

The Glis

The Lindenwood Colleges

Vol. 9, No. 2

March 8, 1974

History of Career Program Explained

by Joyce Meier

When Dr. McCluer of the Lindenwood Colleges spoke a few weeks ago about the colleges' career oriented liberal arts curriculum, it was thought to be merely a part of a publicity campaign of the college. However, it was more than just an advertisement for L.C. Dr. McCluer's speech represents a new direction in education, as well as Lindenwood's unique answer to the dilemma of the private liberal arts college.

"A couple of years ago," remarked Richard Berg, vice president of public affairs and finances, "the Regional Industrial Department Corporation began a campaign, using advertising, urging students to get strictly a vocational education. People began saying at the time that you don't need to go to four years of college. The Superintendent of Education in Washington at the time, Sidney Moreland, began giving speeches with an emphasis on vocational training. This was after Vietnam, after veterans were returning to this country; suddenly the job market was crowded and people with degrees were finding themselves without jobs. At the same time there was a shortage of skilled workers in industry in the St. Louis area. Those were the reasons behind the R.I.D.C.'s campaign. However, we felt that in light of the students who benefitted from a liberal arts education, this campaign was unwise."

The R.I.D.C. is an association in the St. Louis area interested in bringing together business and university interests, as well as promoting the growth. Its campaign sparked several articles in local newspapers, as well as concern among students, parents, and the schools themselves.

"The parents from backgrounds of advantage had objections to the aims of the campaign," said Berg, "as well as the parents from the

disadvantaged background. The wealthier had always respected the liberal arts education, while the people from lower incomes looked upon the liberal arts education as a way of motivating



photo by Robinson

B. Richard Berg

people to break the poverty cycle. On either end of the economic spectrum, people realized the importance of a liberal arts education, how it broadened vision, and how a student going into a two-year vocational school might find a job immediately after graduation, but would that same position exist ten years from now, and if it did, would he or she still be content with it?"

Then in 1967 the Commons program was established. Commons is the unique course that all freshmen are required to take, a course that was intended, by being interdisciplinary, to expose the student to various departments and areas of education at the school. "The Commons program," says Berg, "exemplifies the breadth of the liberal arts."

The Commons was the symbol of a development in the Lindenwood Colleges curriculum, an emphasis on the liberal arts and vocational

training. Part of the Commons course was the independent project each student was involved in for the last six weeks of the school year. Chosen by the student himself, the project could involve writing a paper, putting on a production, with the student sometimes choosing to do a project relating to the career he or she had selected.

"Today there is an awareness," commented Berg, "on the part of the student concerning more planning. Jobs are more difficult to obtain. Where once the question was, could I get into college, today it is, can I get a job? This is still a work oriented society, one where

the individual must work to survive. At one time things were different. This used to be a four-year liberal art school for women, with a strong emphasis for example in home economics courses. Lindenwood was vocational then in the sense of training for the vocations of the time. But today the individual's role is changing and Lindenwood has changed, too. Today Lindenwood places an emphasis on both the liberal arts and vocational training, especially through internships which relate practice to theory."

Dr. McCluer's speech was given continued on page 7

Dr. Franc McCluer: Liberal Arts and Career Skills

by Leslie Rodieck

The educational program at Lindenwood today is a fusion of liberal arts and career-oriented programs. According to Dr. Franc McCluer, a student should not have to choose between the liberal arts and a career. Instead, he should be provided with both a career skill and a liberal education. Liberal arts will prepare him for a rapidly changing society; career orientation contributes work experience and the development of marketable skills.

In a speech given February 7th, Dr. McCluer pointed out that even in the case of the business majors, more than half of the program consists of liberal arts courses.

"The Lindenwood program is based on the belief that it is not enough just to train students for specific jobs. College students... must be educated also for the important positions they will hold in our society. All citizens are part of the decision-making process of our democratic society and they, therefore, need the liberal arts education, upon which a

democratic society depends for its vitality and security."

Dr. McCluer believes that such an education would equip students for "the complex world of diverse cultures, rapid communication and travel, and pervasive technology," so that they are ready for the complexities of tomorrow and skilled for the jobs of today.



photo by Robinson

Dr. Frank L. McCluer

Editorials

Lindenwood: Changing to Grow

At this point in the college year we at the IBIS have departed from our usual format to explore a new and significant addition to Lindenwood, the career oriented program and its role in the liberal arts college.

