

'T H E

I B I S

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O.T. and Jerry Vaillancourt.

On a beautiful day in early November, you may have noticed a small gathering of people around the lawn swing in front of Butler Hall. A closer look would have shown you that these people were scraping, sanding, sawing, and hammering at the swing-- fixing it, as a matter of fact. Under the gifted guidance of carpenters Bart Gill and Russ Fish, the diverse talents of the students working were utilized to the fullest extent. Besides this manual labor students, faculty and administration all contributed monetary support. However, though the swing is now structurally complete, funds ran out before it could be painted.

The swing in front of Butler is not the only one in need of repairs. Irwin's swing is next on the agenda, followed by McCluer's. There are also three swings on the "dumping ground" of back campus that can be consolidated into two, according to our illustrious supervisors.

Carolyn Reed of Butler Hall is currently in command of the "lawn swing fund". It is hoped that the money for paint will be donated before the dead of winter. Our newly-repaired swing may otherwise become derelict again. Got a dime you can spare? Or maybe a little time? Get in touch with Carolyn and join the labor force. It'll give you a nice warm feeling somewhere near your heart.

Lindenwood is going into business as a landlord. A lease has been signed with a prominent St. Charles bank, the first tenant of Lindenwood's projected commercial park bordering on First Capitol Drive. According to B. Richard Berg, the money brought in by this venture will provide the equivalent of one-half a faculty salary this year, and next year will yield the equivalent of one entire faculty salary. The land in question is 70 acres on back campus.

The Board of Trustees voluntarily put this commercially-zoned land up for taxation out of what they considered to be a moral responsibility to the St. Charles Community. According to the Charter of the College, drawn up in 1853, Lindenwood does not have to pay tax on any of its land. In planning the development of these 70 acres, there are several factors to be considered, said Mr. Berg: feasible uses for the land; the impact that the College's use of the property will have on the St. Charles community; and the longterm benefits accruing to Lindenwood from the use of the land. In accessing these points, the Board of Trustees has contracted with Team Four, an architectural agency. The architects are making an evaluation of the best possible use of the land from both an esthetic and a functional stand-



## LANDLORD (cont.)

point. Their findings will be presented in about six months.

Some of the developmental possibilities for the property may be the erection of a Municipal Auditorium and a public library. It is also conceivable that part of the land may be used for the proposed athletic building; a new men's dormitory; and housing for married students and faculty. Presently, however, the land is zoned for single residences and would require rezoning to facilitate many of the proposed projects.

## SENIOR NEWS

The senior class, under the direction of president Alys Baldwin, is currently organizing its activities for the year. Among the plans and projects already being worked on are:

Senior Pictures--Officers of the class are dealing with a company called the Photo Marking System which will make all formal and/or informal photos for the lump sum of \$22.50 per person. They will be attempting to find out how many class members will be interested, so seniors are urged to respond. For an extra \$2 or \$3 the pictures may be glossed for the yearbook. Also, Sue Kiser has volunteered to organize a Senior Memory Book if

there is no annual this year.

Commencement Speaker--Any suggestions should be submitted to Sue Kiser. As of now, few names have been submitted. It is advised that seniors voice opinions or not complain about the outcome.

Senior Gift Committee--It seems that for the last four years the seniors have always donated money toward a scholarship. If class members have any other ideas, they should contact Ann Dickgeisser.

## PARTITION PETITION

Cobbs has been honored with the addition of what the Cobbs ladies lovingly call "the outhouse".

This Lindenwood superstructure was conceived for the purpose of allowing our Security Guards to keep watch on the Tea Hole, thus allowing the students to have their after-hours meeting place open to them once again. Its one other purpose is to allow the ladies and gentlemen of the campus to use bathroom facilities without returning to their dorms.

Because of the outcry from Cobbs, the partition has not yet been completed. The ladies are fighting to have it changed, thereby giving them, once again, access into their own kitchen and laundry room.

A committee was sent to the office of Mr. Berg to see about changing the atrocity and both he



and Mr. Bushnell came to talk to Cobbs residents, trying to come to a mutual agreement. But, although promises of remodelling or possibly removing it have been suggested, nothing has materialized. And at the moment, the only plot in the offing is for the ladies of Cobbs to cut a crescent moon in the partition wall and paint boldly above it: "JOHN".

#### ORIENTAL ART

An exhibit of 18th and 20th century Japanese Wood Block Prints opened Wednesday evening, November 10, in the Gallery of the Fine Arts Building. Arranged by three art students, Pam Broida, Sheila Brown, and Joanne Schumacher, the evening included a demonstration of the Japanese Tea Ceremony by Harumi Nagata. Midori Matsuzawa explained the process of print-making and the inscriptions on the prints.

The show features fifty oriental art works circulated by the Missouri Council of the Arts and an additional twenty-five from an anonymous donor. The Prints are by such artists as Utamaro, Toyokuni, Yoshida, Tokuriki and Hiroshige and have been termed "extremely fine" by Harry Hendren, the chairman of the Lindenwood Fine Arts Department. The exhibit will be on view until November 24 during gallery hours.

A "Youth Line" serving the St. Charles area is scheduled to begin operation November 22. The aim of the project, sponsored by FISH, is to provide a "listening post" for persons aged 12-25--specifically those in a dilemma who see nowhere to turn.

The Youth Line will operate from the ground floor of Cobbs Hall from 6 pm-12 midnight nightly. Presently there are about 30 volunteers from St. Charles to man the lines. These volunteers have been trained in "non-judgmental listening" and will have at hand a list of possible sources of help on dealing with any foreseeable problem. In keeping with the project's goals, the advisory board is made up of eight St. Charles high school students, and a similar number of other members of the community, persons of varying backgrounds and ages.

