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Common Is LCs' Dog to Kick

By JOHN TAYLOR

Butch looked at the Kid and smiled. "Don't worry," he said, "I told Sweetface that if he diverted the posse, I'd give him an old dog to kick."

Butch, the Kid and Sweetface are all gone now, but the old dog remains. He stays young. At present he is only four years old. Still whenever anybody feels the need to kick a dog they go to him. The name of the dog is The Lindenwood Common Course. Brought to Lindenwood back in 1967 he has been the subject of constant scrutiny, much controversy and many, many kicks. Some feel that he is harmfully distemperate and should quietly be put to sleep at the next faculty meeting. Others feed him delicious biscuit by the brand name of Increased Relevance and Hatz Mountain Academiae. All agree on one thing: he has many fleas.

As is with the cases of most fleas you have to find out what kind they are and what will kill them. Opinions vary as to how to get the bugs out of this program and also conflict on whether some bugs are humbugs or not.

Let us leave our dog to his scratching for a moment and look at the situation in overview. The Common is the central irritation of four disgruntled camps. The students, faculty, administrative, and public relations department. This eternal quadrangle daily wrestles with a slew of weighty problems.

Freshmen are all deposited on the first day in Young Auditorium where Dr. John B. Moore, Director of the Common Course, welcomes them first to college, then to the course. The students are given a description of the course, an intimidating syllabus which tells them exactly what they will be doing for the next seven months, a short aptitude-type test of a non-descript nature and are let out to lunch.

For the next three months the battle rages. First papers are, generally, ably written and reasonably well researched. They are written with the hopefully unsteady hand induced by fifteen years of paranoia about how rugged college competition is. The faculty is tough, but fair and the majority of the first papers in the first rota-

tion are acceptable. Then the rot sets in.

The students learn that if they misplace a comma they will not be automatically transported in full battle-dress to the Saigon replacement depot. They learn how accurate the syllabus really is. In academic year 1969-70, only 60 per cent of the appointed plenary sessions came off at the appointed time and date. Their attendance drops radically in the third week. The students get careless and many of the next papers are rejected. Problem children emerge. By the end of the first rotation an earnest faculty meeting has been held in Young Lounge to see if anything can be done to check the deteriorating situation. Dr. Moore looks grim, a rare thing.

As the second rotation begins, the Common lurches ahead, slower than before. It is nearly time for half semester D and F notices. There are several. The students are mentally dyspeptic and verbally bellicose. Some can be seen half asleep in their chairs as speakers come day after day to im-

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Spring Term Concern Replaced By Boredom

By JERRY KRITZ

Whatever anyone may say about the fall and spring semesters of 1969-70, they were not boring. Across the nation much effort was given by hundreds of thousands of Americans to encourage a swift end to the war in Vietnam. Part and parcel of this movement, often times right in the vanguard, were the college students. On November 15th 1969, between 250 and 500 thousand people marched on Washington protesting the war and creating one of the largest demonstrations in the history of the United States. On many campuses students expanded their efforts to include their local communities in all all-out drive for peace. Sometimes they took their plea into the streets, sometimes they adopted violent tactics, sometimes they were met with violence. "Remember Kent State!" became the rallying cry symbolizing America's struggle for peace which became increasingly an internal as well as an external problem.

Also high on the list of campus priorities were the issues of ecology and the eighteen-year-olds' vote. National move-

ments sprang up centering, as often as not, around the campus communities. Earth Day, which was organized to increase awareness of ecological problem, found its ablest supporters at colleges and universities and the push to save the earth's environment from being poisoned reached out to include even the more conservative elements on most campuses.

Concern for national issues seemed to dominate the academic year 1969-70. The college community reached out, past its classrooms and library shelves, and touched, times tremulously and sometimes violently, the world outside. For those who rode out the storm, the past semester must truly seem a puzzling phenomenon. It is as though campuses have experienced a giant backlash of apathy.

What is the reason for this condition of suspended animation in the academic community? It is a temptation to think that conditions have improved since last spring. But the basic issues still remain unresolved. Although the Nixon

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'Precepts' Of Give And Take Pervade LC Politics

The political scene at the Lindenwood Colleges, and at many other small campuses, is dominated by a guiding precept which, while well known and understood by most participants, bears repetition: student power, except in the most extreme cases, is bounded by the willingness of the administration to delegate authority. The precept was clearly demonstrated in the fall semester of 1970.

The semester began with a wave of optimism prevalent among women students, particularly among their leaders. The government quickly gathered together its hopeful self and went into action almost immediately. In the early days of September the Student Senate passed a series of resolutions which tended towards the liberalization of various parts of the rules governing campus life. These included both reforms of certain dormitory regulations and the instigation of some new programs like the dissemination of Birth Control information through the Health Center. These were matters that the LC I Senators felt they could deal with on their own authority. Consequently the list of decisions was sent to LC I Dean Sandra Thomas, as one senate member put it, "not for approval, but for information." The subsequent fate of these resolutions was to provide a major dispute between the student leaders and the adminis-

tration at a later date. But at this point the women students felt that their plans had received support from Dean Thomas. Their reactions varied from satisfaction to jubilation.