In a recent speech Dr. McCluer explained the colleges' position. In this issue we are exploring the reactions of various members of the administration, faculty, and student body toward this program.

Exactly how this new focus will eventually effect the college and the students no one can say for sure, but we feel its institution reflects that which is best in Lindenwood: a willingness to change, to grow, to make itself of service to an ever wider variety of people.

... to produce a newspaper responsive and responsible to the actions and needs of the Lindenwood College Community. ... to assemble a record, both verbal and pictorial, of the year's events for that community. ... in so doing, to create a publication embodying journalistic and photographic excellence worthy of the respect of the community.

LETTERS TO THE EDITOR

Fellow Students:

There has been a lot of controversy surrounding an important current issue, that is, the proposed Equal Rights Amendment of the Constitution. The E.R.A. is important to all of us because if it is ratified, each one of us will be affected by it.

Many people have expressed the opinion that they favor ratification of the E.R.A. because they believe "women should receive equal pay for equal work." I'm sure we all agree that this is a logical statement, supported by a noble sentiment. I believe women should also have the right to legally engage in any type of work that men do by tradition, and that they should be allowed to hold any position of leadership for which they are qualified.

What does the E.R.A. have to do with all of this? The E.R.A. simply

states that "equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex." However, application of this or any other law depends upon its interpretation.

The E.R.A. is not as simple as it sounds. Its interpretation states what ramifications its ratification would have, and I found them rather surprising.

The accepted interpretation of the E.R.A. was written, in part, by the amendment's author, Thomas Emerson. It may be found in the *Yale Law Journal*, Volume 80, No. 5, April 1971. There is a short, to the point condensation of it available by box 223. Please take the time to inform yourselves as to what the E.R.A. is all about.

Sincerely,
Jenny Henderson

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"B.S." Ditchdigger

The Ibis
The Lindenwood Colleges

Vol. 9, No. 2 March 8, 1974

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Dean Howard Barnett On Liberal Arts vs. Career Orientation

by Christopher Coleman

Dr. Howard A. Barnett, Dean of Faculty, believes that a liberal arts education is essential today. It is true that most jobs today do not need liberally educated people because they consist of routine tasks easily learned. For a more complicated job one could attend a vocational institution and learn the necessary skills. But if this vocational training is outdated by advances in technology, one might have difficulty adapting to a new skill. The same person with the addition of a liberal arts education can adapt to change more readily, for his skills are mental, not merely mechanical.

Thus a liberal education is important, but knowing how to apply this knowledge is also important. "In any major we offer," Dr. Barnett explains, "we feel we ought to provide the student with (the) kind of preparation that will later enable him to go to graduate school or one of the professional schools. But at the same time, knowing that today's opportunities for young people are such that often graduate work is not possible or sometimes the professions that come out of graduate school are not readily at hand, the student ought to have some options, either temporary or permanent, for application of his studies. To the question, what does a person do with a history, philosophy or English major these days, Lindenwood's answer is career orientation. We have to give the student the opportunity to work in some practical related area in their field of study while attending classes. This we do in order that they may find ways to use their education."

Dr. Barnett explains how this program is more advantageous than vocational schooling. "Vocational schools prepare you for a particular job; it is good training, but it is short term. The liberal arts education gives you a much greater breadth, which is usually the intellectual preparation that enables you to adjust to change. We at Lindenwood hope to provide some career orientation, some skills, and some sense of the practical application of knowledge which gives the student openings to the world of work. A student who attends a vocational school is limited to (the) skill he learned.

He may advance, but would not have the depth of understanding in the intellectual skills which comes from liberal education. Therefore he has more of a limitation on him by far than the liberally educated person.

"The liberally educated person has more flexibility and is also



Dean Howard A. Barnett

photo by Robinson

better equipped to deal with the political, social, and economic realities of our time. He is much more aware. There is a personal satisfaction for one who knows something about history, who understands the arts and literature. Even if the liberally educated person's job is not the most important thing to him, he can get much out of life because his experiences are enriched by his education. This is simply not provided in vocational training.