Lindenwood is paying for most of the accommodations, including heat and lighting. Cooperation on all levels has been "gratifying" according to Dr. Norman King, L.C. psychology professor who is one of the prime instigators of the Youth Line. As for Lindenwood students, they have not been contacted mainly because of scheduling complications arising from the Thanksgiving and Christmas holidays. However, Dr. King plans to make them a vital force in the project later on.

For the Youth Line's first few weeks of operation, volunteers will work on a six-hour shift.



## YOUTH LINE (cont.)

Later the shifts will be reduced to three hours. There are enough trained listeners so that anyone volunteer would only need work one shift every two weeks. This would provide sufficient variation in listeners so that a frequent caller would be unlikely to get the same listener twode consecutively.

Another primary goal of the FISH project, says Dr. King, is to see that a young person's potential psychological problems may be handled before they become serious enough to require professional help. Questions likely to be considered are those relating to school, grades, and teachers, as well as anxieties about dating and sexual relationships.

Dr. King declares that, "though the aim is towards service to youth, it is conceivable that the Youth Line could also be serving from 8 to 80."

## INFORMATION CENTER OPENING

Janet Francois, president of the L.C.I student body, and several other people are in the process of setting up a Student Information Center at Lindenwood. The Red House is presently being painted and organized for this purpose. Janet intends to open up the Student Government and destroy the fallacy that they are never doing what needs to be done.

The Center will be open for three to five hours every day. According to Janet, someone will always be on hand to assist in locating information ranging from renting a car in Europe to methods of birth control. It is hoped that all information received by the Student Government will be made available to all students. Other material that the Center will deal with includes services of the National Student Association, minutes of SGA meetings, committee reports and information on abortion clinics.



## EDITORIAL PAGES

### LOWERING THE VOLUME

Criticism is a funny thing-- it is free. It knows no limits by race, religion, or creed. Like dynamite, it can be used constructively or destructively (Alfred Nobel, who invented the stuff, showed his opinion of his fellow man when he founded the now-famous Nobel Prizes in an effort to atone for ever thinking people would be able to tell the difference between constructive and destructive.). Furthermore, criticism requires no specific amount of expertise in regard to that which is criticised.

The IBIS has lately come under fire from every possible direction--not just some, but every direction. We are still getting flak about an issue that was published three weeks ago. It was an abysmal issue--no one is denying that. But it does seem that, even now, quite a few people are occupying their leisure time by thinking up ways to be critical. In fact, that is all they are doing--not asking if they can help, or if we need staffers, or if there is any way they can help us improve--just cutting us down for our mistakes. Few, if any, voices have been raised to our defense.

This is a small campus, and the facilities are correspondingly small. At present, the IBIS staff is about ten people smaller

then it should be. That is stated as a fact, not as an excuse...the job requires a certain number of people if it is going to be done right! Indeed, few of our critics have the journalistic background to do a good job of criticism.

So do us and yourself a favor ...we welcome constructive criticism, and if you have some to offer, let us know. We are painfully aware of our shortcomings--they are legion. As theoretically potential journalists, it probably means more to us in the first place. We are tired of being told our paper stinks, and that if it doesn't improve, "I'll complain to student government, and you'll be closed down--so do what I want, but I'm not going to work on the paper and help you!" Don't waste our time--this campus is getting what it is paying for--not in money, but in work, effort, and support...a sub-standard paper due to sub-standard interest.

A newspaper can only be as good as the constituency it represents. We have made mistakes, but how many "mea culpa"s must be said before we are forgiven? Believe it or not the IBIS is trying to represent you. We need your ideas, opinions, and thoughtful criticism. We do genuinely want to know what you, the students, are thinking. However, a gentle prod can be more effective than a club over the head...there has been far more of the club than the



## VOLUME (cont.)

prod lately. Let's lower the volume a bit, so we can hear the words clearly.

### APOLOGIA I

The IBIS wishes to apologize for the misunderstandings arising from the publication of the statement of student representatives to the hearing on Dr. Konstam's contract renewal. It was not the intent of the IBIS to libel, slander, or otherwise malign the character of Mr. Kreymer or anyone else. The deit- orship of this newspaper assumes full responsibility for the material printed and regrets the hurt feelings it caused.

We would also like to apolo- gize to the student representa- tives for mis-quoting their state- ment, and headlining it out of context.

### APOLOGIA II

In the past issue of the IBIS, an article appeared titled DELANEY GIVES VIEWS. The arti- cle was not intended to state the views of Dean Delaney, but to ex- press (my) point of view differ- ent than that of the Dean. I am sorry about the mistake in head- lining the article. I do wish to

also apologize for the layout of the article, which was intended as an editorial.

Alan Zimmerman  
Managing Editor

### THE GOOD BIRD

To the IBIS:

When the Publications Borad met on October 29, the consensus of the members present was that there was no basis for formal ac- tion against the IBIS staff at that time. The editor made it clear that she had taken steps to remedy the failures of an indivi- dual staff member. The principal concern of the Board was to aid the IBIS in strengthening the ca- pability of that publication to fulfill its role. Persons of- fended or upset by the last issue of the IBIS responded not by de- manding blood, so to speak, but by encouraging the paper in their efforts to produce an outstanding publication. I regarded this con- cern as a distinct indication of the power of personal dialogue on this campus. The IBIS has been encouraged by the suggestions of many people on campus. The Board will make available to those in- terested by the end of Fall term an evaluation of the IBIS and a projection of the IBIS' publishing schedule for the Spring term.

I feel that the IBIS has reaped the masimum benefits from its past errors, and that the cam- pus can expect the IBIS to show constant improvement in the next few months.

Patrick McMackin

Nov. 8, 1973



EDITORIAL PAGES (cont.)