The Womens' Judicial Board, a joint function of students and administration and one where



Marsha Hollander

roles were not defined in any hard and fast way, gave the first indication that all was not well with the relationship between them. A dispute over Dean Thomas' correct function as a member of that Board over a particular case led to her resignation from it. This raised a classic dilemma for the women's government: the Board could, in reality, only exist with the cooperation of the administration. Bureaucratically the women's government was unable to handle the pre-

paration and presentation of cases. Further, without the inclusion of an administrator, or complete sanction from the administration, the Womens' Judicial Board would become a meaningless committee that could not guarantee that the administration would not act in complete disregard of it. Thus it was with some relief that the Board accepted the Dean back. However, the student members did define the responsibilities of the administration's representative a little more plainly and increased the students' power over the final decision.

For the early part of the semester the women's government seemed to be trying its wings in various areas. Without a real, consistent plan in mind they were, nonetheless, testing to find the boundaries of their power. When they found them, they did not like them.

On November 12 the LC I Student Senate called for a strike of all student officers. The notification of the strike called for an "attitudinal change" on the part of the administration towards student government. The women had run up against a fact of life in the one-sided nature of campus government at Lindenwood: if students want to take more authority and responsibility for running their own affairs, they have to be given it by the administration. When the administration was unwilling to

extend them this power, the student leadership became frustrated. Citing "the confusion caused by the affirmative statement made by Dean Thomas concerning our proposals in the early fall only to have her ask us why we implemented them" and the alleged failure of ad-



Sue Kiser

ministrators to speak "frankly and consistently" the women felt the only option left open to them was the same one Dean Thomas had exercised earlier with respect to the Judicial Board. Therefore they suspended all forms of voluntary cooperation in the running of the campus.

Unfortunately for the women's position the administration does not have the same need for student government as the student government has for the administration. It was able

to ignore the strike, for the most part and carry on quite efficiently.

Also, having gotten as far as striking, the women's government, despite several Town Hall Meetings, could get no farther. Eventually the strike was called off for lack of support. Many of the student leaders felt betrayed by their own constituents who seemed not to care very much about the effort being made to redefine student powers at LC I. However most of the bad feelings were directed towards the administration. Finally, after some confusion, Student Body President Marsha Hollander and Vice President for Judicial Affairs Sue Kiser resigned.

By comparison the men's government operated quietly during the fall semester. The delay in electing a Community Manager until the middle of October seems to have slowed down the LC II political activity at the early part of the semester. Moreover, the men's government has more actual power than the women's and consequently did not come into conflict with administrators so often.

But there was one issue that did create conflict. In November the administration removed some of the power which had previously been vested in the Men's Judicial Board. This occurred over the question of Drug

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Teams Keep Sports Alive

By JOHN TAYLOR

The first half year of play has not been a successful one for the Lindenwood Lion. In both varsity sports the men of LC II have had more than their share of defeats, both domestic and competitive. Neither team has, as yet, scored its second victory. Student support is at a low ebb. Coaches Volo and Eddowes, starting with an excellent pre-season turn-out both had trouble coming up with enough reserves to hold a scrimmage by mid-season. On top of this, sports facilities available to the men are almost nil.

The LC II basketballers have experienced more than the usual amount of trouble in even finding a place to practice. They were evicted from the gym during January term in favor of the Spoon River Anthology.

Then there is the bright side. Starting with all the above disadvantages, the men of LC II have proven their skill and desire time and time again against overwhelming odds and more experienced teams. At return engagements opposing coaches have expressed amazement at the improvement made between contests. An example of this improvement can be shown by the scores which the soccer team turned in against its first opponent, Harris State Teachers' College. Starting the season off with a 22-0 defeat, the gritty and fast-improving Lions reduced the margins drastically in two re-matches, dropping the first 10-1 and the second 6-2.

In September, Coach Volo stressed that soccer was a game that could not be taught or learned in a day. He noted that his job involved more than teaching a team to play together; he had to teach the very fundamentals of the game to some of his players.

Gary Robinson, LC II junior and a forward for the Lions stated that one of the largest problems was getting enough men to turn out to practice at all. Robinson said "so many of the guys I talked to were afraid to come out. They said they'd never played the game except perhaps a bit in high school. Then, when we began to lose games, they stayed away because nobody likes to play on a losing team."

"Nobody loves a loser." This sad refrain is particularly appreciated by the Lindenwood Lions. Lindenwood competition rarely, if ever, turns out any size of crowd. Several team members expressed appreciation for the small but determined group of fans who show up at every game. But the sad fact remains that the largest number of fans to show up for a game has yet to exceed fifty.

Bob Gordon, LC II eager, can understand why students do

not follow the team out of town because of the lack of transportation. "What I can't understand," said Gordon, "is that when the gym is two blocks away why nobody shows up. I'm out to play basketball. I play because I like it. But without spectators you lack the certain extra incentive that you have when somebody is rooting for you. The few fans that do come do cheer. They yell themselves hoarse. What is truly said is that the one game Lindenwood won was at Linn Tech, a hundred miles away and nobody was there to see it."