While traditional liberal arts

content used in many schools is still valid, it is in need of serious change. According to Dr. Barnett:

"Liberal education at one time was meant for the elite in society, people of rich estate who did not need employment. Those who did (need employment) had to go to graduate school. But at this time it

is open to everyone."

Lindenwood does not completely disregard the idea of liberal education for its' own sake. Many people believe that a person must be able to do something with everything he learns. Dr. Barnett feels differently. "Yes, the approaches of liberal education need some change, and we are making changes. But on the other hand the approach has some validity. We want to be able to study something just because it is worth studying."

The Lindenwood Colleges have a

number of career oriented programs now, and there are more coming in the future. Many more internships for the student will be found with organizations in the St. Louis and St. Charles areas. It is hoped that once businessmen understand Lindenwood's career oriented approach to the liberal arts there will be more openings. But these internships must be developed by department people. Dr. Barnett explains, "Internships depend upon individual departmental chairmen and professors. It is up to their ingenuity and their knowledge of what students can work effectively that determines what is going to be had. This has worked well for us."

Dr. Barnett also commented on the sentiments of the faculty to the career orientation program. "I think some members of the faculty are concerned that we do not go so far toward career orientation that we lose the liberal arts. I think that is a note of caution rather than one of disfavor and it is a valuable thing to have. We need to keep in mind that the most important thing we do is to provide young people with the consequences of years of human effort, which has produced bodies of work which are valuable beyond measurement. Sometimes a person with a new idea will carry it too far so someone has to pull it back a little. But I think generally it is well supported."

R. Palank: Three Types of Education

by Joyce Meier

"There are three types of education," said Robert Palank, director of the Computer Center. "If a student says to himself, I am not in a position where I am worried about working after college, that student can do anything we want. He can choose the first kind of education, the pursuit of knowledge for its own sake. However, the majority of students don't have that choice, don't have the pure liberal arts option open to them."

"I prefer the second kind of education," he continued. "I think the third kind, strictly a vocational education, is not enough, there are many things one would learn that are not job applicable. Besides, in training for one vocation, you are

making two assumptions. One is that when you complete your education, that profession will still be open, and two, that your skills will be needed for the next forty years. In today's changing world you cannot channel yourself into one particular area. Thus I feel that a combination of both the liberal arts and vocational education, the second type, is important."

Palank feels that the trend today is for specialists. "We've had an information explosion," he said, "and a consequent drive for specialists." However he does foresee a time when that trend will change, although he says it will be some time yet before it occurs. "I feel one day we will have too many specialists, and the trend will shift back into a need for generalists. In

the future, man will no longer need to know specific number problems, for example, because the computer will take care of that. Instead a generalist will be needed who has an overall view of programming."