THE PRESIDENT

Dear Editor:

I think it is only fair to add to the public record surrounding the statement which I signed concerning my understanding of the discussion by the Faculty Council of the consideration concerning Dr. Konstam's contract which were presented in the open session which I attended and rendered, in conjunction with the other student representatives, my opinion of:

November 4, 1971

Miss Carolyn Osolinik  
Miss Marian Taylor  
Mr. Patrick McMackin  
Mr. John Dooley  
Miss Janet Francois  
Mr. Mark Weissinger  
The Lindenwood Colleges

Dear Miss Osolinik, Miss Taylor, Mr. McMackin, Mr. Dooley, Miss Francois, and Mr. Weissinger:

The Administration of The Lindenwood Colleges, in accordance with our constitutional regulations here, has the advantage of receiving consultative recommendations from the Faculty Council in cases of non-renewal of contract for what are known as probationary faculty appointments. These are appointments prior to the granting of tenure and are reviewed annually.

At the request of the Council, you were invited to partici-

pate in consideration of an appeal by Dr. Aaron Konstam in regard to non-renewal of contract. The basic reason for the non-renewal was based on an administrative appraisal of Dr. Konstam's administrative performance and not his teaching.

Your report, widely and, in my opinion, prematurely and inappropriately circulated, was given careful consideration along with the final recommendations of the Council. The report of the student participants elevated casual and inflamed a tense and difficult situation on the campus. It contained unsubstantiated accusations against members of the Administration and, in my opinion, placed the professional review that the Council was trying to conduct in some jeopardy. At a time when all of us at The Lindenwood Colleges--faculty, administration, and students--have been moving toward a broader participation by students in policy formulation and other forms of decision making, the student participation in these deliberations proved less constructive than many would desire.

Dr. Konstam has been informed of the final administrative decision, which is to reconfirm the non-renewal, but the record must indicate that the Administration did not make any effort whatever to present a case against him in terms of the quality of his teaching.

We intend to proceed with th



## THE PRESIDENT (cont.)

development of the computer science program here and this action is not indicative of any diminution of administrative support for the program.

Sincerely yours,  
John Anthony Brown  
President

I hope that all members of the community will consider this statement carefully as they weigh the considerations involved in the considerations of arguments for renewal of Dr. Konstam's contract. Respectfully,  
Patrick McMackin

## THE GARBAGE GLUT

There are all kinds of garbage inundating the Lindenwood campus. We all know about the prevalence of verbal garbage, horse garbage and, sometimes, our own breakfast, lunch, and dinner. There is yet another variety of trash, however. This is the enormous quantity of fifth-class mail with which every student and faculty member has to contend. Walk into the post office area at any time during a weekday afternoon, and you are sure to notice both wastebaskets overflowing with little pink, green, yellow, blue, even white slips, seemingly the product of a Big Junk Machine that cranks away, day and night, somewhere in Roemer.

This is hardly an environmentally sound practice. There has been a lot of talk during the past couple of years about the problems of solid-waste disposal; in fact it is one of the major issues in the ecology movement. Lindenwood seems to be holding its own in the waste department, to be sure; but it doesn't say much for our environmental consciousness that literally tons of paper are burned over the course of the year. There are two solutions to the problem as we see it: either the various officialdoms stop turning out so much garbage (which at this point seems impossible), or there should be some means found to recycle it. Recycling has caught on all over the country within the past year as a feasible method of disposal for not only paper, but also glass, tin, and aluminum. Why could not some interested students and faculty set up a recycling center somewhere on campus?

Junk mail is not the only offender to the environmental cause. Consider the amount of bottles and cans, of paper cups and paper plates used by the average Lindenwood student during the school year. To be sure, certain bottles are used for the purpose of room decoration. Others, however, find their way into the trashcan, or worse, onto the campus itself, making a definitely unesthetic blot on the otherwise pleasant scenery. Instead of throwing away garbage, why not use it? Students are popularly thought of as being "friend of the earth". If so, let's start showing it some affection.



## EDITORIAL PAGES (cont.)

### BARN BLUES

With the completion of the Beta Chi tryouts there seems to be significant reason for disapproval in the results. This is not referring to specific self-evident joys or anxieties experienced by those who did or did not make it into the Club. Rather, the root of dissatisfaction lies in the fact that Beta Chi may not be striving towards escalation and perpetuation of an initial interest in riding.

The sad but actual fact is that enrollment in riding classes is down and financial strain is the repercussion of this. Beta Chi members should be aware that they play a large role in creating the positive or negative attitudes that exist in this community towards riding. To inhibit or stifle an interest in riding by a false image of the Club as being socially exclusive is to tamper with the very existence of riding on this campus. Yet one can really wonder if there does not exist a minority of members who do wish this social exclusiveness.

### BARN BLUES

There is a history of dissatisfaction with the actual riding test required for entry into the Club, and this semester is no exception. Each person who tried out was not scored by the same five judges as was specified prior to the actual riding test. With the presence of "substitute judges", covering for the Club officers, there can be seen an instability in the pattern of evaluation. Such a factor can only be interpreted with ill-feelings on the part of those who did fail this test.

The task of developing interests in riding, so that it may be ever-present on our campus, rests heavily upon the shoulders of Beta Chi members. This is why it would be beneficial to work towards a more relaxed atmosphere surrounding the club without compromising standards of riding ability deemed necessary to allow for competence without supervision. The false air of exclusiveness should not unduly suppress any potential interest in equitation.



## LC BOWLING TEAMS

Lindenwood's bowling league, L.A.R., is mid-way through another successful season. Six teams strong, L.Z.R. has all men, all women, all faculty, mixed student/faculty, and mixed men/women teams. At this point in the season, there is a tie for first place team between the all male faculty team and the all female staff team. In a distant third place is the Incredibly Obscene Bowling Team, featuring two LCII representatives, and one Lindenwood Lady.

The two first place teams also contain the top two bowlers, John Nichols and Sue Frossard, in that order.

