

# FONTBONNE

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COLLEGE

# m a g a z i n e

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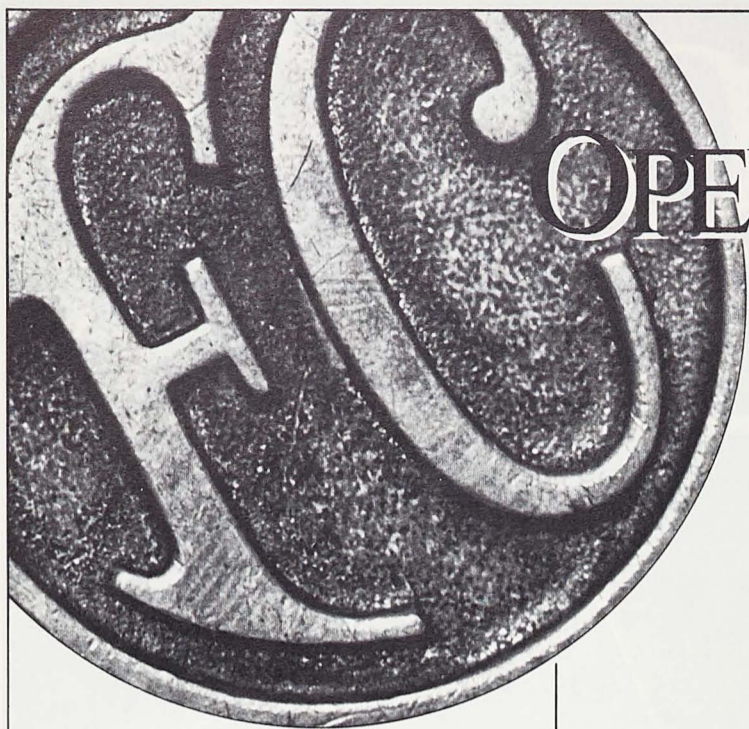
WINTER 1987



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# OPENERS

## FONTBONNE COLLEGE m a g a z i n e

Winter 1987

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### Cover Photo

Cover photo "Winter Seeds" by Frank Ferrario, assistant professor of art and director of the Fontbonne College Library Gallery.

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Artwork on back page courtesy of Copley News Service

## Homework Hotline Headquartered At Fontbonne

Fontbonne College is the site of the KMOV-TV Channel 4 Domino's Pizza Homework Hotline which made its debut in September. Elementary school and high school students from the St. Louis metropolitan area may call the Hotline to receive assistance in finding solutions to homework problems.

Teachers from the National Education Association of St. Louis answer calls Monday through Thursday 6 to 9 p.m. The Hotline number is 727-WORK. The hotline has received more than 10,000 calls since it began operations.

## Dunham Joins College Heads Meeting With Pope

President Meneve Dunham joined presidents of Catholic colleges to meet with Pope John Paul II during his visit to New Orleans, Sept. 12.

The Pope addressed members of the Association of Catholic Colleges and Universities at Xavier University. The meeting was built up as a confrontation between the higher education leaders and the Pope. That confrontation did not occur.

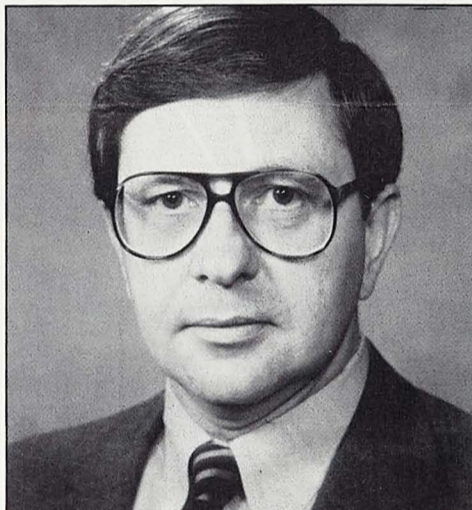
Colleges are concerned with academic freedom and the role of the church in their operations. Dunham said the Pope's remarks following his speech were more impressive than his speech. There was a warmth in his remarks, she said. According to Dunham, Vatican guidelines which would put bishops in a position of authority over the hiring of theology and philosophy faculty and campus ministers, would endanger Catholic higher education.

## Fontbonne Welcomes New Trustees

Louis S. Dennig, Jr., Michael E. Miller, Steven C. Roberts and Frederic M. Steinbach have joined the board of trustees.

They are highly esteemed members of the community, said Meneve Dunham, president, we are honored to have them join the board.

Dennig is president and chief executive officer, First National Bank of St. Louis County. His picture was not available at time of printing.



MILLER

Miller is vice president and general manager, Detergents Division, for Monsanto Company.

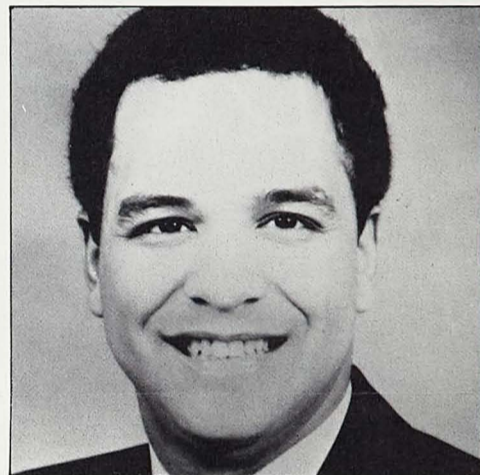
Miller joined Monsanto in 1965 as a sales representative. He served in several marketing administration positions with Monsanto and was appointed commercial director, water treatment chemicals, for the former Specialty Chemicals Division. In 1983 he became general manager, detergent materials. He assumed his present position in January 1986.

He resides with his family in Clayton, Mo.

Roberts is executive vice president and general counsel of Roberts-Roberts and Associates, Inc., and is a general partner for Kingsway Center Partnership. He also serves as alderman for Ward 20 in the city of St. Louis.

Roberts has served with the board of aldermen as financial analyst, assistant to the president, and assistant clerk.

He is a member of the boards of the National League of Cities, the Urban League of Metropolitan St. Louis, Missouri Horse Racing Commission, St. Louis Association for Retarded Citizens, and the National Black Caucus of Local Elected Officials.



ROBERTS

Steinbach is president of Steinbach Enterprises, a marketing and political consulting firm.

Steinbach currently serves on the Missouri State Banking Board, and the boards of the American Medical Center, the St. Louis Symphony Orchestra and Ronald McDonald House.



STEINBACH

He is vice president of Temple Israel. Steinbach served as finance director of the Ashcroft for Governor campaign in 1984.

He lives with his wife, the former Patricia Kligman, and two children in Chesterfield, Mo.





Photo by Jeffrey F. Cleveland

**CLAYTON HONORS FONTBONNE'S 65 YEARS:** The Honorable Hugh Scott III, mayor of the city of Clayton, presents Fontbonne College president, Meneve Dunham, with the proclamation declaring the week of Oct. 11, 1987, as "Fontbonne College Week in Clayton." Members of the Fontbonne College board of trustees joined the ceremony (left to right): Ruth Margaret Raupp, CSJ, Merle Sanguinet, Marilyn W. Edison, Arthur De Stefano.

## Community Activities Highlight Founders' Week

Members of the community could audition for a music critique, have their colors analyzed, learn to understand their child's drawings and writings, and enjoy a Saturday morning swim at Fontbonne during the Founders' Week held in October.

These and other Fontbonne activities combined to provide a week of fun and learning for St. Louisans in honor of Founders' Day, October 15. Hugh Scott III, the mayor of Clayton, also declared that

week Fontbonne Week in Clayton.

Other activities during the week included a Business Forum presentation featuring General Dynamics' chairman, Stanley Pace, a blood drive, hearing screenings, an evening of readings by the Department of English faculty, the Fontbonne Theatre production, "A Lion In Winter," and others.

Almost 600 individuals were on campus that week for the combination of activities and services.

## Planned Giving Programs Promoted

The Committee on Planned Giving held its first meeting in December to outline plans to introduce planned giving programs to alumni and friends during 1988. Work by the committee will help Fontbonne's financial future by promoting its inclusion in the wills of our alumni and friends, according to Jim Forst, vice president for institutional advancement.

The committee believes that the alumni and friends will receive the planned giving information in the spirit which it is intended. We want it to be a resource to them for estate and tax planning as well as an opportunity to inform them of Fontbonne's needs and future plans, said Forst. An active gift planning program also positively impacts fundraising areas. A recent Lily Endowment survey indicated that more than \$5.3 billion was contributed nationally last year through bequests. Responses to the survey also showed institutions with ongoing planned gift programs receive four times the gift income than those without formal programs.