photo by Robinson

Robert Palank

L. C. Students Discover

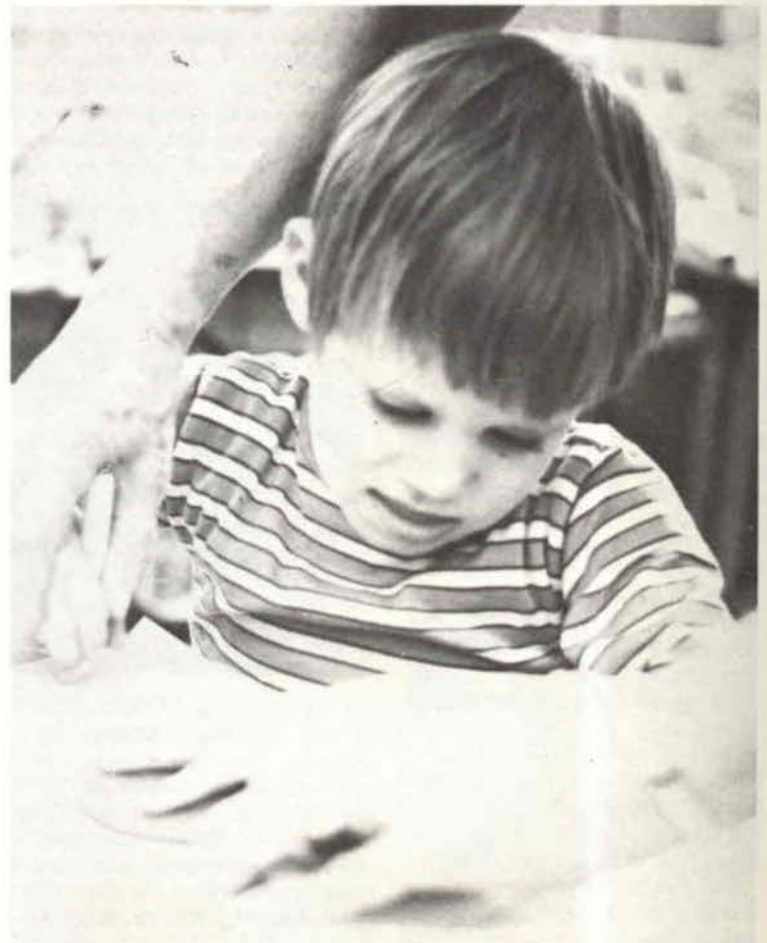


The World of the Blind

During the January term this year, seven Lindenwood students participated in a special project at the Missouri School for the Blind in St. Louis. Resulting from this project was the exhibit of art work done by the visually handicapped pupils of the School, which was displayed in the Fine Arts Building last month.

The project was organized by Glenn Michaels, who took the photographs on these pages. An art major, Glenn got the idea after hearing a Lindenwood student with cerebral palsy speak on opportunities for the handicapped in the arts. Although he had never worked with children previously, Glenn was enthusiastic about his experience:

"I was amazed at the eagerness with which the blind children asked questions and were responsive to suggestions in areas they had never experienced," he said. "I began to realize how much we take for granted in our visual world."



Liberal Arts Discussed

by Leslie Rodieck

What are the benefits of a liberal arts program to college students? Dr. Doherty, Dr. Johnson, Dr. Sibley and Dr. Toliver had some interesting views on the liberal arts. All four stressed that a liberal education prepared the student for life and the future.

According to Dr. Esther Johnson of the philosophy and religion department, the word liberal comes from the Latin "liberalis", or freedom. So a good liberal education frees people from prejudice, superstition, and ignorance, and hopefully gives them the inner resources to deal with life situations. Literature, language, history and the sciences give a background to draw from in understanding life, people and our own emotions.

For example, the story of Media and Jason helps in understanding the force of jealousy. History recounts the mistakes made by

combined with some type of vocational training. Both are needed though, they explained.

Dr. Hazel Toliver, professor of Classics, pointed out that as people become more oriented toward practical skills and money-making, they tend to care less about other people. She compares Americans with the Romans — too

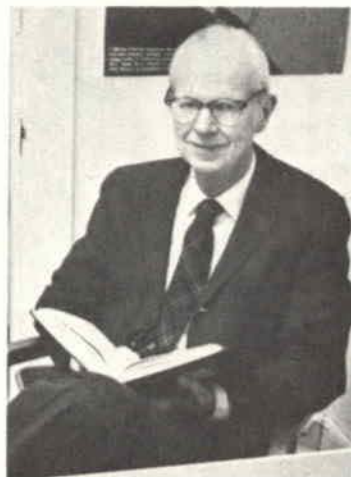


photo by Robinson

Dr. Thomas Doherty

practical and more concerned with wealth than imagination and learning.

A totally vocational system only educates us to earn money, to be total robots in order to gain as much wealth as possible. One drawback is that machinery is often replaced or changed,



photo by Robinson

Dr. Agnes Sibley

eliminating the need for the type of learning or training vocational schools give. We need to know how to adapt to change and how to manage our lives in the future. One logical answer, then, is a combination of liberal arts and career orientation.

Dr. Elwood Miller: Business Dept. Accepted Now

by Mary Cox

"The trend today is to give a college education to anyone who has the ability . . . and with that trend, colleges have had to make changes." So says Dr. Elwood Miller, chairman of the Business department and Evening College Director.

Dr. Miller, in a recent interview, cited the changes in the type of students who come to Lindenwood for instituting career-oriented programs.

"Historically, only the elite got an education . . . they didn't have to worry about jobs, so they needed nothing but liberal arts . . . in addition they learned about the social niceties, as in Lindenwood's early programs." But with the GI Bill, which gave veterans of World War II free college educations, the percentage of American college graduates greatly expanded. In turn they sent their children to college. Now the "elite" were

outnumbered, and the needs of the post war generation were practical ones. As student needs changed, the institutions had to change the traditional liberal arts curriculum to accommodate them.