L.A.R. meets every Wednesday night at Plaza Bowl, at 9:00 pm.

Anyone interested in organizing a team for next term should contact Miss Frossard of the PE department.

## TRIVIA

"Cost you 3¢ to stay."  
"I'll see it."  
"Raise you 4¢."  
"OK--Deal!"  
"Hell, I'm not dealing, he is!"  
"No I'm not--you are."  
"You are, too!"  
"OK, I'll deal"--It's not a foreign language--only the Irwin Hall all-night poker games. The membership is open to anyone with

the fortitude necessary to survive 6 to 8 hours of stale, smoke-laden air. Hysteria is the basic condition for joining.

Roemer is available to all Lindenwood students looking for a place to study on Friday, Saturday, or Sunday. If you can't get your work done in your dorm or in the library, contact Security and they'll be glad to let you in at any hour on these days. And, according to Chief Gibson, if you need a study area during the week, contact Security, and they'll be glad to find you one somewhere.

On a serious note--Emergency phones have been installed in Young Hall of Science on the first and fourth floors. These phones are directly connected to the Security office, and have been installed to prevent any tragedy resulting from wasted time should an accident require quick action, and the Security car is now equipped with a flashing emergency light.

It has come to the attention of the IBIS that Mr. Berg's office does indeed do more than turn out nifty posters and pamphlets advertising the attractions of the Colleges. It also tries to sell manure. Quoting from a release from Mr. Berg's office: "We've been taking a lot of (manure) lately. In fact we have forty horses who produce it at a fantastic rate day and night, seven days a week...It can't be beat for making things grow. In fact our pile has been growing larger for years. Here's your chance to make a fortune in manure..." etc., etc.



## KIDS ON KAMPUS

Alterations have been made by the students of the Lindenwood College since the establishment of the on-campus pre-school. On an over-all view, it seems that the subsequent adjustments by the college residents have been quietly made.

There is, of course, the problem of "rush hour" when the proud parents invade the campus with their mode of transportation; i.e., the automobile. However, if one can manage to keep from stepping out in front of the cars, both the parents and college residents will remain on friendly terms.

The college can also attribute to the establishment of the pre-school the most popular social gathering place since the Tea Hole. Many a resident of Lindenwood passes away the leisure hours in the campus playground, which is fully equipped with swings, teeter-totters, and a slide.

Liz Baltz, a resident of Cobbs Hall, didn't seem to mind the morning noise of the pre-schools as they enjoyed their time in the playground. No objections, as of yet, have been heard against this facility. In fact, Miss Baltz admitted to enjoy "playing in the sand box," although others have favored the swings.

Those who had doubts about the pre-school last year seem to be adjusting along with everyone

else.

When looking at it objectively it does prove to be extremely beneficial to the college as it does allow elementary education majors to participate in their field. The pre-school adds also to the college income, and may be viewed as a "shot in the arm" to the financial position of L.C.

The pre-school can boast of the new ideas in the classroom. There is none of the conventional over-crowded room stuffed with useless furniture. The child is not inhibited by methods employed too often in public schools.

The pre-school is also striving to add new classes to their curriculum. Mrs. Mary Ann Smith, part-time teacher, and director of last year's spring play, "Caucasian Chalk Circle", is currently teaching a course on Tuesday, 4-5, in Drama for Children. This is only one example of the innovative methods employed to make the pre-school a total success and an asset to the Lindenwood Colleges.

## COMMON COURSE CAN BE FUN

Last year it was "Town Planning". This year the students of the Lindenwood Common Course are playing a "game" called "Simulated Society" otherwise known as



## COMMON COURSE (cont.)

Sim. Soc. The game, which was introduced by sociology professor Dr. John Bartholomew, allows Common students to study first-hand "contemporary values in society". Sim. Soc. has been shown to be a good technique towards achieving social realization. The game was successfully used in the summer of 1967 following a riot in Plainfield, N.J. Community members were helped by the game to understand conflicting roles of Plainfield citizens, thereby contributing to the rebuilding of Plainfield.

Four playing groups were formed of 35 players each. Two faculty members are put in charge of each group. To make the game more interesting, the groups are deliberately allocated an inequality of resources. This inequality forces group interaction and trade. As power structures develop, the groups learn about oppression and the necessity of establishing stable economic systems.

It has been found that students take one or two approaches to the game: those attempting to delineate an individual's responsibilities in his given social context; and those who try to understand the dynamics of the game. Also, the groups' having the most internal conflict seem to be deriving most benefit from Sim. Soc.

## COLLEGE RADIO ON THE MOVE

(Ed. Note: Chuck Lackner attended a national college radio convention at Loyola University in Chicago recently. This is his report of what happened.)

Where is the record promotion man turning to break new records that commercial stations won't play? Where are people turning to get other news and information not offered on commercial stations? Who really plays more music? The answer to these questions can be summed up in two words--"college Radio". This was firmly decided November 6 & 7 at Loyola University in Chicago. About 300 college radio "freaks", many commercial radio people, and representatives from various record companies were at a convention there, sponsored by WLUC, the carrier current campus station.

One of the major questions was, can college radio sell records. The answer was yes. Almost everyone in attendance agreed on this. Bob Glassnber, of Billboard magazine, pointed out that college radio has the power to break new records, especially by new artists. For many records, college radio is the only place that will play them. This airplay can generate sales. Many of the record promotion men and women in attendance agreed that college radio is rapidly becoming their only alternative. Commercial radio, including progressive stations, is tightening up. Why? It is all reflected in the ability of the



## COLLEGE RATIO (cont.)

stations to make money. The companies that own stations need revenue from commercials, and this means they have too many people to show up in ratings, because ads are bought on the share of audience ratings. College stations do not have to worry as much about ratings, ads, etc. This leaves them open to try different things, play new records, program different public service programs, etc. So record companies are looking towards college radio. If a company cannot get a record on commercial stations, they only have college radio to turn to for airplay of the record.