Robert W. Butler, Jr., associate professor of business and administration, chairs the committee. Committee volunteers include JoAnn Donovan '72, attorney-at-law, Beverly Puckett '87, Fontbonne College director of annual giving, John Sheehan, Deloitte Haskins and Sells, Thomas Treger, Merrill Lynch, Eileen Stanley '70, CLU, Delta Solutions, Bradford Stevens, Newman, Goldfarb, Freyman and Stevens, Daniel Wolf, Financial Resource Group, and Sheri L. Beck, Commerce Bank of St. Louis.

An estate planning seminar for alumni will be held in the near future.

## O'Fallon Programs Expand

An evening MBA program has been added to the programs available at the branch campus at St. Mary's Academy in O'Fallon, Missouri.

The tremendous growth in St. Charles County was one of the reasons for instituting the new MBA program, according to Michael Ewald, assistant dean of branch campus programs.

Approximately 150 Students are enrolled in the undergraduate and graduate business programs at O'Fallon.

## North Central Praises Fontbonne

The preliminary draft from the report of the fall visit by the North Central Association of Secondary Schools and Colleges praised Fontbonne College for its significant strides in achieving financial stability and solid financial planning.

The report cited Fontbonne's recently completed five year plan and the improved budget conditions achieved since 1985. The team urged continued focus on cost containment to maintain Fontbonne's budget strength.

The North Central team recommended the next team visit for 1992. A five-year break between visits is a sign of confidence that things are going well, said Meneve Dunham, president.

The enthusiasm, high morale and strong community spirit the team saw during their visit certainly helped us get a positive result, said Dunham.

## Fall Enrollment Jumps

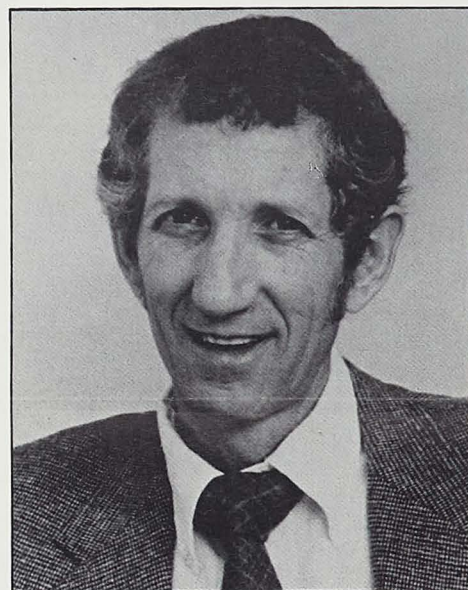
Fall 1987 enrollment peaked just below the 1000 mark reaching a new high for the first time in years. Enrollment increased by 40 students from spring 1987 to a new high of 998 students.

Male enrollment increased 7 percent from fall 1986. Males now comprise 32 percent of the student body at Fontbonne.

The steady enrollment and recent increases are attributed to new programs, opening of branch campuses and improved service to potential students.

The fall enrollment figures indicate minorities constitute 15 percent of the student body. International students make up 4 percent. Approximately 150 students are enrolled in the O'Fallon branch campus.

## Fontbonne Launches Men's Basketball Program



McKINNEY

L. Lee McKinney will assume coaching duties of the new men's basketball team at Fontbonne College. The Griffins will begin intercollegiate play in NAIA (National Association of Intercollegiate Athletics) Conference District 16 in fall 1988.

McKinney has served 16 years as a high school coach in Missouri and Illinois. He coached for 10 years on the collegiate level.

He comes to Fontbonne College after serving as athletic director and men's basketball coach at Missouri Baptist College, St. Louis, where he compiled a 180-113 record.

McKinney's dedication to the development of young people as athletes and citizens long has been recognized among area high schools and organizations. He received the Christ Ambassadors' Award in Madison City, Ill., in 1970. The Ozark Collegiate Conference named him Coach of the Year in 1981. He received the American Legion Achievement Award for Outstanding Service from the Ferguson, Mo., American Legion Post in 1982.

McKinney was selected by the International Athletic Foundation to coach teams in Europe. He took a Midwest region team to Belgium and Holland in 1982 and 1986, and Great Britain in 1984.

Says McKinney, "My greatest accomplishment is my work with young athletes. It's not only my vocation, it's my avocation."



# FINDING VALUES IN A COLLEGE EDUCATION

BY MARIE L. MCGEEHAN



HEAR THE WORD?: Sister Ruth Yates, CSJ, campus minister, reads from Scripture at Mass held in Ryan Chapel.

Photo by Marie L. McGeehan

“Are we confident that our society transmits to our young the right messages — teaches them the right lessons — about the family, about drug use, about respect for religious beliefs, about our meaning as a nation and our responsibilities as individuals? Is the public air conducive to moral and intellectual health, or do we have cause for worry as we contemplate the future well-being of our families, of our children, of our fellow citizens?”

On July 8, 1986, William J. Bennett, United States secretary of education, addressed the Heritage Foundation in Washington, D.C., with these words.

Bennett's comments reflect an issue with which many Americans are concerned.

Gallup Polls dating back to 1976 indicate that Americans want educational institutions to increase their emphasis on moral development.

We need to “help our children develop reliable standards of right and wrong to guide them through life,” said Bennett in a speech to the Harvard Club that same year. “Listing the basic requirements for a sound education, Jefferson spoke of the important task of what he termed the improvement of one's ‘morals and faculties.’”

More than 12 million students attended classes in the 3300 institutions of higher education in the United States in 1986. Almost 980,000 graduated, going on to jobs or graduate schools.

These students are attending colleges and universities amidst a period of scrutiny never before experienced by institutions of higher education.

High costs, record enrollments in business programs, and questions about academic freedom have fueled recent attacks against American colleges. Critics charge that students are no longer learning the basic skills and values previously associated with college education.

Critics howled when word leaked that a professor at prestigious Columbia University had offered \$100 thousand to the student who would plan a successful corporate takeover.

Millions of Americans witnessed the corruption of new college graduate, Bud Fox, in the box-office hit, “Wall Street.” Fresh from the ranks of the ivy-covered walls and eager to land the billion dollar business of financial tycoon, Gordon Gekko, Fox lies and spies his way into obtaining illegal insider information. Fox's eagerness to taste the life of \$1,500 suits and an upper Manhattan penthouse pushed him over the ethical edge.



Whether or not public morals are getting worse, whether or not better reporting is uncovering more incidents, institutions of higher education face serious questions.

Who's responsible for morals education? What can colleges do about it? Should values be taught in colleges? If so, what should be covered? How should it be taught?

What responsibilities belong to the 235 colleges and universities in the United States which call themselves "Catholic"?

Addressing the Association of Catholic Colleges and Universities in New Orleans, La., last fall, Pope John Paul II reminded its members, "The conscience of humanity often passes through the halls of universities. Each college and university must provide for the religious and moral education of its students. Students seek the support of a Christian educational community. Catholic educators are called to help their students deepen their life of faith, their friendship with Christ."

Commenting on the debate sparked by the Pope's visit, Rev. Edward A. Malloy, C.S.C., president of the University of Notre Dame, said, "I don't think the 'Catholicity' of any school is a function of any one dimension. Elements that contribute to a school's 'Catholicity,' include academic curriculum, makeup of faculty, research, worship and pastoral care of students.

"Our institutions have a particular role to play (to encourage students and faculty) to be aware of the value dimensions (to their professions)."

"Schools like Fontbonne, Notre Dame and Saint Louis University should be different from a Harvard. They should have a different approach," says the Most Rev. Edward J. O'Donnell, auxiliary bishop of the Archdiocese of St. Louis, and member of the Fontbonne College board of trustees. "Catholic colleges and universities have only themselves to blame if they are indistinguishable from secular colleges. Why should they trade on that name? My fear is there is too little emphasis on theology and religion right now."

As a result of a recently completed five year plan, Fontbonne College has begun to examine how students learn values and how Fontbonne manifests the goals of its scope and mission statement. Given today's questions about the role of colleges in moral and ethical education, the discussion is well-timed.

According to the scope and mission statement, "Fontbonne College stands in the Catholic tradition. It is an academic community committed to the discovery and understanding of truth through critical inquiry, and the preservation and communication of that truth . . . students leave the college with a basic professional competence and a readiness to assume responsibility for the future with an examined and evolving set of values . . . it believes that the development of social responsibility is an integral part of its educational mission."

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A grey November morning. Thirteen students sit in the classroom desks scattered throughout the room. A slight, crisp gentleman strides into the front of the room, discards the beige overcoat and plaid scarf. Clapping his hands together, his eyes open wide with amazement at the empty seats, he exclaims, "Where is everybody?"

9:31 a.m. In rushes a student, head buried deep in the books piled in her arms trying to escape her instructor's glance. Moments later two others follow. Then a few more.

So begins another day of Philosophy 221, "Business Ethics." It'll be case studies this morning. Two twenty-ish women position themselves behind the lectern at the front of the room. The rest of the class scratches desks around the floor to form a circle for discussion.