The typical student today cannot



photo by Robinson

Dr. Elwood Miller

afford to pursue education for its own sake. More often the student demands an education mixed with a marketable skill.

Moreover, the drop in enrollment in colleges and universities forces competition between institutions for new students, which heightens the stress on career preparation.

As Dr. Miller puts it, "We used to open our doors and expect them to come to us . . . Now to capture students you have to offer them the practical . . . a chance to learn how to make a living." In other words, students are more selective and careful about choosing a college. They look closely at the program offered, to see if it fits their future needs. They want not only an education but practical skills as well.

Miller noted that many liberal arts colleges that refused to change with new student needs have withered and died.

He believes Lindenwood's Business department is an increasingly popular major because of this new career orientation. When the business degree was first offered in 1972 there were six students in it. By Spring of 1972 there were twenty-two and in the fall of 1973 there were more than fifty.

Dr. Miller said that even more significant is the rising enrollment in the Evening College. That department has grown from 106 students in the fall of 1972 to its present enrollment of 402.

He noted that the changes occurring at Lindenwood are not without pain. The very idea of a business degree was met with some animosity when it was proposed in 1972, but now Miller says, "I think we're becoming accepted."

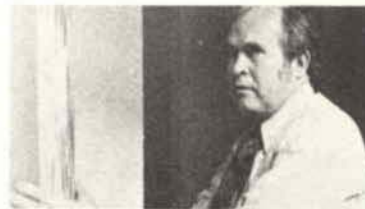


photo by Robinson

Harry Hendren

Liberal Arts Needed In Art

by Joyce Meier

Harry Hendren, head of the Art Department, feels that his views on education can best be demonstrated by the actual activities in which art students are involved. According to Hendren, art students made up the biggest percentage of students on independent studies this January. They completed a number of projects, from working with patients at the Missouri School for the Blind to classifying porcelain at the St. Louis City Art Museum.

Not all the independent studies were successful, for example, one student specializing in Interior Design worked at a furniture store, and made the discovery that interior design was not the career she wanted. However, Hendren says, "We encourage students to work on projects and on internships, not just to give them jobs, but because art needs people with a liberal arts viewpoint, not just technicians."

The Fabulous "Fantastics"

by Linda Swartzenberg

Occasionally press passes can be an invitation to an evening of pure pleasure. That is what they proved to be when I visited the Barn Dinner Theatre, located on Manchester Road in Ellisville, for the opening of their new show, *The Fantastics*, a musical.

While the buffet at the Barn was very good, the show was even better.

The play centers around a girl, Luisa (played by Lindenwood's own Shelley Heeley), a boy, Matt (Don Boevingloh), their fathers (Harry Goesuch and Roger Ebb), the hired bandit, El Gallo (Rodney Hudson), his henchmen (Martin R. Connolly and Richard Cosentino), and a mute (Tai Fulton).

The two young characters are of course in love. Their fathers are encouraging their relationship by opposing it, because, as they explain, kids will do anything "the minute that you say no!" To clinch the affair, the fathers hire El Gallo, a flamboyant adventurer

who stages "rapes" . . . for a price. A "first-class rape" is staged, Matt successfully "defeats" the "Indians" and El Gallo and all is perfect . . . except that nothing can



SHELLEY HEELEY as Luisa in a moment of rapture.

be so perfect. Naturally the young lovers discover their parents' plot, quarrel and part, he to see the world, but she must stay. As he discovers the pain and cruelty of the world, she discovers the pain

and cruelty of El Gallo, who by his own admission, steals what is most treasured. Ultimately the young lovers are reunited, older but wiser, and the play ends.

All the characterizations were exceptional. Shelley Heeley has created a Luisa who dreams of "going to town in a golden gown" and who can cry "Please, God, don't let me be normal" without appearing ridiculous. Don Boevingloh as Matt, if at times a little fatuous, on the whole gave a good performance. Rodney Hudson, technically the star of the show as El Gallo, showed the truly cruel character could also be attractive and appealing. Martin F. Connolly and Richard Cosentino as El Gallo's "assistants" were perhaps a bit overplayed, but their

role is essentially a slapstick one and their portrayals seemed suitable. Tai Fulton, as the mute, showed a nice feel for pantomime although this seems to be her first attempt at it.