Another area that was discussed to a great extent was service programming. The Federal Communications Commission likes public service programming, especially on college stations. And college radio has many places to go for public service. One is National Public Radio. This is a network, and all its programs are on tape, Because

## COLLEGE RADIO (cont.)

many of these programs are available only to college stations, college radio becomes a source for information, unavailable anywhere else. And, college FM stations, do not have to worry about offending advertisers in programs that they run, because most are non-commercial.

Patrick West, of programming db and a good friend of college radio, summed things up well by saying, "we have to get feeling back in medium through campus radio." FM progressive is dying, according to West. And college radio is where people are turning to for free-form rock, etc.

College radio is going to be a growing force in the decade was the main feeling on the part of the delegates. How? This can best be said in the words of Dr. Sammy Danna, faculty advisor at WLUC, "resourcefulness, relevance, and responsibility."

The Loyola conference was an informative and worthwhile experience for everyone involved.

## BOOK MARKS

There is a new book in your local college book store: Steal This Book, by Abbie Hoffman. The book is a rip-off, if you buy it. Otherwise I recommend this book on a purely larcenous basis. It would be difficult to recommend it on any other basis.

Starting with a "Table of Discontents" Hoffman outlines various plans for using the system. He succeeded admirably from his practical How-to-Hints to his valuable list of Easy-to-Write-to sources.



## BOOK MARKS (cont.)

One outstanding inconsistency in this book is the apparent contradiction in which ripping-off the system is encouraged and detailed instructions for blowing this system up are also provided. This leads one to the conclusion that it is still possible to steal a company blind while blowing it up.

If you're into stealing, steal the book. If you are not into stealing, borrow the book. But don't buy this book. After all, why give Hoffman the privilege of stealing your money.

In direct contrast to Steal This Book, with its semi-surrealistic overtones, is a book called The Soft Revolution. The book was written by Neil Postman and Charles Weingartner who previously collaborated on Teaching As A Subversive Activity. The Soft Revolution is a handbook for nonviolent change of our educational system, directed specifically to students "somewhere between the ages of fifteen and twenty-five" who feel that something is indeed rotten in the hallowed halls of learning. There are no tired "smash-the-state" polemics; no How-I-Became-A-Freak ego trips. There is merely a lot of hard, practical advice on how to effect a soft revolution within our arteriosclerotic educational structures. For example, the authors give this advice about the use of symbols:

"1. Don't 'desecrate', in any way, an important cultural symbol...

"2. Don't use dirty words.

"3. Don't try to tell people 'the real truth' of some matter, especially when it is not entirely necessary.

"4. Don't be too symbol-minded yourself."

Postman and Weingartner go on to encourage liberal use of the American flag, the Bible, and other unimpeachable symbols to support a student cause. Obviously, they are realistic gentlemen. They are experienced teachers who know exactly what can and cannot be done. They cite many examples of students who have actually "done it" (to quote Jerry Rubin) and effected change in a minor or major way, from forming Student Rights Coalitions to founding alternative schools and universities. The point is that too many students are scornful of "piecemeal reform". Vast, cosmic revolutions (which have about as much substance as a helium balloon) are so much more attractive--but it is easier to know exactly what you're doing and who the enemy is when you are dealing with one specific problem, be it unpalatable cafeteria food, professors with antediluvian ideas, or overly-restrictive dormitory rules.



## BOOK MARKS (cont.)

The Soft Revolution will not turn a student into a threat to the system overnight. The individual has to tailor it to his own needs, his own environment. However, what the authors are generally offering is a guide to subtle subversion. Buy this book; it deserves it.

## RANDOM THOTZ

One pair of 60-year-old lawn swings has been reconditioned and contributed for the public good. To all those who gave of themselves, their time, and their money, a hearty BRAVO!

The left-handed barricade erected on the stairway in Cobbs remains a puzzlement, an inconvenience, and a relief to the many Cobbs Hall "intelligentsia".

Most students who were screaming for their yearbooks now wish they hadn't.

The Florida Citrus people are sponsoring a weekly "Lucky Box" contest in the cafeteria. All winners will receive five pounds of fruit.

The Ides of Winter are upon us! Dress Warmly.

Among the less noticeable cutbacks by the Administration is the apparent streamlining of and by the Chief of the Lindenwood College Security Force. This serious cutback facilitates maneuvering and indicates a new low profile.

Cutting back includes two-thirds of the trees planted last spring in the highly touted Ecological Save the Earth and Bring Beauty Back to the College Day. The trees were planted back campus, from the bridge all the way around the College Farm. Great stands of majestic trees were envisioned. Upon examination of this area today, you will find only a very narrow line of trees stretching from the bridge to the Trinity Church, and there the line stops. In the past years it has been the policy to cut down or prune trees that did not contribute aesthetically to the pervading landscape. Various reasons were given for this tragically unexpected occurrence. Some said that the trees were stolen by the neighboring tree-lovers, or given too little water and too much exposure under the heat of the sun. Others thought the trees were caught up in the annual farm harvest, yielding to the sting of the scythe. Whereas some hypothesized that the three-year-old seedlings didn't produce enough shade and were removed because of it.

This college whether by accident or design is cutting its own throat by cutting down the large dead trees and mowing the new ones before they get started. In years to come someone may gaze upon this short line of trees between the bridge and the church and ask why the line stops here; and someone may dimly remember the words of Richard Berg: "I think we've made some progress; two steps forward, one step back." We might even hear the hollow laugh echo from an empty brick tower.



## REVOLUTIONS

How many times have you been listening to the radio and you hear a dynamic song, but nobody would ever say what it was or who did it? One song last summer was rarely ever announced. It was "Bang a Gong (Get It On)" by T. Rex. Well, T. Rex has put the song on a new album entitled "Electric Warrior". In the album T. Rex easily demonstrates why it is one of the top groups in Europe.