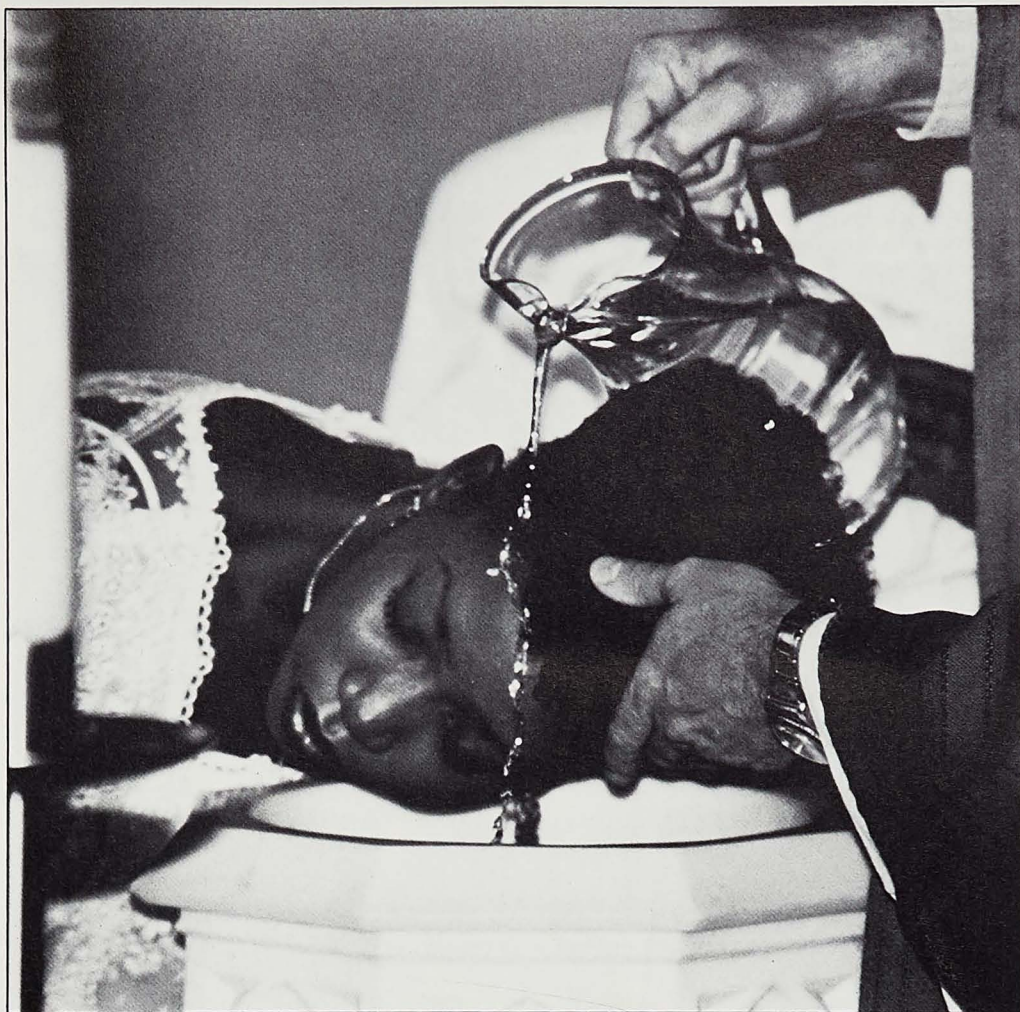


Photo by Marie L. McCeehan

"I AM THE WAY, THE TRUTH, AND THE LIFE": Fontbonne College alumna, Olutosin Gbajabiamila '85, receives the sacrament of Baptism at a Mass on campus last fall.

Today's case involves charges of discrimination against the management at the Kaiser Aluminum Plant in Louisiana. Junior Jenny Gross outlines the facts of the case.

The instructor, Donald P. Burgo, chairperson of the department of religious and philosophical studies, gets the ball rolling.

He asks, "Do you believe the Kaiser Plant practices discrimination?" "Is it absolutely certain there is discrimination? Do the statistics indicate that for certain?"

Emphatic, loud, imploring questions.

"Ahhh! Why can't blacks get it?" "Because they have no training," responds student Kim Boyd, who is black.

"You should earn a job with your skills. The utilitarian right says you get it on merit. You earn it, therefore, you deserve it."

Burgo asks for dissenters, "Will anyone argue with this? If so, what are your reasons?"

Some of the students busily scribble notes, trying to avoid Burgo's piercing eyes. Slowly, however, the hands shoot up. And the class and discussion stumble through many issues and questions.

An hour passes, it's time to go. As students leave, Burgo continues to ply them with questions for the next class meeting. "What is just? Who do we want to be fair to?"

Ten minutes later the scene repeats. New class. Different topic. Students in "Contemporary Moral Issues" discuss war theory based on some readings from the text, "Social Ethics," by Thomas Mappes and Jane S. Zimbaty.

"Why does one presume against war?" Burgo asks, putting the emphasis on 'against.' "Why is war an accepted exception to the rule, 'Do no harm?'"

Most of these students appear to be in their early twenties. Their concerns seem far removed from those of students in the '60s. Some of their parents might even have been those '60s students.

Burgo can't get them to react. "What would you fight for?" he implores. Or, would you fight for nothing?

"What am I quoting here, 'Then conquer we must, for our cause it is just?'"

"It's the third stanza of our national anthem!" he cries.

They sheepishly shake heads and smile. Burgo's scored with this comment. They start to respond.

"It's your junior year at Fontbonne," he continues, "and the administration adds new courses and says all students have to take these new courses to graduate. Is that fair?"

They roar with disapproval. A heated discussion ensues.

□ □ □

Following class, Burgo returns to his office in Fine Arts Hall, to discuss the events of the morning. Both classes are some of the most popular on campus, he explains. Students from all majors register for them.

"Our job is not to transmit values. We won't do a good job of this. It's not our primary purpose. Most students have developed a set of values and are not going to change. We shouldn't try to do it."

"We need to get students to think critically and explicitly about the values they hold. Occasionally students' values will change. We ought to help them critically examine what it is they do hold and help them articulate that."

"It is one thing to do good and another thing to understand why you are doing it. They (students) need to reflect on this."

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Nancy L. Williams, assistant professor of education/special education, agrees. "Our goal is teaching ethics and developing critical thinking skills. Without critical thinking skills, no matter what you do, it is hopeless."

Burgo continues, "The goal is to get students to express what they value. Could this lead to a better moral environment in business and the wider world? It could, though this is not a direct end."



"We need them to take a look by showing them other sets of values and lifestyles. The key factor is exposure to other values. Colleges have a commitment to pluralism and a diversity of lifestyles."

These values surface in many ways in the classroom and on campus.

There is a definite attitude in interaction which Fontbonne tries to promote, according to Meneve Dunham, Fontbonne president since 1985. "When faculty, students and staff interact, we must look at students as individuals and their potential — their professional and personal development.

"Society needs people who live and work together, who have a tolerance for individual differences, with an inner sense of self, so they have a core from which they can function. We do this through the opportunities Campus Ministry provides, the Critical Global Issues discussions.

Dunham actively recruits international students. She traveled to Taiwan last summer and will return there this spring. Four percent of Fontbonne's student population are international students. Dunham believes having international students present on campus "further helps us to understand the diversity of cultures."

According to Sister Ruth Yates, CSJ, campus minister, ministry at Fontbonne must fight through a lot of competing messages. "People are so pressured today. Energies and tensions are so divided. Where is it all coming from? Society. The 'success' ethic. 'Get ahead.' 'These are the things to have.' Students are looking and getting security in making those choices where money is involved.

"We present the other side. We try to build a faith community by raising consciousness. We support questioning, growth."

Some of Campus Ministry's projects this year have included co-sponsoring Critical Global Issues discussions, supporting a day of fast for world hunger, prayer services, a community Christmas collection, and others.

We are in relationships with others. I affect you. I can't change the world, but I can affect my piece of the world. Whatever walk of life one chooses, people need to have a real vision of what life can be, in terms of the quality of life for all people. We must always be working against suppression. That is the value of cooperation, not competition.



Photo by Marie L. McCeehan

**"WE ARE IN RELATIONSHIPS WITH OTHERS,"** says Sister Ruth Yates, CSJ, who joined the Fontbonne College staff in 1987. Sister Yates says students are responding to spiritual programs.

Having committed to maintaining a full-time position in Campus Ministry, made possible in part through a grant from the Archdiocese of St. Louis, Fontbonne provides an outlet for students who want direct involvement in social concerns.

"It's not bad to be rich; but it's not good that people are poor. As I better myself, I work toward helping others."

Sister Yates' comments echo those of the Pope when he addressed the ACCU, "You are able, as Catholic educators, to introduce your students to a powerful experience of community and to a very serious involvement in social concerns that will enlarge their horizons, challenge their lifestyles and offer them authentic human fulfillment.

"University students . . . are in a splendid position to take heart the Gospel invitation to go out of themselves, to reject introversion and to concentrate on the needs of others."

