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Editorials: Objective: Identity

Excitement and optimism seem to be in abundance at the beginning of the UMSL's 1966-67 academic year, not only among freshmen, but among faculty, administrators, and upperclassmen as well. Why is this excitement, this optimism, this air of anticipation so prevalent among faculty, this excitement, this optimism, this air of anticipation so prevalent this year? The easy quick answer: the Multi-Language Building is completed and study space is more than doubled; and work progresses on the Life Sciences Building, promising more classrooms and more sophisticated laboratories for the science student. We at the University of Missouri-St. Louis share directly at the prospect of finishing the academic year with four large, modern buildings in use. Contrasting this prospect with the reality of the past three years, when Benton Hall was the sole on-campus classroom facility, we both understand and share in the excitement and the optimism of this year.

The Current has reason of its own for optimism. This is the second week of publication for the Current, and those of us who learned last year that meeting a weekly deadline is no mean feat are now confident not only of our ability to produce a newspaper, but confident also of our ability to produce a good newspaper. Moreover, the results of last spring's student opinion survey indicate that the Current is the most effective medium of campus communication, thus increasing our awareness of the importance of the Current's task.

What is the Current's task, and why is it so important? The Current is important because its task is to provide a link between student and administrator, between student and professor, between student and student; the Current is important because its task is to provide a link between student and school One of the psychological problems of a commuter campus is the inability of the student to identify with the university, the inability to relate his growth as a scholar to the growth of his school. The purpose of the Current, as we see it, is to promote a sense of identity, to bring scholar and school closer in a psychological sense.

How can we believe this is possible? First, we shall publicize the activities of all student organizations, doing so in the belief that one does not learn only in the classroom. Second, we shall report the progress of the University, whether it be progress in construction, in academics, or in athletics. Third, we shall study the efforts of the University to meet the challenges of the urban environment and the urban student. Finally, we shall encourage the aims and the actions of all groups or individuals which we feel will improve this University, and we shall criticize those aims and those actions which we feel will damage it.

These are the objectives of the UMSL Current. These are the specific means by which we hope to promote a sense of identity, and we believe that the promotion of this sense of identity is the greatest good we can do for our fellow students and our university. It is the anticipation of this task, complemented by the physical growth of UMSL, which gives us both excitement and optimism.

R.D.

Power or Responsibility?

It is impossible to ignore the fact that some kind of movement is taking place among students on the university campus in America today. As the fall semester approaches, no student at UMSL can either ignore this or pretend that it does not affect him.

The term often used to describe this movement is student power. It is unfortunate that too many people today have the wrong idea of what this term encompasses. It is too often brought before us that student power is nothing other than a movement which involves violence. And it is too often thought by some students that violence is the only way to attain any success or to have any voice in America today. How much violence can this world endure? How many great leaders must die in the name of freedom and love?

No group has the right to attack the system because they have decided that the system does not suit them. No group has the right to create a state of anarchy in this country. Every group has the right to be heard. Every group has the right and the obligation to bring about change through cooperation, understanding, and legitimate means. It is not necessary that the change be immediate; but when the end of these hardships is a better system, and when, in fact, change is necessary. As this university grows to be a great university, we, the students, and must help to make it great. We can and we must become part of this movement. We must not do this through violence but through involvement. On a university campus where so much opportunity opens itself to the student to become involved if the student will only make the effort, then involvement must take place. In the book The Little Prince there is a line that reads, "Well, I must endure the presence of two or three catterpillars if wish to become acquainted with the butterflies." It is this simple line that essence of this revolution. That is, in order to achieve a better system of government, education, or whatever it may be, there will be hardships and it will involve effort, but when the end of these hardships is a better system, and when the end of this effort is the peace which every student and every American is hoping will one day be a way of life in this country, do we at the University of Missouri-St. Louis have the right not to become involved? Do we have the right to let violence rule because we are not willing to put forth the effort to live together with all the groups and factions that make up our community and our society? Do we have the right to make this a good university and a good country when we can make it a great university and a great country?

P.W.

And they say TV is a vast wasteland!"

"The Golden Door to Wisdom" by Robert Fredericks

There are several values and beliefs that I have formed concerning college. Most seniors and seniors I know have similar, if not the same, thoughts. Therefore, as a way to make adjusting to college less traumatic for freshmen, and at the same time remove souvenirs that their ideas are valid, I would like to pass on a few observations.

Last June my cousin joined the privileged ranks of college graduates. After the ceremonies I sought him in the joyous crowd of former students and found him standing alone, appearing very sad. Not knowing what was wrong, and still wishing to say something, I asked, "Are you really a college graduate?" His reply was, "Yes, but that doesn't mean I'm educated."" Freshmen, don't expect to have the golden door to wisdom opened to you during your stay in college. The only thing you have a right to expect is a mountainside array of information. Some information will prove to be useful, but most will not. Some will be important, but most will approach trivial, and nearly all will be forgotten. Occasionally, through some fantastic stroke of good fortune, a professor will say something before continuing his monologue that will jar every fibre and sinew that you hold so dear in your little world. To hear that one sentence spoken in several different ways is why you go to college.