The music of T. Rex is, to use a cliché, hauntingly beautiful. The group is based upon a duo of Marc Bolan, vocals and guitars and Micky Finn, percussion and vocals. Others on the album are Steve Currie on bass; Will Legend on drums; Ian McDonald on saxophone; Burt Collins on the flugel horn; and Howard Kaylan and Mark Volman doing backing vocals. "Electric Warrior" is a true piece of musicianship. There is not a weak song on the album. Outstanding are "Bang a Gong (Get It On)", "Cosmic Dancer", "Girl", and "Rip Off". All the songs were penned by Marc Bolan, and for people who like to know the lyrics of songs they are printed on the back of the album. I think that anyone would be well pleased if they added this album to their collection.

For those of you who like music simple, i.e., an acoustic guitar, a few instruments, and a soft vocal, I recommend an album by Judee Sill. It is simple, uncluttered music. All the songs are written by Judee Sill. Helping out with background vocals are Clydie King, Rita Coolidge, and Vanetta Fields.

The best song on the album is "Jesus was a Cross Maker". Perhaps this because it was produced by one Graham William Nash. Other standouts on this fine album are "Crayon Angels", "The Lamb Ran Away With the Crown", "My Man on Love", and "Enchanted Sky Machines".

Probably one of the best new albums of the year is by a group from Chicago known as Mason Proffit. It is one album screams peace and love at you throughout the album. The title of it is "Last Night I Had the Strangest Dream". The title song is one of the standard peace songs to come out of the 1960's. It is the only song on the album that is not written by two brothers in the group, John and Jerry Talbot.

Mason Proffit have released two albums previous to this new one both of which went rather unnoticed. I think this album on Ampex Records could establish the group. There are several cuts that are outstanding. "Hope", the group's new single, is one, as well as "Eugene Pratt", and the title cut.

"Last Night I Had the Strangest Dream" by Mason Proffit is listening pleasure, an album worthy getting.

Also recommended are: "Areo Plain"--John Hartford; "After All This Time"--Bonnie Koloc; "Lazarus", and "Gather Me"--Melanie.



## INSIDE ADMINISTRATION

Edward Krehmeyer, Director of Development for the L.C., grew up in St. Louis and got both Bachelor degrees in Sociology and Psychology and Mastera in Social Work from Washington University.

"In Social Work, I was primarily involved in research and planning activities in social welfare agencies in the metropolitan area of Chicago. And immediately prior to coming back to St. Louis I was Director of Research and Statistics at United Charities of Chicago, which is the largest Family Welfare, or rather Family Counseling Agency.

"I came back to St. Louis in 1966 to work at Wash. U. on the 70 by 70 program. That was a major capital expansion program to raise \$70 million by 1970. In my capacity there, I eventually became Director of Alumni Campaigns throughout about 35 major metropolitan areas in the U.S. That campaign was successfully completed in 1969, over a year ahead of schedule."

In regard to his switch to Lindenwood from Washington U.: "At Wash. U., I was involved with Alumni Campaigns, and I was looking then for a broader experience in a smaller institution where I would have responsibility for fund-raising among corporations, foundations, individuals...as well as Alumni. So this is why I came to Lindenwood. Also, I was intrigued with the college and with the program that was described to me at that point--as being a much more personal kind of educational experience than one gets in a large institution."

Mr. Krehmeyer was quite willing to explain the various functions and responsibilities of his office: "We have various constituencies from which we raise money. Among corporations, for example, Lindenwood participates in the Missouri Colleges fund, which is an organization comprised of sixteen private colleges in the state of Missouri. There are, I believe, similar organizations in most other states. Through this organization the sixteen colleges get together three times a year, and what we do is that the President, Mr. Berg and myself go out to solicit from industries that have been identified by this Missouri Colleges Fund as potential donors. This in a sense, follows a gentlemen's agreement among the colleges--when an organization contributes to the Missouri Colleges Fund we will not ask them for ongoing support that year. However if there are capital programs then there is the ability to after these funds which, for example, we have done for the Young Hall of Science, and we have gotten support both ways from these groups. In addition, of course, we try to locate corporations which are not contributors to the fund but which we think could be contributors to Lindenwood."

Another major constituency is the St. Charles community. Every spring for the past ten years or so there has been a campaign among



## INSIDE ADMINISTRATION (cont.)

businesses and individuals in the St. Charles area and that has moved along rather well. We've been able to increase rather significantly the kind of support we get from the St. Charles community. I wouldn't say we're completely pleased because we think there's much more potential there than we've been able to tap. I think through better understanding of the college by the community we can increase this support.

"Prior to my coming here the Alumni solicitation has been handled through the Alumni office. But as the responsibilities of Mrs. McClanahan became more involved with admissions last year, I was given the responsibility for the campaign among the Alumni, in addition to my other responsibilities. Where the other two campaigns are personal in approach, this one is through the mail. This mail business that I talked about this year, that's a four-piece mailing that we do over the course of the year. The last mailing is a cartoon with which we're trying to get away from this idea 'all they're interested in is big money'. We're asking them to consider gifts of whatever size.

"From the Presbyterian Church, we get a substantial sum of money, due to our affiliation with them. They had a 'Fifty Million Fund', which was an attempt throughout the U.S. to raise \$50 million for education through the Presbyterian Churches. Right after the start of this fiscal year we got a rather substantial gift from that fund. This particular program is on its last legs and winding up, I think, but there are other programs under consideration in the Presbyterian Church.

"We also do get some support from Foundations--this is an area where I feel we should be spending a great deal more time because of the recent rulings with the I.R.S., which if they hold, will require that the 1975 foundations must use up around 6% of their assets for grants, etc. The thinking behind that is that any well-run foundation should earn at least that much in income through investments, and that this should be given out rather than built up as assets. There are quite a few foundations in Missouri which have not been giving out grants on such a level and which will have to do so or else go out of business."