A contributing factor to the Lions lack of success so far has been the lack of full-size athletic facilities. Both the basketball court and the soccer field are under regulation size. Gordon stated that the present linoleum court lacks the feel of a real one and that the team is hampered because they feel the size of a regular wooden court are so different.

Similarly Robinson pointed out that once the soccer team got on a real field it was much bigger than the one on which they had practiced all their plays. The ball had to be moved further and hit with greater force and this often destroyed or impaired their effect.

The only full-sized field available to the soccer team is a make-shift affair at McNair Park. This is marred by rough turf and comprises the better part of a baseball diamond which is used well into October.

In many ways the Lions are being beaten before they take the field. Coach Eddowes stressed that lack of administrative cooperation has been significant in the lack of success that LC II has had in basketball. Robinson noted a similar effect on the soccer team: "Volo gave 100% but he was up against impossible odds. When he wasn't getting screwed by the administration, he was getting screwed by us." He went on to illustrate this double-edge sword by pointing out that lack of attendance at practice was sometimes caused by inconvenient class schedules. "Like one time I had a biology lab at 3:30. When I told Dr. Delaney that I had soccer practice he looked at me kind of funny and asked: 'what's more important, your education or soccer?'"

This general lack of cooperation leads to what Eddowes calls 'patchwork organization.' This leaves the teams without adequate time to practice or adequate facilities in which to practice. Even to the casual observer it is obvious that a team which cannot practice, does not win many games.

At present the pattern of 'patchwork organization' appears as if it will continue with no end in sight. If nothing is

done to alter the situation it is easy to predict that the Lindenwood Lions will not veer significantly from their hard-fought but defeat-strewn course.

The picture was somewhat brighter when the Lindenwood Lady took to the field this fall. The Women's Hockey Team rang up a string of victories with the cash register efficiency. Led by the high-scoring Sandy Siehl and supported by the excellent goal-tending of Kathy Monteleone and Jo Kuntz the stickettes came just short of a winning season turning in a respectable 5-5 record.

Although this may seem just average, closer analysis shows that the girls played a fine game all season long. Starting their outings with a disappointing loss, the girls came back to trounce Greenville College 9-2 with the stalwart Miss Siehl netting five of the goals herself.

At Blackburn College, the girls piled up two successive wins with final scores of 3-4 and 4-1. The winning streak was temporarily interrupted by SIU, who turned back the Lionesses 4-3 but the women tasted sweet revenge in the rematch, 2-0.

Throughout the season the girls grew as a team, constantly shifting positions to develop versatility. Said Jo Tomcak, usually a goalie who was switched to halfback for the SIU game: "It was very confusing. It seemed like I was tripping over the ball more than I was hitting it."

Tough losses to Principia and Kirkwood accounted for three of the girls' five unsuccessful ventures but they came back to close the season with a victory against Greenville. With players like Kathy Monteleone, A-line Linquist and Susan Morgan turning next year, the girls may well be in line for a winning season.

Comic relief in an otherwise serious season was provided by what has become an annual event: the gridiron farce between the under and upper classmen. This year's tourney got off to a royal splat when the seasoned sophomores walked all over the Frosh team to a rousing 32-6 victory. The contest was clenched at 6-6 at the half but the Sophos showed the Frosh no mercy as they went on to a really big second half, booting the Frosh all over the field.

The scoring rush in the second half was led by Noren Kirksey's 54 yard kick-off return and Dave Levy's fumble recovery which the dynamic Soph halfback carried the ten short yards to the end zone. The Sophs offense was marshalled by Rich (Rose Petal) Pelter.

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...Boredom

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Administration continues in its policy of slow withdrawal from Southeast Asia, progress is slow and lingering. Vietnam long ago became the longest war in the history of the United States. Over 53,000 American servicemen died in the period beginning January 1st 1961 and the second decade of the action is beginning. U.S. involvement in Cambodia and Laos continues to obscure the issue. But for three months the campuses have been basically silent.

Ecology, too, seems to have dropped a lot of its hold on the political commitment of students. Perhaps this is the logical outcome of the waves of concern shown in the government and legislatures of local areas, states and the nation. But action has been slow beneath much of the rhetoric and the ecological question remains, in its widest sense, the most important facing man today. Students seem to have lost interest in it as a political issue.

What happened to the conscience that the academic community assigned itself and the involvement that students dedicated themselves to? Nationally both appear drastically diminished. There does not seem to be a trace of them at Lindenwood. During the past semester the students of Lindenwood seemed not only apathetic about events occurring outside of campus, they seemed unaware of them and unwilling to find out. With a few exceptions and the addition of longer hair and period clothes, the campus seemed to move back to another era.