A college diploma isn't proof of an education, neither is a high grade point average. There is much more to an education than doing homework. A discussion with intelligent friends is in often more stimulating than a lecture by a Ph.D. Always find time to read a book for personal enjoyment, talk to friends or just have a change of pace. There's much to be learned outside of school. Don't let college interfere with your life.
Student Survey Findings Will Help Solve Campus Involvement Problem

Student involvement in academic and co-curricular activities at the University has long been the most important problem facing UMSL's Office of Student Affairs. Efforts to solve this problem have been greatly, perhaps inappropriately, handicapped by a dearth of knowledge about the nature of the student body. In order to fill this information vacuum, the Office conducted a questionnaire survey of student behavior and attitudes using a random sample of Winter 1965 UMSL students. The survey was made under the direction of Dr. Richard G. Gilman, Assistant Professor of Sociology and Assistant to the Dean of Student Affairs, with the cooperation of the Center for Community Studies.

Five Sections

The questionnaire was divided into five sections: background information, academic status, community work experience, and extra-curricular activities. Dr. Gilman's initial report explains that each section relates to "the survey's objective of describing student extra-curricular behavior and attitudes for the purpose of informing immediate and long-range decision making." The first four sections present objective data, direct and indirect, to students' extra-curricular involvement. The last section represents the "behavior and attitudes" themselves. The findings in the first section on background information indicate that "the model student attending UMSL is caucasian, twenty years old, lives with his parents whose education the student has already surpassed, but whom the student reports earn from $8,000 to $15,000 per year." Half the students polled are female, but the survey sample is slightly biased in favor of day-school females. Veteran compose 10% of the student body.

28 Hours of Free Time

What seems to be one of the most significant findings in this section of the survey is that the model student has 28 hours of free time each week. Free time is defined in the survey as meals, relaxing, or socializing off campus. This would seem to eliminate a lack of time to participate as a major obstacle to involvement. The remainder of the model student's week is divided into 15 hours in class, 21 studying, 20 at work, and 5 asleep.

The section of the survey on Academic Status deals with many aspects of the students' academic life. "The findings in this section...indicate that the model student attends full time...was graduated from McChesney High School, is majoring in elementary education, and expects a graduate school degree." Forty-nine percent of the students graduated from area public schools (28% from the county, 13% from the city); 28% from area parochial schools (16% county, 12% city), and 17% from outside the area.

High School Involvement

The responses of the polled students would seem to indicate that they had an "above average involvement in their high school's extra-curricular activities." Twenty percent were selected president of one or more student organizations, more than 35% were varsity letter holders, 20% were members of the scholastic honor society, 18% have a major part in a play, 17% had good grades, essays, or articles published, and 14% edited the school paper, yearbook, or literary magazine. These figures may prove to be more meaningful, however, if similar figures were available from other universities for comparison. It is possible that such apparently high instances of high school involvement is normal among students who go on to college.

Transitional Institution

One of the most striking findings of the survey is that for more than half of the students UMSL is a transitional institution. "Thirty-six percent of our students report transferring into UMSL, primarily because of money problems or because they have terminated the program at the school they were attending...17% of our students expect to transfer out of UMSL immediately because they need to get away from home, because of our uncloister-like atmosphere, or because the degree they want is not offered here." Further study will hopefully indicate the effect of this transitional condition on campus involvement (or lack thereof) of these students.

An interesting question in this section of the survey asked students to rate several aspects of campus life (excellent, good, average, poor). "Professional standing of administration" was rated by 8% of the students, "caliber of classroom teaching" by 75%, "caliber of students" by 45%, "caliber of administration" by 47%, "personal contacts with faculty by 44%, "facilities for study" by 28%, and "student parking and cafeteria" by 15%.

The findings of the three remaining sections of the survey will be covered and discussed in next week's Current.

All-School Mixer

Jay Barry's Review will perform at the All-School mixer Saturday, September 30, in a campus. The Inter-Dent Council will sponsor the dance this year, and tickets can be purchased from any UMSL fraternity or sorority member for one dollar ($1.00 at the door).
Harriers To Sport More Depth

by Marty Hendin, Sports’ Editor

More depth will be the key to an improved cross country team this year commented UMSL cross-country coach Larry Berres. The coach believes that this year’s squad will be improved over last year’s 4-6 team.

Coach Berres has three returning letterman along with many fine prospects among freshmen and transfer students. Brothers Bill and Dennis Joiner team with last year’s leading runner, Kenny Robinson, to form the nucleus of the squad. Freshman possibilities include Ted McKeary of Roosevelt, the leading two-miler in the Public High School League last year; Bob Hudson from East St. Louis; Randy Davis from Central; and Jeffrey Davis of Benton. Berres also has hoped for transfer students Gig Guts from Washington University and Mike Gunther from Augustana College.

Following in the 1968 cross-country schedule:

September
24 Tues. Blackburn College 4:00
27 Fri. GREENVILLE COLLEGE 4:00
October
2 Tues. PRINCIPA COL.- LEGE 4:00
8 Tues. BLACKBURN & BD-Edwardsville 4:00

UMSL’s first soccer team began practice September 9 under the direction of newly-appointed coach Don Dallas.

The soccer Rivermen will play a six-game schedule in their inaugural season, with five of the six games on the road and one at home.

Coach Dallas, who will be a part-time staff member at UMSL, attended Bishop DuBourg High School and Harris Teachers College, then earned a master’s degree from Southern Illinois University. He now teaches in the St. Louis Public School system.

The new soccer program brings the number of UMSL’s varsity sports to five. The Rivermen also include baseball organization.

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THEIR’S A RUMOR GOIN’ ROUND

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Intramural Activities

Students interested in entering teams for intramural flag football or women’s volleyball should submit rosters to the Athletic Office, room 17 of the metal office building, by Wednesday, September 25. Both intramural sports will begin their seasons Monday, September 30.

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