequently, must change its posture of seeming to be the opposite of vocational education. It is only an accident of history, after all, that colleges and universities placed certain vocations within the purview of the liberal arts and not others. The shift from training the few for positions of leadership in society to educating the many for a complex world, moreover, is part of an evolution which should have been expected.

The task now is to recognize the full truth of what has happened and to accept the need for revised educational patterns. The growth in vocational education should not be accompanied by a decline of the liberal arts. Instead, the liberal arts must advance to a different kind of importance, a role for which the expansion of the 1960s has partially prepared them. The approaches to learning already adopted by innovative institutions have signaled the direction toward vocation with granting of credit for work experience; with internships, interdisciplinary teaching, field study, and the acceptance of non-traditional or technical training as part of the degree program.



The St. Louis City Art Museum, above, is one of a number of museums across the country which will offer internships to Lindenwood students. Shown outside the main entrance is Edward F. Zimmer, a junior from Omaha, Nebr., who has just completed a January Term internship at the museum.

Liberal education in the 1970s will become more practical, will recognize the diversity of work and cultural needs, will become significantly less elitist. It will become more completely what it was supposed to be all along: the leaven of civilization, lifting men to a clear vision of themselves and their world, enabling them to move freely through all levels of society, providing for an ever-increasing proportion of the population an understanding of the interdependency of men and of natural forces which it was once the prerogative of the few to study and the duty of the few to control.

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COVER PHOTO: Thomas Cole reading outprint from the IBM 1130 in Lindenwood's Computer Center in Young Hall of Science.

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## *Free Italian*

"Learning and Speaking Italian," a free, non-credit course, is being offered on Tuesday and Thursday evenings by Anthony Perrone, instructor in modern languages. Opened to the public for the first time last fall, response to the course was enthusiastic: an average of 45 persons, ranging in age from 10 to 70, came to the class each night. The learners included teachers, Lindenwood students, engineers, retired persons, mothers and daughters, lawyers and businessmen.

## *Lindenwood student wins Jaycees awards*

Lindenwood student James E. Goldsby was recently named winner of the 1972 Distinguished Service Award of the St. Charles Jaycees and elected by the Missouri Jaycees as one of the six top young men of the state. The awards are presented annually for "outstanding community service through loyal, faithful and unselfish efforts resulting in lasting contribution to community and nation."

Goldsby, the only black member of the local Jaycee chapter, joined the organization last February "to better serve my community and to help strengthen relationship between blacks and whites in St. Charles." He was named Jaycee of the Month of May '71 and elected secretary of the chapter the same month.

## *Ethiopian Scholar*

Mr. Girmai Aberra, African Scholar in Residence for The Lindenwood Colleges, began his residency on the campus last month. Mr. Aberra is from Ethiopia where he was Assistant Librarian and Host Nation Culture Teacher at the Asmara American Dependents School. During the next two years, while he is pursuing graduate work at St. Louis University, he will lecture and teach at Lindenwood and serve as a consultant to the College's 14 international students.

Mr. Aberra delivered a public lecture on "Africa and Its People" on Wednesday, Jan. 12. During the spring he will present a series of lectures on Ethiopian and African Culture; the subject areas will include economics, religion and customs, education, history, politics, and urban sociology.

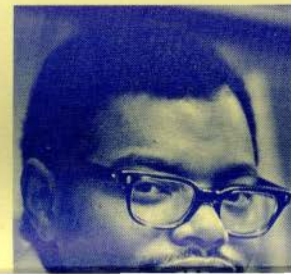
Mr. Aberra holds a diploma from Harrar Teacher Training Institute and a B.A. degree from Asmara University. In addition to the Asmara American Dependents School, he has taught in Gondar, the ancient capital of Ethiopia, and in Makalle, Tigre Province, Ethiopia, the city in which he was born. He also was an assistant librarian for two years at the Asmara headquarters of the United States Information Service.



Girmai Aberra



Lindenwood students to participate in the ternships offered at KETC-TV is Jerry Kritz, location arts major from Louisiana, Mo. The ternship at the educational television station over-December 1971 and the second will be ough May, 1972.



James E.