The voices of the actors varied somewhat more than their acting, ranging from the clear and lovely voice of Luisa, to the pleasant voice of Matt, to the character voices of the fathers, and finally the disappointing lack of voice of El Gallo.

Altogether this play is well suited to its stage, its players, and to any audience. At nine dollars a person for dinner and *The Fantastics* (weeknights), the Barn is a bargain through April 7th. See this one.

L.C. Choir To Tour



The Lindenwood College Choir is now in rehearsal for its one-act musical production "Trial By Jury," to be performed on their tour, March 11th through 14th. The story concerns a trial for breach of promise of marriage, with Jan Richmond as plaintiff, Terry Eddington as defendant, and Don Buck as judge.

History of Program, cont.

at a meeting of a group of area businessmen. This was done, says Berg, to make businessmen aware of Lindenwood's encouragement of vocational work and to alert businessmen to student interest in internships.

It was in Berg's office, as well as with Dr. McCluer's speech, that the concept of devoting an issue of the IBIS to this trend in education took hold. Thus this issue looks at the liberal arts vs. vocational education controversy, and

examines Lindenwood's compromise between the two.

ANYONE WHO WENT TO THE DATE DANCE (at the Golf View Inn). If you picked up the wrong coat and left yours (Mine was a short fake fur coat, with cuffed sleeves, and a brown with white design lining. The coat left is identical except for the lining and size) PLEASE CONTACT ME. Mary Delaney, Box 125, Parker Hall room 104.

Hurry . . .

Hurry . . .

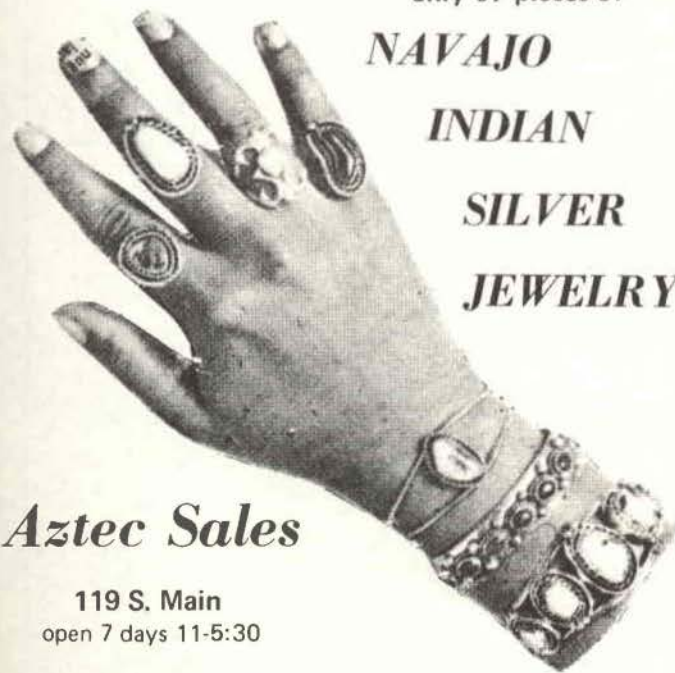
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Graduation Funnies

When i wuz just a tiny liddle baby, my Daddy said to me,

1 Kid, its a dog eat dog world, and you may as well get used to doing things you dont like. Its good for you. It builds character.

- so i ate my mashed spinach.

When i was a little older, he took me aside and said,

2 Kid, education is a fine thing. But French wont put bread on the table. Education should not be a frivolous endeavor, but an Investment in the Future.

So i ate and learned lots of stuff.

Then i went off to be educated, and they told me,

3 Kid, do what you want to do.²

1. I am 22 years Am strong
2. provided, of course, you can make it in proper fashion find a guide to frustrate see page 104 27

And in four short years i assimilated the wisdom of the ages.

and i didnt really know what that was.

but...

i must have forgotten something; someone told me, cause when i went home my room was rented out, and Daddy said,

4 Kid, life is a constant struggle for which you are ill-prepared. I can no longer tolerate your disregard for Honest Work, and have become convinced that you'll never amount to doodly squat.[®]

So...

So now i am educated and must choose...

5

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