After the 1969-70 academic year in which Lindenwood, while hardly at the forefront of activity, at least held its own as far as political activity, the campus has become politically arid. The difference can easily be summed up in this contrast. 1970's two most controversial speakers were Chicago Seven Defendant Lee Weiner and Cabinet member Daniel Moynihan. Weiner, speaking at the spring's "Day of Learning", aroused controversy by the revolutionary nature of his speech and his occasionally colorful choice of language. Moynihan, speaking in the fall, aroused the campus because some students felt that too much money had been used to bring him to the campus. Only one protested what she called the "superficiality" of his approach.

During the fall students did become involved in some campus issues which touched upon the national scene, although these wider aspects drew the least attention. The question that created the biggest noise and received the widest publicity was the issue of drug use. At the request of some faculty members, the matter was discussed at the Faculty Meeting of November 4th. Later the same evening it was opened up to a Town Hall Meeting. Some faculty members thought that the use, or abuse, of drugs on campus had increased and that this was responsible for an in-

creasingly poor classroom performance. On November 6th the administration issued a policy statement springing from decisions reached at the Faculty Meeting designed to curb drug usage. According to the statement the policy was to help the college to reach a level of control which would free it from "jeopardy, from ineffectiveness, and from loss of community." In commenting more recently on the situation, LC I Dean Sandra Thomas said she thought that the problem had diminished: "Students have had a great part to play, out of concern, out of personal responsibility, and out of awareness of the problem."

During the fall semester the idea of dormitory intervisitation was again raised by a student and again rejected by an administrator. During a question and answer period following an interview on KCLC-AM

A student phoned in a question concerning the possible administration response if intervisitation was adopted by the student governments without referral at the administration. President Brown stressed that such a decision was not up to students alone and any such action would be met with a "firm hand". On this issue President Brown is standing by a statement issued December 11th, 1969. After studying the situation at that time, it was concluded by the administration that intervisitation was not open to decision by student referendum, "for it could - and we believe would - change the very nature of our community, deflect us from our educational mission, align us with a position we could call 'social drift' and violate the freedom of those in the community who have serious objection to intervisitation." Dean Thomas, speaking a little more than a year after the statement was issued, said she felt the "problem is mainly one of facility. In future housing would hopefully be available for graduate students, married couples, and perhaps co-ed dorms". She said her personal objection was not a moral one.

The lack of real political involvement and the socially stagnant situation which seems to dominate Lindenwood have increased the students' cries of boredom. Apathy in the classroom can as easily and logically be traced to this morass of inactivity as it can to overindulgence in marijuana. student from finding some way of expressing his boredom (even if that boredom is self-imposed) and some students have turned into "merry pranksters" with the result that firecrackers now bang in the dead of the night and various other tricks have been perpetrated, many aimed at, or involving the campus security force.

In ending an analysis of the Lindenwood society the large iron fence which surrounds the campus with metal bars might be chosen as a metaphor. Most students seem unsure if it is there to keep the surrounding community out, or to keep them in. Social fulfillment for the Lindenwood student probably does not lie in more planned campus activities, but on the other side of the fence that seems to separate Lindenwood from the world. But, at least for the present, the impetus to cross that barrier is lacking.

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...LCs' Kickable Dog

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part knowledge. Time marches on.

By now the students have been to their first mixer or smoked their first joint or gotten plastered or some combination of the above. Having been away from parental influence for more than two months they are firmly entrenched in college life. Their hair grows long, their appearance slovenly. They have come to realize that all that glitters is not ivy.

Both Freshmen and teachers come back from Thanksgiving in a determined mood. The teachers are determined that the students will learn. The freshmen are equally determined to make it through first semester. An F will send them back to go to start again next year. Both parties look grim, a common thing.

Ultimatums are issued both privately and collectively. Many students are in danger of going on probation, or worse. December for the freshmen is a month for scrambling to make up for lost or wasted time, scrambling to improve attendance records so that Dr. Moore will not drop their grade down a notch, scrambling to make the last paper better than the last seven so that they will go unnoticed. With a flutter of papers on formica topped desks the students split for the holidays to Jamaica or "the coast" or wherever. The faculty holds another meeting. They are not earning now. Just plain mad.

The faculty of the Lindenwood Common Course are all members of other departments. In addition to their responsibilities on the Common, they are charged with a full load of classes which varies from professor to professor. At the outset of the course last year, Dr. Patrick Delaney of the Biology Department told his group: "The mark of a true professional is that he is not afraid to learn with his students. That is why even though my field is BioChemistry, we will be studying the theories of Albert Einstein". Similarly, Dr. Edwos of the Psychology Department taught social science and Dr. Dean Eckert, who is an assistant professor of Art, taught Humanities. The idea then was since nobody was an expert, all would learn together and stimulate each other to higher scholastic achievement. It seems a good idea. It should work. Does it? There are disagreements.

Out of the students camp are heard a variety of cries. The most notable are negative. While there is, in a decentralized entity such as a student body, no clear cut way of defining a clear cut, discernable concerted criticism or, better called, grudge against the Common, one needs only to hear a group of students discussing the course to hear every conceivable type of complaint. "Too many papers, too many plenaries, not enough plenaries, not relevant, too much B.S., too many mickey mouse speakers, not enough movies, not enough time to cover the material adequately, no remedial help." The Common is damned, roundly and loudly, from all sides if it is this and equally damned if it isn't that.