## *Junior accepted for Med School*

Daniel E. Maddox, a junior from Ashland, Ky., has been accepted by the University of Kentucky School of Medicine after only three years of undergraduate work at The Lindenwood Colleges. He will enter medical school in September 1972 and, upon successful completion of the first year, will receive the B.A. degree from Lindenwood.

The son of Denver E. and Edith R. Maddox of Ashland, Dan enrolled at Lindenwood in September of 1969 and majored in chemistry with a minor in biology. At the close of his freshman year he received highest honors and a \$300 scholarship for a research paper on the molecular basis of learning and memory, written for The Lindenwood Common Course.

He has conducted research in radiation chemistry at Lindenwood under the guidance of Mrs. Teresa J. Welch, assistant professor of chemistry. During two January terms at the Radiology Institute of Washington University's School of Medicine he worked with Dr. Michael J. Welch, associate professor of radiation chemistry, on an investigation of isotopes which may be developed for clinical use in nuclear medicine.

## *Classics meeting*

An all-day meeting for college and high school teachers and students of Classics has been scheduled tentatively for Saturday, Feb. 26, on the Lindenwood campus.

The purpose of the conference, according to Dr. Hazel Toliver, professor and chairman of the Classics Department, "is to discuss applications of classical ideals in today's world."

The chief speaker will be Prof. Kevin Herbert of the Department of Classics at Washington University. He will talk on "The American Experience -- The Classical Ideal and Reality."

The meeting will be open to the public. Further information may be obtained by writing Dr. Hazel Toliver, Chairman, Department of Classics, The Lindenwood Colleges, St. Charles, Mo., 63301.



James E.  
Goldsby

## **Off-Campus Course Lists**

Continued from back cover

### **Independent Study In The United Kingdom**

Linda Fitzgerald, Kensington High School, Buffalo, N.Y.;  
Quentin Hughes, Harrison High School, Harrison, N.J.

### **Marine Botany In Jamaica**

Karen Bachman, Lafayette High School, St. Joseph, Mo.; Sarah Heywood, Fairmont West High School, Kettering, O.; Stephen Hoelscher, transfer from Santa Barbara City College, Santa Barbara, Calif.; Patricia Johnston, Wolmers Girls School, Kingston, Jamaica; Richard Meier, St. Charles High School, St. Charles, Mo.; Karen Thierfelder, The Gill School, Bernardsville, N.J.

### **European Music Seminar**

Jeanine Butts, Park Hill High School, Kansas City, Mo.; Charlene Fagyal, Lindbergh High School, St. Louis, Mo.; Lynn Hosek, Continuing Education student; Cynthia Lyon, Parkway Central High School, Chesterfield, Mo.; Priscilla Nowack, St. Charles High School, St. Charles, Mo.; Gaye Patterson, Webster Groves High School, Webster Groves, Mo.; Sally Stumberg, entered Lindenwood after having attended St. Charles High School, St. Charles, Mo., for three years.

## **THE LINDENWOOD COLLEGES BULLETIN**

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Editor, M. P. Cronin  
Designer, B. R. Berg

## *Lindenwood students learn everywhere; off-campus courses*

Of the more than one hundred Lindenwood students who studied off campus during January, 1972, 87 were enrolled in courses. The name and high school from which each was graduated are listed under the course headings.

### **Art and English In Greece and Italy**

Pam Broida, Glenwood High School, Chatham, Ill.; Franceline Brown, Continuing Education student; Sheila Brown, Mexico High School, Mexico, Mo.; Ann Buschmeyer, Sacred Heart Academy, St. Charles, Mo.; Terry Ferguson, St. Charles High School, St. Charles, Mo.; Nelda Gates, Falfurrias High School, Falfurrias, Tex.; Mary Graves, Stuttgart High School, Stuttgart, Ark.; Robert Irvine, St. Charles High School, St. Charles, Mo.; Gale Johnston III, Fountain Valley High School, Colorado Springs, Colo.

Joann Kerns, William Fremd High School, Palatine, Ill.; Nancy Kirchhoff, Evanston Township High School, Evanston, Ill.; Dollie Lewallen, Platte City High School, Platte City, Mo.; Susan McCormack, transfer from Williams Woods College, Fulton, Mo.; Harumi Nagata, Daitojakuen High School, Tokoyo, Japan; Anna C. Nothstine, St. Charles High School, St. Charles, Mo.; Cheryl O'Brien, Greenbrier Preparatory School, Lewisburg, W. Va.; Ann Riker, New Trier West High School, Northfield, Ill.; Joanne Schumacher, North County High School, Desloge, Mo.