"Religion is caught; not taught," says Sister Yates. "(It is) caught by our examples of enthusiasm and commitment to things."

Are students today more open to others? Statistics show that business program enrollments continue to increase. Some may wonder if efforts to focus attention on something other than a large paycheck might be futile.

Having served in higher education administration for more than 16 years, Dunham agrees that today's students are more pragmatic and focus less on liberal arts. She points out that it might not be as much a result of a lesser interest in helping others. Students today are worried about paying for their educations.

"One of the things also pushing a student to be more pragmatic in 'how does my college education relate to my job' is that colleges cost more today. Students and families are accumulating loans. In the class of 1985-86, the average amount of loan was \$5,800. You become much more pragmatic. Everything — grades, courses, is geared toward that first job. Older students returning to school are faced with different problems — how to upgrade, find a career, families," Dunham said.

Despite the record numbers of students enrolling in high payback programs like business administration, not all of them are missing an exposure to ethical and moral lessons.

William Friedman, chairperson of the department of business and administration at Fontbonne College, explains how Fontbonne's business and administration programs may differ from those of other institutions.

"We emphasize much more than simple legality in the business arena. We strongly support course content that examines and considers 'right' and 'wrong.' Since the '60s, many faculty members in diverse disciplines have moved away from right and wrong, good and evil questions. They would prefer to avoid value judgments and simply talk about the diversity of views leaving students to believe that all actions are neutral in terms of ethics and morality.

"We teach our students that, as business managers, many times they act as fiduciaries for other people. The fiduciary responsibility requires no conflict of interests, and loyalty to those who they represent."

"Businesses must concern themselves with public interests," Friedman states. He helped develop the Business Ethics course which is now offered by the Department of Religious and Philosophical Studies.

"We don't mind making moral judgments in the classroom," Friedman says. "We will use terms such as 'good' and 'evil' in the classroom."

All students in the MBA program must take the Seminar in Social and Responsibility and Business Ethics. The course critically evaluates how business policies are judged. Discussion also centers on such dichotomies as private interest versus public good, how individual rights relate to collective welfare, and moral obligations to the poor and to future generations.

One might think that majors directly



dealing with education and/or development would most closely deal with issues of values clarification and moral development. However, references to values, respect for all human beings, and a need for ethical professional development, are found in the goals of every department of Fontbonne.

Department goals include references to "the worth of each individual regardless of any type of disability . . . 'unconditional positive regard' for patients and their families . . . development of an attitude of respect for the individual needs . . . teach responsible . . . and ethical attitudes . . . expecting/demanding honest, accurate collection, interpretation . . . by modeling and expecting professional behavior . . ."

Janie von Wolfseck, chairperson of the Department of Communication Disorders, explained how the instructors in her department incorporate such values in the classroom. "In the clinic, after viewing the videotape of a pre-evaluation meeting, values and ethics are 'passed.' We discuss what questions are appropriate to ask a parent. To find out why a child acts a certain way, we must probe the home environment. Learning to ask the appropriate questions and how to ask them involves all sorts of ethical and moral decisions.

"By (doing this) and encountering clients with other beliefs, values, one comes to grip with one's own belief system.

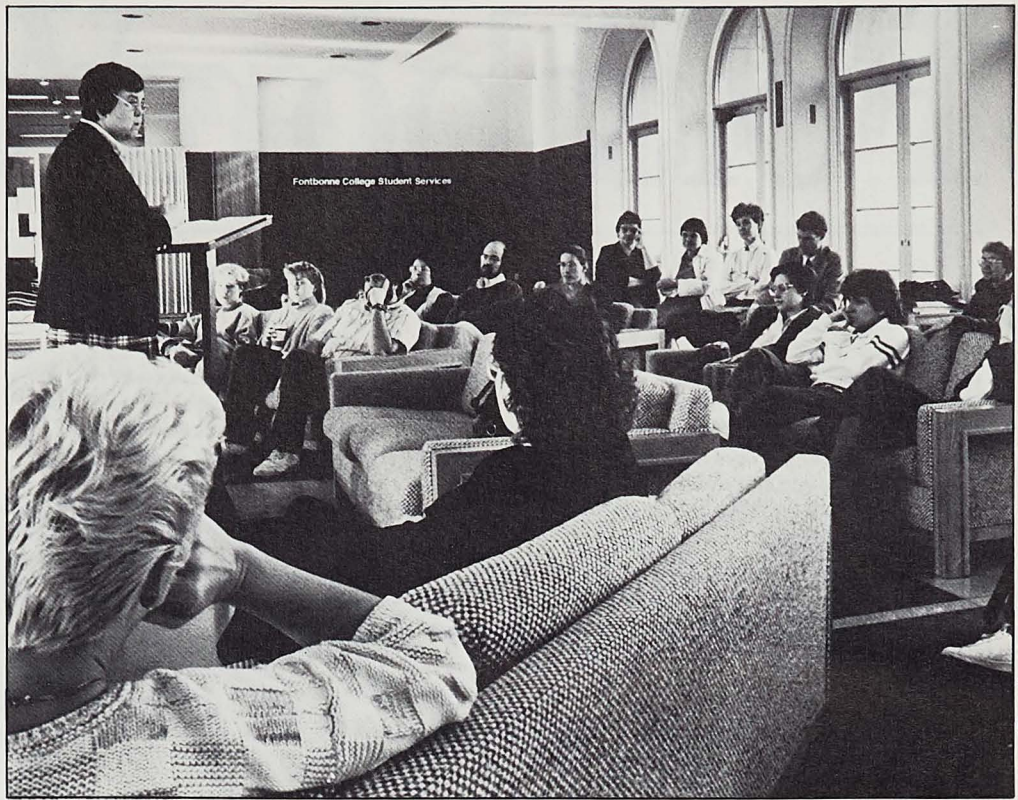


Photo by Marie L. McGeehan

**REMEMBER THE POOR IN ST. LOUIS:** Ann Clifford, board member and past president of Hosea House, an ecumenical multi-service agency for the poor, presented information on the programs at Hosea House at a Critical Global Issues program in December.