Against this fusillade of criticism the faculty warily but doggedly stands their ground waiting for the next onslaught. What, then, is this course

called Common? According to Dr. Howard Barnett, Dean of the Faculty, the Common is an attempt to confront the freshman student with the problems of the present day and their relationship to the disciplines involved in the study of liberal arts. Students are exposed to contemporary issues in the Physical Sciences, Social Sciences and the Humanities and are to show how, in some cases, these disciplines can inter-act.

Transition is a key word in the sentiments of Dr. Barnett regarding the Common. He states that "in a society nothing stays the same including the Common. The Common has changed considerably in its short life-time. More recent changes include re-scheduling class sessions to three two-hour sessions per week rather than the old two four-hour system. Also, the classes are a more civil hour which accounts for a slight, however, gratifying increase in attendance.

Students meet twice per week with their rotation professors and once per week in the general plenary session which used to conclude each morning's work. The number and prestige of the speakers brought in has decreased somewhat due to financial considerations, however, this allows for greater attention span. Also, students do not file into the auditorium on the wake of a lengthy two-hour class session. With this session separation there is also a new dimension of understanding. Students do not come to hear a symposium on birth control right after studying the treatises of Reinhold Niebuhr. There is a buffer of time to allow them to correlate the differences between the material that they are studying in closed session and that which they hear in the plenaries. Supplementing this break, Dr. Moore has made an attempt to schedule speakers which are of general interest to all and not those relevant to the disciplines which one or two of the sub-groups are studying at the time.

"We have to prepare people to be able to do things," says Dr. Barnett. "But people are expecting something of the Common that it is not trying to do."

This then, if we dare venture to declare the existence of a general problem, is the central problem. According to Dr. John Nichols, Assistant Professor of Mathematics, "The Common looks fine on paper, but it loses something in the transition." If we look back on how far education has come in the last twenty years and project that at an accelerated rate over the next fifty, it is possible to postulate that any general course called "The Dynamics of the 20th Century," regardless of its quality and depth, is going to be irrelevant to a class of freshmen who will live almost a third of their lives in the 21st Century. One of the loudest cries heard from the freshman camp is the accusation that the Common is irrelevant!

Dean Barnett heartily disagrees with this allegation, pointing out that as recently as five years ago the newly entering freshmen would be confronted with a battery of courses ranging from Basic Composition to Western Civilization that would make the supposedly errant Common look like an in-

terview with the President of the United States by comparison. "Under the old system," said Dr. Barnett, "students were insulated from the present. The situations they studied were cut and dried." Dr. Barnett stressed that under the classical concept students learned what the old solutions were and applied them to new problems. He went on to say that since the contemporary problems are by nature contemporary it was more valuable for the students to understand how the disciplines were applied to the problems. From this it follows logically that when the disciplines and the problems develop a like relationship, the problem may be temporarily solved. But since the problems are dynamic, the solution will not remain the same any more than the problem will. What the Common hopes to do, it appears, is not to teach students the hard and fast solutions to the problems of the 20th Century, but rather how to cope with problems that will go on developing into the 21st.

Whatever the results of all of this scratching and itching, it has managed to attract for the Lindenwood Common a national reputation. This national reputation is partly the doing of Mr. Richard Berg and his alert Public Affairs staff. In much of the Lindenwood literature the Common is sung in bold face type, black and white pictures and it recently broke into other media on a little celophane 331/3 r.p.m. record produced by the Communication Arts Department. One problem that Berg faces is that since the inception of the course there has been so much bitching, for better and for worse, that even his excellent public relations with the Common now stand contradicted, at least in part, by the roar of discontent that has been heard as far away as the North Central Accrediting Association and as close as the Dean's Interim report to the Board of Directors on the state of the Colleges.

As it stands now, after the first semester of the Common Course, the freshmen are, to varying degrees, largely disgruntled. The faculty are disappointed with the performance of their students and are in some cases beginning to wonder whether the course has been oversold. Dr. Barnett feels that the course is not oversold, merely that its aims are misunderstood by the students. The Public Relations people continue to do their Public Relating.

Yet among the dark and barren lindentrees some light glimmers. The freshmen class of last year made a radical change in their attitude last spring, if not about the Common, at least about how nice it was to have a good average. "You guys shoot with real bullets," one frosh was heard to say in the wake of a devastating first semester grade. The mood of the faculty generally improves as the term comes to a close. Students are turned loose to make their own statement on the condition of man's environment (which is what they probably wanted to do all along.) Paper day in the committee room will see a variety of novel and innovative projects presented, the students will take a repeat of the first non-descript test. Students will leave Young Auditorium flashing back sentimentally or, if not, just sighing with relief that "the mess is over." Dr. Moore is once again smiling.

'No Blame' Situation Pollutes Atmosphere

By BERT BROWN

"I don't think Lindenwood College has a learning atmosphere; nobody here seems to be serious about education." This is the opinion expressed by a L.C. freshman concerning the academic environment that L.C. II freshman Kevin Kirby refers to as "The Lindenwood Experience."