Patricia Sunkel, St. Martin's Episcopal High School, Metairie, New Orleans, La.; Juliet Trotter, West Aurora High School, Aurora, Ill.; Carolyn Vollmer, Jennings High School, St. Louis, Mo.; Leslie Ann Volz, Sooner High School, Bartlesville,

Okla.; Josephine Joellyn Warren, Pana High School, Pana, Ill.; Andrea Wylie, Normandy High School, St. Louis, Mo.; Margaret Zipfel, St. Charles High School, St. Charles, Mo.

### **Communication Arts In London**

Peter Bekker, Uniondale High School, Uniondale, N.Y.; Durinda Belshe, Raytown High School, Raytown, Mo.; Laura Bland, Grier High School, Tyrone, Pa.; Eleanor Buell, Grosse Pointe University School, Grosse Pointe Woods, Mich.; Christine Cabot, Roger's Hall High School, Lowell, Mass.; Elizabeth Cody, New Trier High School East, Winnetka, Ill.; Debe Drain, Higginsville High School, Higginsville, Mo.; Lisa Forstmann, Academy of the Sacred Heart, St. Charles, Mo.; Barry Freese, Webster Groves High School, Webster Groves, Mo.

Jane Gardner, Elston High School, Michigan City, Ill.; James Hamilton, Parkway High School, Chesterfield, Mo.; Ellen Hecht, Columbus High School, Columbus, Ga.; Kevin Kirby, Forest Hill High School, West Palm Beach, Fla.; Gaylyn Murray, Memorial Sr. High School, Tulsa, Okla.; Martin Newman, Jasper High School, Jasper, Ind.; Libbye Rich, Springdale High School, Springdale, Ark.; Frank Rittenhouse, Dulaney High School, Timonium, Md.

Geraldine Robinson, O'Fallon High School, St. Louis, Mo.; Shirley Roper, Bishop McDonnell High School, Brooklyn, N.Y.; Harold Russell, Sumner High School, St. Louis, Mo.; John Taylor, John Adams High School, South Bend, Ind.; Karen Taylor, Robert Wintringham, Westchester High School, Houston, Tex. Nevada High School, Nevada, Mo.;

### **Field Study In Mexico**

Sally Cannon, St. Charles High

School, St. Charles, Mo.; Dianna Davis, Wheatley High School, Houston, Tex.; Patricia East, Winfield High School, Winfield, Mo.; April Hansen, Rogers High School, Newport, R.I.; Cynthia Willoughby, St. Charles High School, St. Charles, Mo.

### **Studies In English Authors In London**

Wanda Bell, Tascosa High School, Amarillo, Tex.; Richard Cash, Bishop Feehan High School, Attleboro, Mass.; Linda Grim, Hot Springs High School, Hot Springs, Ark.

### **European Physical Education**

Judy Bair, Big Spring High School, Big Spring, Tex.; Elizabeth Baltz, Brockport High School, Brockport, N.Y.; Jamieson Dregallo, Casady High School, Oklahoma City, Okla.; Janet Little, Cor Jesu Academy, St. Louis, Mo.; Mona McCullough, Roycemore High School, Evanston, Ill.; Kathy Monteleone, La Canada High School, La Canada, Calif.

### **Sociology In Arizona**

Mary Ann Carmichael, Casady High School, Oklahoma City, Okla.; David College, St. Charles High School, St. Charles, Mo.; Susan Durning, Arcadia High School, Phoenix, Ariz.; Constance Herber, George Washington High School, Cedar Rapids, Ia.; Dorothy Kennedy, McAlester High School, McAlester, Okla.; William King, Beaumont High School, St. Louis, Mo.; Patrick McMackin, St. Xavier High School, Cincinnati, O.; Marilyn Moore, Montclair High School, Montclair, N.J.; Sue Ann Robinson, St. Mary's Academy, O'Fallon, Mo.; Mitchell Rubens, New Trier East High School, Winnetka, Ill.

*Lists continued inside*