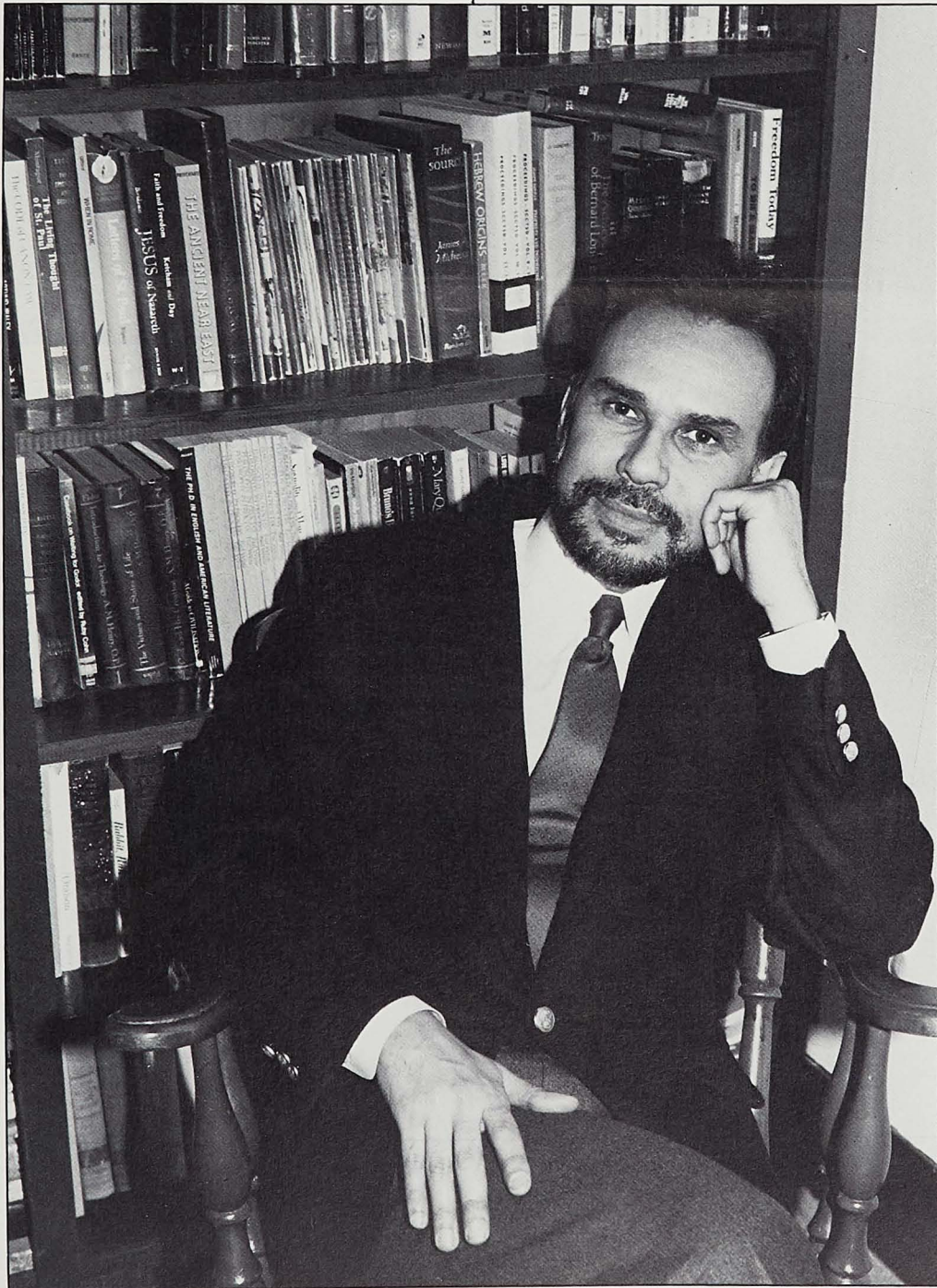


Photo by Marie L. McGeehan

**THE DANGERS OF A COLLEGE CALLING ITSELF 'VALUE-ORIENTED':** Donald P. Burgo, chairperson of the Department of Religious and Philosophical Studies, says colleges which declare themselves value-oriented must continue critical inquiry into what that means. Burgo joined the faculty of Fontbonne in 1971.

"You can refine people's values and help them incorporate values they might not have been aware of. (You) refine, add, broaden them," she said.

How does a value-oriented college continue to operate in a society beset with mixed values?

Burgo said, "By saying we declare ourselves value-oriented, there are some problems. There is the danger of always maintaining critical inquiry into good and not act as though we know/possess the truth, good. We must keep a delicate balance of critical inquiry. That critical inquiry into the nature of good must be ongoing."

"Ethics is the value of each person realizing and appreciating the value of each person. You don't teach it, you hone it," says Sister Marie Damien Adams, CSJ, vice president for academic affairs and dean. Sister Adams has been with Fontbonne for more than 22 years, serving 12 as dean.

"Years ago we did an institutional distinctiveness study. The results of that study showed that all members of the Fontbonne community — the faculty, students, CSJs, named the qualities of 'personal,' 'value-oriented,' and 'moral,' as being the most significant defining factors of life at Fontbonne.

"The tradition is as strong as the people here, and as long as you keep doing it . . . we need to keep reflecting on these traditions and orientations," Sister Adams said.

Amidst the controversy, it appears that Fontbonne's scope and mission statement goals are manifested in a number of ways. Critical thinking skills provide the basis for the development of values and ethical thinking. Students become exposed to these values and ethics in many ways in the classroom and on campus.

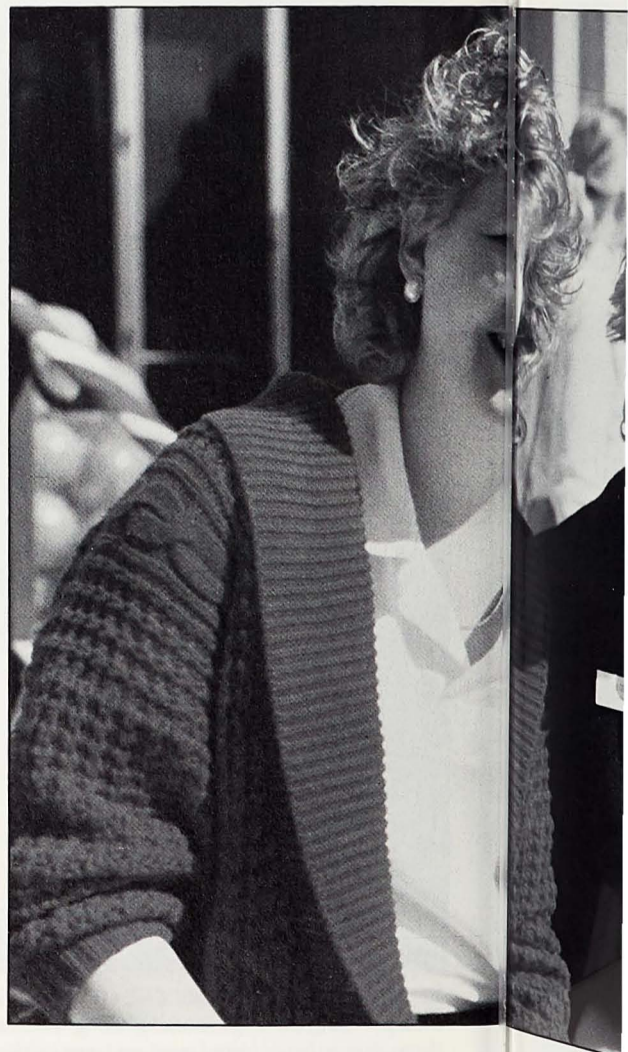
It is this solid grounding which makes possible what Williams refers to as "the moment of magnificence." She explains, "The moment of magnificence' always comes at the time in a person's life when he or she asks, 'What do I believe?' And they have to make that decision." FCM



# Fontbonne Founde

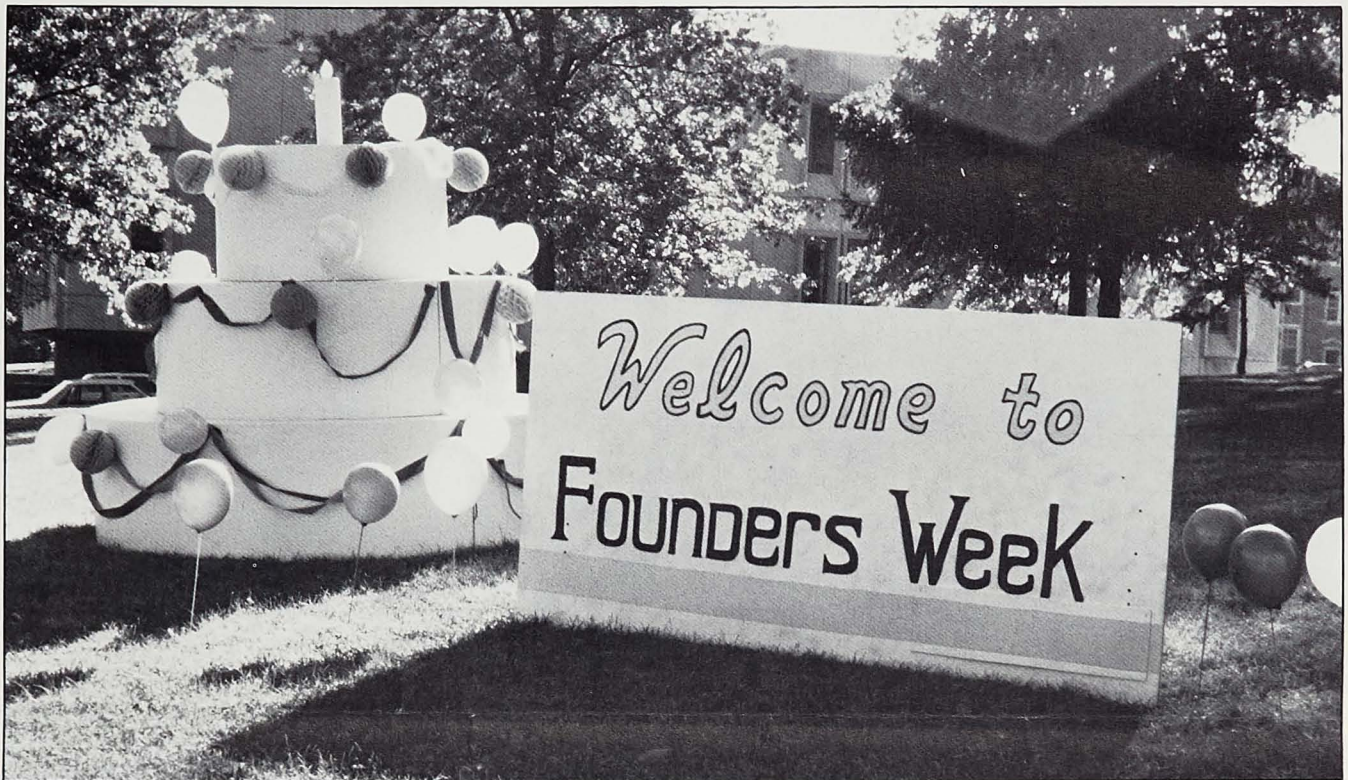
Photographs by Jeffrey F. Cleveland

*(Left) Fontbonne president Meneve Dunham launches the birthday balloons at the mid-week celebration. (Top, middle) Resident assistant Andy Beckerman helps plant a red maple on the north side of the library as other eager arborists wait their turn. (Top, right) More than 750 balloons plus a giant birthday cake adorned the Fontbonne College campus to celebrate Fontbonne's 64 years. (Bottom, right) In the eyes of a child . . . birthday cake and balloons look pretty good to him. (Bottom, middle) Fontbonne ambassadors Ann McDermott (left) and Julia Simpson (right) pause from serving birthday cake for a quick smile.*





# Founders' Week 1987





# MAKING CORPORATE ETHICS WORK

BY STANLEY C. PACE

**S**tanley C. Pace, chairman and chief executive officer, General Dynamics Corporation, spoke to members of the community at the third program in the Fontbonne College Business Forum series Oct. 16, 1987. He discussed components of his company's ethics program. It is the first of its kind in the defense industry.