It appears as if the major consensus among students is that Lindenwood indeed has a somewhat unhealthy academic atmosphere. Unfortunately, there is little agreement among students as to just what the cause of this condition is and even less agreement as to where the blame should be placed. One doesn't need to use too much imagination to see how the problem would be further compounded if faculty and administrative opinions were introduced.

In discussing this apathetic attitude, senior Georgia Perkins believes that the students are mainly at fault and that "in order for Lindenwood to create an improved academic climate, the school must raise its entrance requirements." Sophomore Stephen Hyde, on the other hand, feels that the major contributing factor to the problem is the faculty. "Teachers have a great time teaching a course, but sometimes they forget to question whether or not the students are learning." Hyde thinks that the lack of innovation in the classroom also has had a negative effect on academic performances. As an example, he points to those fall term courses which he classifies as "strictly instruction." "They were boring because they were easy. Therefore, I put in less effort and as a result, got lower grades. I learned to read in fifth grade. Why should I go through college reading books, then spitting out the knowledge?"

Hyde's sentiments are shared by any number of other students. Most students who feel this way about traditional classroom situations believe that a more creative approach would alleviate the problem. The most widely shared sug-

gestion among students is for greater encouragement and development of student independence in the traditionally structured courses. This would allow more students to "spin-off" from the class and evolve an independent study project, using the structured course as a base or foundation.

Other students think that the personal educational philosophies held by various faculty members are another problem area. L.C. freshman Maria Martz feels "that the primary problem facing L.C. students is the conflict between those holding traditional values and those holding contemporary values. The result of this conflict is inconsistency. For example, in one class I have a teacher who places no emphasis on class attendance, while in another, the teacher considers excessive absence a basis for failure."

However, this conflict is not necessarily restricted to the classroom. Hyde believes that it has a definite effect upon the faculty's dealings with the administration.

"There is too much interference between departments. The professors in the straight departments are older and have a louder voice in Brown's ear." Of course it would be unfair to portray the "average" Lindenwood student as one who is totally dissatisfied with the academic life on campus. In fact there does seem to be a few rather bright spots in an otherwise gloomy sky. For instance the 4-1-4 academic schedule seems to appeal to a large majority of students, although some feel that there is not enough course planning for the January term. One is most likely to hear this common complaint from a student who has stayed on campus over January and has somehow miraculously survived the ordeal. The opportunity for independent study also makes a number of students smile, even some of those who are involved in somewhat costly endeavors and must watch their own personal bank accounts shirvel due to the im-

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SPORTS ALIVE... NO SUPPORT

(Cont. from page 2)

Seeing a debacle in the making the Sophs cleaned the bench in the fourth quarter, even sending in the infamous John (Killer) Taylor who was promptly thrown out again for jumping eight yards offside and diving on the surprised Frosh halfback before the snap of the ball.

Flushed with their victory, the noble Sophs looked for a repeat of last year's last minute defeat of the aging upperclassmen. But, alas, it was not to be. Pelter could not play in the game and without the titanic

leadership of this computer of the football field, the proud Sophs were putty in the hands of the skillful, cynical Seniors who took the decision 14-0. This victory gave the Upperclass Team possession of the vaunted Elsie Bowl which will, once again, be up for grabs next fall. The following proverb is taken from the huddle of the victorious upperclassmen. It might serve as a summary of the Lindenwood sports year so far and as a watchword for the future. No matter what kind of throne you sit on, the weight still comes down on your own behind.

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Editorials

Work Needed

The articles in this issue represent analysis and are not straightforward news stories in the strictest sense. What has been attempted is a synthesis of fact, opinion and feeling about some of the events and issues of the Fall Semester of 1970. They have been written by students, and consequently, represent best the student point of view.

Obviously no one article (or one newspaper) can represent all of the viewpoints on campus, nor even all of the student views. But an article can attempt to give a perspective by using this analytical style, and this is the intention here.

In reading this issue, one fact stands out. Either all of the writers were confirmed negativists or there is a great deal of negative feeling on the Lindenwood campus to which they are listening and reacting. Not one of the articles can be considered really cheering reading. But, thinking back, there was not a whole lot to cheer about in the Fall Semester.

Many "student gripes" find their voice in this issue. One of the least justified of these (but, nonetheless one which does have some justification) is the one concerning the academic atmosphere on campus. It appears that all sides and all groups hold the aim of improving Lindenwood academically. If the various constituent parts of the campus can agree on nothing else, it seems they can agree on that. What seems to stand in the way is the polarization which has spilled over from other areas where such unanimity is not found.

If each class were to be regarded as an experiment designed to improve the academic atmosphere and if faculty and students could all work together on the experiment the problem would solve itself. If in this one area each group can learn to assume the good faith of the others, maybe the spill over will start running the other way. There seems to be a lot of gain and the risk, right now, does not seem to high.

Retreat And Redefine

It is to be earnestly hoped that the relations between the student governments of LCI and LC II and the administration have passed their nadir and will soon begin to improve. While there is much that can (and should) be forgotten and written off about the Fall Semester, it is important that neither side forget how they came to where they were at the end of it.