Mr. Krehmeyer had on his desk during the interview interesting samples of the mailings which were part of this year's mailing campaign. In discussing relations between Administrative figures and students at Lindenwood, Mr. Krehmeyer stated that his was an open-door policy, and that the students should not be hesitant to make an



## KREHMEYER (cont.)

effort to see him if they felt a need to do so and added that he thought this attitude extended to most Administrative officials. For any student wishing to talk to Mr. Krehmeyer, his office is on the first floor of Roemer, right in front of the main entrance, under the sign of the Director of Development.

## HANDS ACROSS THE SEA

Last December 30th, tired from the long flight, with champagne on my breath, and a sleepy expression on my face, my month of experiences in England began as I witnessed a typical foggy London morning. There was just a twinge of disappointment in the fact that Big Ben was not there jumping out in front of my face. After all, that was one of the symbols of London, wasn't it? However, after the initial shock, life began to adjust itself in an orderly British fashion.

Why should I relate to such an event? Because it is quite common to anticipate something to such enormous proportions that when that one something is lacking, a whole new dimension is found. Maybe because my first impressions of England, at the London airport, were negative, this is what caused the rest of the month to be more than just a unique experience.

Here I was looking for Big Ben. Big Deal. After the second day it was just part of the beautiful scenery. But nothing more to me.

What made my experience in England so meaningful was interaction with people. Granted, meaningful interaction may take place almost anywhere when the individual opens his mind to that purpose. But somehow I found interaction with the Britons to be unlike anything in my past realm of experience.

Living in another country is like stepping out of your own culture and gaining a new perspective on your own country. When news of the U.S. comes across television you find those around you commenting about your country with a detached yet so very firm commitment. This is itself tends to encourage further analysis of the subject in question within your own mind.

An event such as seeing HAIR in another country can take on a new dimension that never existed in the U.S. When you seem to be one of the only people in the entire audience catching the subtle yet sad humor about the history of the U.S., it can make you wonder if the true impact of the play is affecting anyone else the way it is hitting you. And at the end of the play when you find yourself crying, crying for your country because you love it but hate the state of affairs it is in today, it can be a factor which may affect your whole range of thinking.

So friends, if you are consi-



dering the possibilities of studying abroad in the future, then please consider it seriously. If you are fortunate enough to be going overseas this January then please remember to visit people, not just places.

Traveling from the distant state of Oregon, Larry R. Sweeney has quietly joined the Philosophy Department of the Lindenwood Colleges. A young man, as Lindenwood staffers go, Mr. Sweeney did his undergraduate work at Notre Dame, graduate work in 1966 with an A.B. degree in philosophy and psychology. He received his Master's from

St. Louis University, and is currently at work on his doctoral dissertation.

As yet, he has no definite opinions about the campus: "I haven't been here long enough. It's very nice-looking and the structure here--some student will come to my office needing advice, and I feel that I'm learning about the curriculum along with the students."

I asked him whether he thought philosophy had an attraction for college students.

"Philosophy is very much a part of a liberal arts education, for two reasons especially: it gives discipline to the mind, sharpens one's critical appraisal. Also, it creates a tolerant attitude toward rival systems of thought--not only in philosophy but also in politics and other areas.

"Philosophy has interest for the present-day student mainly from the particular system called Existentialism, which has extended itself into the arts-literature and theater, through the works of Sartre and Camus--whereas usually popular understanding comes about a hundred years after the work has been done."

I mentioned a remark Mr. Sweeney had made in one of his classes. "You said that philosophy was a theoretical, precise, and impractical discipline."

"It isn't a skill that's saleable on the market," he replied. "Liberal education gives you a general background, especially philosophy--unless you go on to teach it at a college level. A legitimate claim for philosophy is that it develops the powers of your mind. I have a few friends, philosophy majors who have gone into business solely in the capacity of thinkers."

"The past ten years have seen some fantastic developments. Have they been affected by a rise or fall of interest in philosophy?"

"There are two different levels of this. The church-affiliated schools, where philosophy has traditionally been taught as a requirement, have dropped most of their courses in it. On the other hand, there has been a noticeable upswing in the number of students taking



FACULTY FOCUS (cont.)

philosophy in state universities."

Did he think that the "youth movements", with the number of demagogues that they had spawned, had influenced recent developments in philosophy?

"No," Mr. Sweeney said. "It works the other way--youth movements reflect philosophies already in existence...There are always people who rise to the top in any social situation. As such, there can be little theoretical philosophy involved. Most of these people take a commonsense type of approach--either a simple seeking of power, or the concomitant problem that you have to work with people, which makes the application of power even more difficult. It's a matter of putting a theoretical philosophy into actual practice. The major distinction between theoretical and practical philosophy is that the theory forces them to stand back and re-evaluate their own personal philosophy."

"In the early 1960's, some Eastern philosophies were gaining adherents in the U.S. Has this boom died down?"

"No. In the last 100 years or so there has been a change--starting about the time China and Japan were opened up to the West. Before then, there was very little influx of Western thought, especially in ancient times when Western philosophy came to the Mediterranean basin. Two reasons for the change have been the increasing political contact between East and West, the realization that we are so unfamiliar with the Eastern mind. Second, there is quite a bit of interest generated academically on Oriental philosophy--some good works are coming out of it. Eastern philosophy has a wealth of ideas that haven't even been touched by the West."