The following contains excerpts from his address.

You probably remember seeing cartoons in magazines or newspapers about how decisions are made in big business.

Most of these cartoons show a small group of top managers, huddled behind drawn shades of a wood-paneled board room, looking like they're ready to bet the company on a major deal.

Some decisions may be made that way.

But it's not the kind of decision that is made day-in and day-out throughout a business organization.

It's certainly not how corporate ethics work, nor how they become part of a business person's decision-making process.

What does it mean, then, to make corporate ethics work?

First, it means getting ethics formally and explicitly into the daily business life of the company.

Second, it means getting ethics into the policy-forming board of directors and top management levels.

It requires a written code of business ethics and conduct that gets ethics into all daily decision making and work practices down the line.

Finally, it means establishing mechanisms for continuous and open communications about ethics up and down the company — but especially upward.

These were the challenges General Dynamics faced in 1985, when the company launched an improved companywide ethics program in response to instructions issued by John Lehman, then Secretary of the Navy.

Realizing that, we had to do more than simply create the written documents and procedures for institutionalizing a strengthened code of business ethics and conduct.

We had to build an atmosphere in which the need for the ethics program was fully understood by the more than 100,000 men and women in our company.

Our booklet has four basic purposes. First, to provide employees with practical guidelines in areas such as conflicts of interest, relations to suppliers and vendors and expensive reports. Second, to describe the

responsibilities for upholding the standards. Third, to list the mandatory sanctions resulting from failure to comply with the standards. Fourth, to tell where to go for help and information about applications of the standards.

Since the primary aim of the ethics program is to integrate and maintain the standards in the daily business affairs of the company, we started organizing the program at the top.

We established a board committee on corporate responsibility, made up entirely of outside directors, that oversees the ethics program.

A corporate ethics steering committee was also set up to provide company wide and general administrative guidance to the program.

But, a vast majority of ethical decisions in companies aren't made in the boardroom.

So we had to instill the commitment to the ethics program in every marketing office and every supply room in every facility we have from Connecticut to California.

To deal with the day-to-day issues that come up in the business activities throughout General Dynamics, we appointed ethics program directors at all major company locations.

Our directors are ready to give information, to provide guidance, to gather facts about allegations and, if necessary, to initiate investigations.

Throughout 1986, our employees participated in ethics awareness workshops of varying length, but of a similar format.

**NEW DIRECTIONS FOR THE DEFENSE INDUSTRY:** Stanley C. Pace (left), chairman and chief executive officer of General Dynamics Corp., and George S. Graff (right), director, McDonnell Douglas Corporation, discuss General Dynamics' ethics program at a reception following Pace's presentation.



Photo by Jeffrey F. Cleveland





Photo by Jeffrey F. Cleveland

All of these sessions were designed to help employees identify situations and issues of an ethical nature in their work place.

At one such session in Fort Worth, for example, our people argued long and hard about the company's responsibility for providing a service to a customer when that service isn't covered under a contract.

*What Do You Do?*

Perform the service and eat the cost? Refuse to do it? Request long-term coverage for the service? Charge it to the contract?

In the absence of explicit rules, how do you decide what's legal, right and beneficial under these circumstances?

At another workshop, the proper way to replace lost or damaged property was discussed at some length and with some heat.

The resolutions to these and countless other dilemmas are rarely easy.

And often the answers accepted by a group raise additional questions.

Everyone is not always satisfied.

But learning to ask the right questions is what's important here.

The effectiveness of the program depends on all employees, and the workshop brought into play *their* sense of values, *their* common sense judgment and *their* wisdom.

I want to emphasize that we based our ethics program on the premise that our employees — like most Americans — want and need to be ethical, that they do, in fact, act responsibly towards each other both in their private lives and in their business dealings.

By the time men and women join our company, their perceptions of what ethical behavior is have already been formed.

The ethics program that we made part of their lives alerted them to just *how* these values apply to what they do every day at work.

However, many of the problems at work are very complex and defy a quick or simple resolution.

Often, an employee's peers or supervisor — with all the good intentions in the world — can't find an answer that is both ethical *and* appropriate to the situation at hand.

Therefore, we have installed ethics hotlines at about 40 company locations.

In 1986 the directors received 3,646 hotline calls.

In the first half of this year 2,898 calls had been made.

The vast majority of calls are requests for information, or for guidance on which standard applies to a given situation.

**WHAT DOES IT MEAN TO MAKE CORPORATE ETHICS WORK?:** Stanley C. Pace outlines aspects of General Dynamics' innovative ethics program. General Dynamics Corporation headquarters are in Clayton, Mo. General Dynamics employs more than 100,000 individuals.

The increase in calls tells us that our people are happy to be heard, and happy that we are considering what's on their mind.

And most of all, that they continue to keep the ethical aspects of their business actions and decisions on their mind.

As a leading defense contractor, our responsibilities are not only to our customer (the Department of Defense) and Congress, but ultimately to the American taxpayer.

Ethics awareness will remain a living and growing force within our company.

The values of our people will remain at its core.

The standards and procedures for their integration into our daily work will be adjusted and fine-tuned according to the changes in our society and our industry.

FCM



# alumni update

## 1987 Honor Roll Update

Although they were correctly listed with their respective graduating classes, the following were omitted from various Gift Club lists. Tower Society: Alice Beffa Erdelen '27, Terry Pottebaum Fingerhut '70. Century Club: Mr. and Mrs. Joseph Darpel, Marianne Lindell Donegan '75; Mr. and Mrs. James C. Kahlmeyer; Carole Lasky '85; Margaret Marlow '43.

Donors from the class of 1966 were listed as part of the class of 1965, except for: Paula Montie Bakula, Patricia Richter Bauer, Joanne McGinn Brady, Sarah Morris Brickel, Marilyn Stoll Chambers, Michael McCarty Cohen, Iris Bliss Denk, Sharon Folk Downer, Marianne Dwyer, CSJ, Patricia Cova Eickhorst, Mary Frances Ferguson, Carol Halbert Fox, Joyce A. George, and Judith Wohlwend Growe.

Richard Klemm was correctly listed in the Century Club but omitted from the faculty/staff list.

Thank you for your help in keeping our records straight. We apologize for the errors.

## Parenting Strategies Workshop Held

It's Sunday evening. The television is off. You and your kids have gathered in the living room to discuss plans for a family service project. One of the kids suggests giving up candy bars once a week and saving the money for the poor. Another wants to serve meals at an area food kitchen.

Does this sound like your home?

Raising children in the hope they grow to be confident, caring, generous individuals seems at best a gamble these days. Life in the '80s is complicated. Being a kid is tough — parenting even more so.

There are ways parents can help their children develop self-confidence, decision-making skills and sensitivity towards others. Kathleen and James McGinnis, authors of "Parenting for Peace and Justice," presented such strategies at a workshop, "Nurturing Children for a Peaceful World," held at Fontbonne College, Feb. 7.

The McGinnises discussed ways to help children develop compassion for others. Parents learned how to get children to act and care about others who are hurting.

The McGinnises are staff members of the Institute for Peace and Justice, St. Louis, Mo. They founded the National Parenting for Peace and Justice Network (NPPJN), an ecumenical effort to help families deepen their commitment to the integration of family life and social ministry. The United Nations Association named them the recipients of the Human Rights Award in 1987.

### What's News?

We'd love to hear about any changes, accomplishments, or any news you want to share with your fellow alumni.

Send information to:

Director of Alumni Relations  
Fontbonne College  
6800 Wydown Blvd.  
St. Louis, Missouri 63105

## Mary Rose Sheehan Galli Receives Award



Photo by Gary Brady

Mary Rose Sheehan Galli '37 received the 1987 Alumni Award during the homecoming/reunion liturgy held at Fontbonne Sept. 26. She is the sixteenth alumna to be honored.

The Alumni Award was established in 1971 to recognize a member for outstanding loyalty, service, and dedication to Fontbonne and its alumni association.

## Alumni Inaugurate Wednesday Series

Alumni living in the 63109 St. Louis zip code area met for luncheon at the Flaming Pit, 6435 Chippewa, Nov. 4, 1987, to inaugurate the Fontbonne Alumni Wednesday series. Eighteen people attended the event planned by Jeanette Altepeter Wamser '70, Ruth Kloud Politte '61, Jane Buri '46, and Maureen McKernan Dilthey '74.