The interrelation of student government and administration can only be optimized if each side can come to the other in an atmosphere of trust and respect. That this has been sadly lacking at Lindenwood so far this year is manifest. The re-establishment of trust and respect between the two groups may take a long time. It is hard to see how it can not.

One factor which emerges from the furious activity of last semester is that it is time for a re-definition of the basic terms 'student' and 'administrator.' From this redefinition a new approach to the problem of governing the colleges can be designed. But the redefinition must come first.

A first step in this redefinition may be found in the retreat which is currently under consideration for this semester. All constituents of the campus may be able to come together and begin to concentrate on the future, instead of mulling over the past in ways which have long outlived their usefulness.

Faculty Focus

The Making Of An Academic Community

By Dr. Dean Eckert

Let us hope that the term, academic community, implies something more than a conglomeration of students, faculty, classroom sessions, term papers and examinations. These elements are all entities in the composite picture of campus life, but in themselves they do not make an academic community. The key to a viable academic community is a sustained intellectual climate in which inquiry may be pursued freely and discourse can take place among individuals who not only regard one another with mutual respect, but also approach the exchange of ideas with inquisitiveness and an effective measure of intelligence and imagination. The analysis of concepts, the argumentation of the multiple points of view and the search for significant relationships between ideas have traditionally been and ought to remain at the core of higher education. In short, the strength of the academic community lies in the quality of its intellectual life.

To some, this description of an academic community may appear anachronistic in an age where the hue and cry is relevancy. But, in an era where the boundaries between academic life and the society beyond the ivy walls have become nearly indistinguishable, it is essential that the college or university preserve itself as a forum for the free exercise of ideas. Man as a rational being needs a place, a retreat if you like, where the realm of abstractions can be explored unfettered by other considerations. For a community of scholars, students and teachers alike, the college remains the principal institution in society to serve this need.

I do not mean to infer, however, that the intellectual life of the college should concern itself solely with ideas at an abstract level. In the past decade in particular, both the vitality of the college and its courses of study have been renewed through involvement with the social and political issues of the day. A college which ignored societal problems would scarcely be worthy of its name. At the same time, the reverse is also true; a college should not exist principally as a sounding board, or, perhaps more accurately, the echo chamber for society at large. History is replete with examples where educational institutions have been used largely as a tool to give support to particular ideologies. A real danger for the academic community today is that it is be-

coming the battleground for controversy rather than the training area where solutions to problems are formulated and tried out.

As one surveys present-day academic communities, one realizes that the major impediment to the creation of a vital intellectual climate is not a lack of concern for a paucity of intelligence, imagination and good will, but rather a set of attitudes which in themselves are antithetical to intellectual inquiry and discourse. The attitudes which are becoming increasingly evident on the campus are those which are prevalent in society itself; this is one result of the collision which has impacted the outside world upon academe. This syndrome of attitudes includes those tactics which have become the catchwords of the era: confrontation, demands, polarization, "do your own thing." One might add the observation that emotionalism as an end in itself is rapidly supplanting the appeal to reason. These attitudes were first evident on campuses in relation to problems of governance and the conduct of the social life of the community. As these techniques become entrenched, they are carried over as approaches to pursuits of a more intellectual nature. These attitudes along with the values which they encompass do not portend well for the creation of a meaningful intellectual life in the community.

The reservations one can offer about this syndrome of tactics is that they are limited in their effectiveness and tend to re-enforce one another rather than serve a constructive end. Confrontation and polarization are more successful in establishing a particular stance than they are useful in defining issues and fostering solutions. On the collegiate scene, as well as on national and international horizons, confrontation has replaced dialogue as the vehicle for communication. Examples of the confrontation tactic are numerous, ranging from the office of the college president to the Paris peace table. What meaningful communication can take place when one or both parties has their backs to the wall?

Similarly, the issuance of demands have been substituted for persuasive argumentation. Adopting the techniques used widely in labor disputes, the petitioners present demands which are, more likely than not, extreme or unrealistic. That the demands are generally be-

yond the realm of possibility is regarded as an effective measure of the technique. The recipient of the demands, either an individual or a group, has little or no opportunity for rebuttal. The choice is to acquiesce or to invite further reprisal with a negative response.

Moreover, one observes that emotionalism, ever on the increase, is held up as an alternative to reason. Emotionalism, born of frustration, has been a formative factor in molding the tactics of the 1960's; it is also the force which generates the necessary momentum to make confrontation workable and polarization a reality. The appeal to emotionalism contained in the pre-election utterances of Vice-President Agnew is a case in point. As emotionalism becomes more widespread, reason and reasonableness are becoming suspect. Some individuals, swept up in a paroxysm of emotionalisms, have already discarded reason.

It is significant to note that these tactics under consideration are, by and large, group tactics and remain effective as long as they are subscribed to by a fairly homogeneous group. Their application is by no means confined to youth or activists; confrontation, polarization, and the appeal to emotionalism are the modus operandi among wide segments of contemporary society.