STATEMENT OF PRESIDENT JOHN ANTHONY BROWN

NOVEMBER 14, 1971

ADMINISTRATIVE DECISIONS ON CASES OF FACULTY NON-RENEWAL OF CONTRACT

The problems attendant to non-renewal of faculty contract have grown more acute in recent months everywhere, and consideration of those problems have been more widespread and more a matter of public concern on college campuses. The intensity of the problems has been increased in part by the dramatic change in the employment market for faculty personnel; mobility from institution to institution has been drastically limited by the decrease in vacancies and the increase in new Ph.D.'s flooding forth from our graduate schools. New forms of collegiate governance, here and elsewhere, share the once totally administrative prerogative to deal with probationary period non-renewals to a broader, and as yet untested arena, in which there is wide participation by faculty, and in a very few places, by students, in the deliberations, particularly on the level of faculty appeal of a non-renewal decision.

Here, as elsewhere, we have tried to adjust to new procedures. The new Faculty Constitution authorized a Faculty Council, an authorization which was implemented by the Faculty and Administration even prior to the formulation of bylaws which would spell out the way in which the Council would work. The effort we made was to try the new approach to academic governance and to develop bylaws with our experience partially as our guide.

We are not in agreement, even now, on the procedures that we wish to be used in cases of non-renewal. What have we done in the past?

We have followed AAUP recommendations, in general. Consultation by the Dean with Department Chairmen, in most cases with Divisional Chairmen, and the tenured members of the department has led to a recommendation to the President. The faculty member was told of the deliberations, informed of the outcome, and given notice in accordance with AAUP standards. The general policy of the national AAUP was one of recommending that no list of charges, no bill of indictment, no carefully drawn statement of reasons go into the file. Often the reasons had to do with changes in the popularity of disciplines, with shrinkage in enrollment, with simple failure of the faculty member to move toward the terminal degree, with shifts in program emphasis and not with what could be called incompetence or poor teaching.

That policy recommendation has been changed by the national AAUP, which now recommends exactly what it advised against for years, a more detailed statement to the individual of the reasons for non-renewal.



## ADMINISTRATIVE DECISIONS (cont.)

We have many questions before us. What should the role of the Faculty Council be? The Dean of the Faculty was deeply committed to the principle of consultation and to the idea that the Council should have an opportunity to know why a decision was made and, if they chose to do so, to make a recommendation to reverse or modify the decision, which nevertheless still remained the responsibility of the Administration. Many members of the Council--lacking the precedent of earlier decisions and still undecided about the intent of the constitution--wanted a case substantiated and expected the Dean to play the role of prosecutor. To accept this latter procedure would make every case of probationary non-renewal a removal-for-cause case.

What should the students' role be in cases of non-renewal during the probationary period? Again, we are not agreed, nor should we be expected to be agreed. There are few examples elsewhere to follow. The students who participated here entered the consultation, at least in several cases, as declared supporters of the faculty member. They had declared themselves strongly, even in one case in a letter to me during the summer. What does consultation mean when several of the consultants have openly declared that their minds are made up before the process begins?

How can a small faculty select a Council, without a particular issue or personal problem in mind, and assure that any objectivity is possible? Can friends be expected to abandon friends who come before the Council? Can anything resembling professional evaluation ensue from a Council so large?

In the case at hand, there is an overriding issue. The appointment which was not renewed was clearly a quasi-administrative appointment. The interviews, the correspondence, the letter of appointment, and the terms of the appointment (a 12-month rather than a 9-month contract) make this clear.

After consultation with the department, and with persons who had dealt with the Computer Center, and after many and lengthy discussions within the full administration, the conclusion was reached by the Dean of the Faculty that a recommendation of non-renewal be made to me. The issues had been discussed for months with the head of the Computer Center. He knew what was expected; he was told when his leadership was not the kind we believed necessary to develop the Center. The Dean found that his efforts at consultation with the head of the Computer Center were not resulting in the desired results, but did work closely with him in trying to develop a clearer definition of the Computer Center's role on this campus. Other members of the Administration found similar difficulties. The teaching



## ADMINISTRATIVE DECISIONS (cont.)

role of the faculty member was increased as the feeling that his administrative leadership was not adequate gained support. The second year of his service saw a divergence of view; his academic colleagues in mathematics thought that he was gaining in his efforts as head of the Center, that he needed more time, that use of the Center was more widespread. His administrative colleagues grew more restive, more convinced that the Center would not evolve into a sound and constructive operation, especially in non-academic areas.

So non-renewal was decided upon. He was notified more than a year before termination of his contract. After at first telling us that he would not appeal to the Council and waiving his right to appeal in late spring, he exercised his right to do so in the fall. The Council eventually voted 10 to 6 against the position the Administration had taken. At a subsequent session the Council divided nearly equally on whether it should reconsider the first vote; finally the Council adopted a recommendation without dissent that a further year's contract should be granted.

Student participants' views, in a real sense unaffected by the Council's final sessions, were formulated and mimeographed before the final session of the Council. Obviously, the Dean of the Faculty did not feel the recommendations had been helpful to him, but in a spirit of reconciliation and cooperation recommended extension of contract with the stipulation that without further Council consultation, the Computer Center Director could be removed from his administrative duties and assigned purely teaching duties, and that non-renewal of the additional year's contract would not be brought before the Council if decided upon.

With the student recommendations, the Council's recommendations, and the Dean's recommendations before me, I faced the responsibility of decision. I believe that:

1. the Computer Center needs new leadership
2. the present Director will not change his administrative style
3. the contractual arrangements under review are principally administrative
4. the extension of contract under special arrangements for an extra year in a teaching capacity is not fair to the individual involved or the college
5. the likelihood that we can broaden our use of the Center under the present Director to include college record keeping is very low
6. the role of the head of the Center in helping find financial support--clearly discussed at the time of employment and since--



ADMINISTRATIVE DECISIONS (cont.)

has not been fulfilled and was not likely to be.

So I confirmed the non-renewal and did so with the firm conviction that the action was fair, the notice was adequate and the interests of both the individual and the college had been carefully weighed.

John Anthony Brown  
President