Stephanie Stueber, CSJ, director of alumni relations, reported on current activities at Fontbonne.

Audrey Driscoll Allen '40, one of the attendees, echoed the sentiments of the guests that the objective to bring alumni together in small groups to exchange ideas, to get acquainted, to socialize, and to renew had been achieved.

## Wendy Wiese to Speak at Fontbonne Alumni Program

Wendy Wiese '84, co-host of "Total Information AM" on KMOX-AM, will speak at the May 4 Fontbonne Alumni Wednesday luncheon to be held at the Clayton Club. The radio program is reputed to be the most listened-to morning drive show in St. Louis and rates among the top three nationally.

A Day of Prayer was held in the Center for Spirituality at Carondelet in February. Ruth Margaret Raupp, CSJ '43, was the presenter.

On March 9 there will be a tour of the St. Louis Zoo and a lecture on "Endangered Species." Call the Office of Alumni Relations for details.

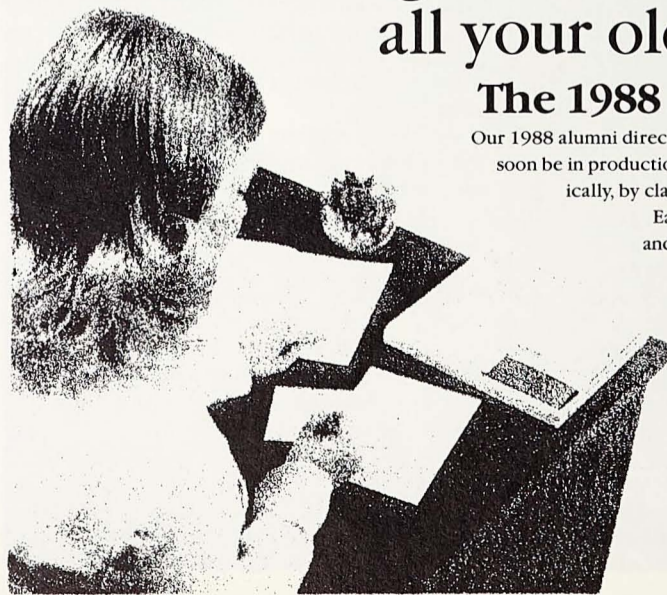
## Announcing a new book to renew all your old friendships.

### The 1988 Alumni Directory

Our 1988 alumni directory, that will include all living alumni, will soon be in production. The book will list each person alphabetically, by class year and by current geographic location.

Each member's home and business addresses and telephone numbers will also be recorded.

You'll be receiving a biographical information packet soon, so be sure to complete and return it promptly along with your order for a softbound or hardbound copy — and get back in touch with those old friends.



Fontbonne





**THE FORMER HONOR THE NEW:** Loretto Hennelly Gunn (first from right), 1986 Distinguished Alumni Award winner, enjoys the pre-dinner activities with friends and family. Pictured are (left to right) Merle Sanguinet, Marvel Sanguinet, Gunn, Brigitte Gunn Calcaterra (right), and Thomas Calcaterra (back row).

Photo by Marie L. McGeehan



**FRIENDS ENJOY A HAPPY OCCASION:** Pictured, from left to right, are Carole B. Sestric, assistant professor of home economics, Cecile Therese Beresford, CSJ, Nancy Koenig, Dr. Robert Koenig, and Janet S. Crites, associate professor of home economics.

Photo by Marie L. McGeehan

**FACULTY AND STAFF SHARE THE MOMENT:** Sister Agnes Cecile Hickox, CSJ, (left) professor emerita of psychology, catches up on Fontbonne fundraising activities with Beverly Puckett (right), director of annual giving.



Photo by Marie L. McGeehan



Photo by Marie L. McGeehan

**HONORING THE ACHIEVEMENTS OF INDIVIDUALS:** Friends of "Mitch" Hannehan visit before the Founders' Day Dinner and presentation of awards. They are: Florence (Frosty) Castleberry, Doris Martin, Edna Brigham, Gertrude Kock, Carol Doerr Brigham.

# founders' dinner



# Fontbonne Honors Distinguished Alumni

Fontbonne honored six of its alumnae for their distinguished community service at the Founders' Day Dinner held at the University Club, St. Louis, Oct. 15.

Approximately 200 guests attended the event. Mary Elizabeth Kaslick '80, chairperson of the Committee on Honors, presided at the dinner. Meneve Dunham, president, presented the awards. This year's dinner was a major event in the Fontbonne Week in Clayton activities.

*Jane Mitchellette Hanneken '52, has earned her reputation for founding the St. Louis Hills Learning Center and Camp Happy Day, and for her leadership in education, community development, recreation, and volunteerism.*



Photo by Marie L. McCeehan

Hanneken



Photo by Marie L. McCeehan

**Paskiewicz**  
*M. Cecelia Reichert Paskiewicz '37, was the first Fontbonne graduate to earn her doctor of medicine degree and is highly regarded in the medical profession. She greets members of her family after the dinner.*



Photo by Marie L. McCeehan

Baer

*Eleanora A. Baer '31 was recognized for her leadership in library science as author, coordinator of library services, educator, librarian, and volunteer. Ann Moore Duer (left) '55 congratulates Baer (right).*

## Spring 1988 Calendar of Events

### Alumni Events

**Alumni Wednesday Zoo Tour**  
Wednesday, March 9, 11 a.m. to Noon  
Meet at south entrance by the elephant house.

**Executive Board Meeting**  
Monday, April 11, 7:30 p.m.  
Library Conference Room

**Luncheon/Fashion Show**  
Friday, April 22, 11:30 a.m.  
Breckenridge-Frontenac

**Carondelet Liturgy**  
Sunday, April 24, 9:30 a.m.  
Continental breakfast

**Alumni Wednesday Luncheon**  
Wendy Wiese, KMOX-AM, speaker  
Wednesday, May 4, 11:30 a.m.  
Clayton Club  
230 S. Bemiston  
Cost: \$10.00

**Executive Board Meeting**  
Monday, June 13, 7:30 p.m.  
Library Conference Room

Call (314) 889-1403 for information on all events.

### Art Gallery

**Paintings by Nancy Gabianelli**  
**Sculpture by Jaye Gregory**  
Through March 9

**Competition**  
March 13-22

**Graduate Thesis Exhibition**  
April 10-27

**Senior Thesis Exhibition**  
May 1-18

**Gallery Hours**  
Monday-Thursday 8 a.m.-10 p.m.  
Friday 8 a.m.-5 p.m.  
Saturday 11:30 a.m.-3:30 p.m.  
Sunday 2 p.m.-10 p.m.  
Call (314) 889-1431  
for information.

### Theatre Productions

**'night Mother**  
by Marsha Norman  
February 26, 27, 28  
March 4, 5  
Fine Arts Theatre

**Last of the Red Hot Lovers**  
by Neil Simon  
April 22, 23, 24, 29, 30

Call (314) 889-1425 for times and ticket information and to be included on the Theatre mailing list.

### Music Events

**Laclede Quartet with John Philips**  
Sunday, March 6, 4:30 p.m.  
Fine Arts Theatre

**Entr' Acte Recital**  
Cynthia Speckart, soprano  
John Philips, piano  
Monday, March 7, 5:30 p.m.  
Fine Arts Recital Room

**Music Festival Concerts**  
Sunday, March 20, 2 p.m. and 3:30 p.m.  
Fine Arts Theatre

**Noontime Recital**  
Monday, March 21, 11:30 a.m.  
Fine Arts Recital Room

**Noontime Recital**  
Monday, April 11, 11:30 a.m.  
Fine Arts Recital Room

**Entr' Acte Recital**  
Louise Salmon and  
Noel Prince, duo-pianists  
Monday, April 18, 5:30 p.m.  
Fine Arts Recital Room

**Delta Mu Theta Alumni Recital**  
Sunday, April 24, 2 p.m.  
Fine Arts Recital Room

**Noontime Recital**  
Monday, April 25, 11:30 a.m.  
Fine Arts Recital Room

**Entr' Acte Recital**  
Peter Clemens, guitar  
Monday, May 2, 5:30 p.m.  
Fine Arts Recital Room

**Choral Concert**  
Thursday, May 5, 8 p.m.  
Ryan Hall Chapel

**Annual Rosebud Ragtime Competition**  
Sunday May 8, 1 p.m.  
Fine Arts Theatre

**Preparatory Recital**  
Sunday, May 22, 2 p.m.  
Fine Arts Theatre

### College Events

**Commencement**  
Saturday, May 14  
Fontbonne Library Quadrangle

### Continuing Education Classes

**How to File Your Taxes**  
Filing, status, new rules and forms, plus actual filing of your taxes.  
Saturdays, Feb. 27, March 19, 26,  
April 2, 9, 8:30 a.m.-noon  
Fee is \$135

**Caves to Computers**  
A mini survey of the key monuments in the history of art.  
Thursdays, April 7-21, 5:30-7:30 p.m.  
Ryan Hall  
Fee is \$40

**Playwriting: Introduction to Writing for the Stage**  
Explore dramatic structure, stage writing techniques and marketing.  
Saturdays, April 9-23, 9 a.m.-noon  
Ryan Hall  
Fee is \$50

**TSA's and the New Tax Law**  
For teachers. Includes creative ways to fund your TSA.  
Saturday, March 12, 10:30 a.m.-noon  
Fee is \$10

**What Every Early Childhood Teacher Should Know About Tests**  
Includes types of tests, appropriateness, purpose of testing.  
Saturday, March 12, 9 a.m.-noon  
Library Lewis Room  
Fee is \$20

**Discover Your Natural Beauty Through Color**  
Learn basics of color and line design.  
Mondays, April 11-25, 7:30-9 p.m.  
Ryan Hall  
Fee is \$45

Call the Office of Continuing Education for information 889-1409.