This examination of the confrontation syndrome has been undertaken to illustrate the earlier contention that these tactics are not the attitudes which can lend themselves to creating an intellectual climate in the academic community. In society at large, these attitudes have been successful chiefly in dramatizing concerns and directing individuals in choosing sides. The issues are before us, the battle lines have been drawn, but the wide gulf remains where no meaningful communication is possible and no constructive action take place. We ought to expect more of society; we must require more of our educational institutions. The college campus will not be a community for the proper exercise of intellectual pursuits until dialogue replaces confrontation, argumentation supplants demand, and emotion, rather than emotionalism, coexists with reason. The time-worn, but time-honored dictum, "come, let us reason together," still has validity for the academic community of the 1970's.

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...Atmosphere...No Blame

... GIVE AND TAKE PERVADE

(Cont. from page 3)

possibility of procuring school funds.

But the most favorable reaction is probably to the exploratory electives, which free students from having to take a humongous amount of required courses. Concerning the exploratory electives, Hyde believes that "a student who is learning should not be required to take certain courses. Also, I don't feel pressure to choose a major." This thought is echoed by freshman Cindy Essenspreis, who says "I like the concept of exploratory divisional electives, where you have something of a choice regarding what you take outside your major."

If the students' reaction could be termed as one of joy, then the administration's view could be seen as one of careful scrutiny through critical eyes. Dr. Howard Barnett, Dean of the Faculty, in discussing the general trend of the academic performances in both colleges for the fall term, pointed to a study currently being conducted by the Educational Policies Committee concerning students' choice of courses and how the lack of required courses are affecting their "liberal" education. Hopefully the E.P.C. will find out how intelligently students are selecting courses as far as distribution is concerned. Barnett said that "if a student's course selection is too narrow, then it defeats the purpose of a 'liberal' education. If he wishes to make a narrow course selection, then he should not ask for a B.A. degree." Barnett further stated that "if students don't understand this, they should get better guidance."

According to Barnett, many of the problems encountered in this area stem from students' misinterpretation of the purpose of exploratory electives. He believes that there is "too much looking arbitrarily as opposed to understanding their purpose." Barnett also feels that "the exploratory elective is not intended to do lip service to a requirement. It is there to expose a young student to an area of study that he may otherwise not be exposed to. An awful lot of young people have their educational objectives set because of a good high school teacher or because of parental influences. The exploratory electives give a student the chance to view an experience from more than one point of view."

When discussing the academic climate on campus it becomes almost necessary to include the drug issue and its relevance (or irrelevance) to that situation, especially in terms of the Town Hall meeting held on Nov. 4.

According to Barnett, the meeting was "awfully subjective." He went on to say that it was called in response to some faculty members who felt that the prevalence of drugs on campus affected the academic atmosphere in two ways. First of all, it was felt that those students who were using drugs were letting their studies go. Secondly, it was believed that there was an extraordinary amount of drugs on campus and that because of this, many students were becoming disillusioned with campus life. Barnett explained that "therefore the

intent of the meeting was to bring this before the students and give them the responsibility for changing the impact."

Barnett further stated that the major concern among faculty and administrators was for the inexperience or naivete that some students showed in handling the college experience. He pointed out that new life styles, including some which are very pervasive, have been emerging and that many students are not able to bring order out of it. He emphasized that it is important to learn to deal with them, but that a student must first be prepared. "The impact of drugs confuses a student and confuses the campus," Barnett stated, "so that those activities which will clarify and give meaning to his life

on campus don't get a chance to work."

Of course the whole problem of "academic pollution" has been discussed before and, predictably, will be discussed again. The problem is an elusive one. It appears to jump from one area to another: from an apathetic student body to a faculty too firmly entrenched in their own concept of education; from a faculty comprised of in-groups and out-groups to an administration which has all of the answers, yet fails to solve the problems; and from an administration which often times is too concerned, back again to the students and their life styles. As it was in the past, is now and ever shall be everyone's fault and yet, there is no one to blame.

(Cont. from page 1)

Abuse cases which the faculty had raised in faculty meeting.

One of the solutions to the problem that came out of that meeting was that the administration should recall the power to try and handle cases to itself. After all of the emotionalism of the Town Hall Meeting died away, another precept became clear: if student power is given by the administration, it can also be taken away.

Overall it has been a stormy semester for government at Lindenwood. Yet some progress has been made. Most notably in areas which do not touch too directly on the social situation at Lindenwood. Student representatives now sit on the

Educational Policies Committee and at Faculty Meetings. Some of the committees of the LC II government, like the one dealing with curriculum, go on quietly discussing and implementing change. But the situation generally, and especially when the question of the social control of the colleges is raised, is polarized. The resignations of Sue Kiser and Marsha Hollander dramatize the frustrations felt by many student leaders. This disaffection from the administration is not reserved to them alone either. Many ordinary students, too, feel that there is much seriously amiss with their own and their government's relationship with the administration. Unless some real good is forthcoming in the spring, it does not seem possible that things will change.

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