Photo by Marie L. McGeehan

Marie Charles Buford, CSJ '46, listens to her award nomination. Sister Buford received the award for her leadership as executive director of the Carondelet Community Betterment Federation, Inc. The CCBF was organized to improve the quality of life for Carondelet residents.



Buford



**Anth**  
Mary Carol Anth, CSJ '57, chairperson of the department of home economics, Fontbonne College, receives congratulations after the dinner. Anth was cited for her development of quality educational programs that have prepared hundreds of professionals in dietetics, nutrition education, and home economics.

Anne Ewers '74 was awarded the Distinguished Alumni service honor for her outstanding work as general director of the Boston Lyric Opera Company and as free-lance director who has mounted operas for presentation throughout the United States and Canada.

Mary Jane Quirk Ewers '45, Ewer's mother, received the award in Anne's honor.



Ewers

Photo by Marie L. McGeehan

## Alumni Notes

**Lila Watson Huppert '34** is coordinator for the Alzheimer's Disease and Related Disorders Association (ADRDA) in Okmulgee, Oklahoma. This national organization promotes research and education for health care professionals and families of Alzheimer's disease victims.

**Julia Missey Switzer '60, Eleanor Kaiser Gant '53, and Patricia Fitzpatrick '71**, joined Meneve Dunham, Fontbonne president, at the meeting with Pope John Paul II at Xavier University, New Orleans, Sept. 11, when he addressed representatives from Catholic colleges and universities throughout the United States. The alumnae reside in New Orleans, La.

**Dorothy Reichert Wodraska '65** received the 1987 Charles E. Stimming Pro-Life Award in Indiana for outstanding service to the pro-life movement. Wodraska is a teacher at St. Luke Catholic School in Indianapolis and a member of the Speakers' Bureau of the Family Life Office, Archdiocese of Indianapolis, Ind.

**Julianne C. Iwersen-Niemann '68** is vice president and director of equity investments, R. Rowland and Co., St. Louis.

**Nancy Sexauer '69**, a teacher in the preschool for the developmentally delayed at Tomahawk Elementary School, Overland Park, Kan., received the 1987 Cynthia O'Connell Foundation Award for Teacher Excellence. She holds a master's degree from the University of Kansas Medical Center.

**Caroline Corcoran Wolf '70** has joined **Elaine Guseman '86** as a teacher of the deaf in the Peace Corps program in Morocco.

**Barbara Volk Brooks '70** is director of Pattonville High School's Writing Center, named by NCTE as one of their "National

Centers of Excellence." Brooks received a Missouri grant under the Incentives for School Excellence Program to train peer writing tutors to work with students in the center.

**Patricia Fitzpatrick '71** is education coordinator at TOURO Infirmiry, New Orleans, La.

**Bridget Fillo Lunak '72** is rehabilitation coordinator for a 25-bed rehabilitation unit and outpatient services at Chico Community Hospital, Chico, Calif. Lunak previously served there as chief of speech pathology.

**Ruth Yates '78, CSJ**, received her master's in Christian Spirituality from Creighton University, Omaha, Neb., in August and is currently the campus minister at Fontbonne College.

**Lucy Griesedieck '80** has been appointed community education coordinator for the Mid-America Transplant Association. In this position she will educate the public about organ donation and develop donor family support groups. She is a master's candidate in pastoral ministry at Seattle University, Wash.

**Sandra E. Duchon '81** has joined Creative Spaces, a commercial interior design firm, as director of marketing. She holds an MBA from Saint Louis University.

**Suzanne Black Bates '82** is a member of the TREND (Turning Recreational Excitement in New Directions) staff. This community service program is sponsored by the National Council on Alcoholism and Drug Addiction (NCADA) and funded by a \$194 thousand grant from the Monsanto Fund.

**Jane Colyer Aldoretta '82** received her master's degree in special education

from the University of New Orleans in May 1987.

**Charlotte M. Schweppe '83** has been named designer for Overlock Howe Consulting Group, Inc., St. Louis.

**Cynthia M. Allen '85** represented Famous-Barr Department Stores, St. Louis, as their "Winning Smile" in the summer "Just Wear a Smile and a Jan-tzen" promotion on Kauai, Hawaii.

**Lynda Christopher de Riquetti '86** and **Galo Riquetti '86** are living in Quito, Ecuador, S.A., where Lynda is teaching English and computers to fourth-grade children.

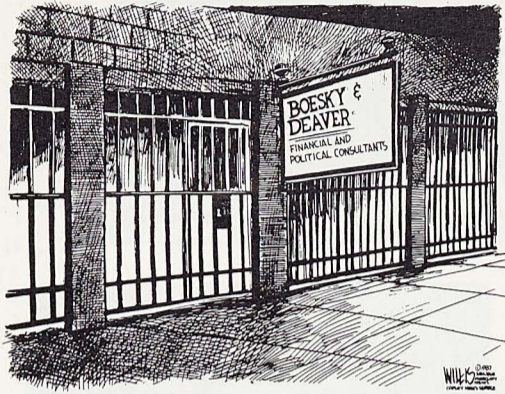
## Deaths

The Fontbonne College Alumni Association expresses sympathy to the families of the following alumni who died: **Patricia Duerr Guntly '47, Dorothy M. Joyce '29** (sister of **Ruth Joyce '33**), **Ruth Kane '38, Chris S. Kuchno '86, Ellen DeLisle Milem '30, and Mary Catherine Schlarman '62.**

The Alumni Association expresses sympathy to the following alumni on the death of an immediate relative: **Marjorie Ruth Anton '38** (husband), **Susan Lyster Bond '72** (mother), **DeDe Dallas Caspari '66** (daughter), **Leota Hynek Gunn '63** (father), **Carol Clasquin Ham '65** (son, Kevin), **Pamela Harding '69 CSJ** (mother), **Carol Karst Kahlmeyer '59** (father), **Patricia Hanlon Lammers '48** (mother), **Maripat Crowe McFall '81** (mother), **Margaret Switzer Marsh '33** (husband), **Mary Margaret Marsh Leber '55** and **Patricia Marsh Sinner '63** (father), **Charles Pettus III '75** (father), **Jeanette Schenkel Titz '51** (mother).



# "Mama, Don't Let Your Babies Grow Up To Be..."



By Robert W. Butler, Jr.  
Associate Professor of Business and Administration

Are today's 19 year-olds attuned to the implications of today's major news stories? The morals of presidential candidates evoke national outrage. Business leaders and government officials join the ranks of the incarcerated. How do these seemingly endless events shape the perceptions our young people hold of the world which they are preparing to join?

These examples we are setting are disturbing. What can educators and professionals do to provide a "guiding light" of sorts into more professional, ethical behavior?

First, if at all possible, we need to de-emphasize the overriding focus on money. More often than not, student reactions toward incidents such as the Ivan Boesky case has been incredulity at the volumes of dollars involved in these deals. Students spend a lot of time trying to fathom the magnitude of Boesky's \$100 million SEC fines or the profits reaped from Michael Deaver's illegal consulting fees.

We need to cut through the en-armorization with dollars, and, instead, focus on each individual's actions. This doesn't make the lesson simpler, however.

Students see hitches all the time.

Boesky's actions wouldn't have been unethical in all societies. The United States is the only country with strict rules on insider trading. Rather than apologize for these rules, we should congratulate ourselves.

For a competitive market to work well, everybody needs access to the same information. Publicly traded companies ought to have the same information and be rewarded and penalized on that basis.

This is our role as instructors. Given these underlying rules are good, Boesky's doings were a grievous affront to perfectly

reasonable standards. We may not always achieve these, but society benefits by striving for them. As instructors we must work to impress students with these ideas.

What case do I make in the classroom for or against actions such as Boesky's? I might tell my students that when they encounter rules and regulations at work, which are not ethical, they should make their feelings known and get them changed. This is an idealistic stance, and borders on preaching.

Because economics is a study of markets and how they work, markets are amoral by nature. At Fontbonne, I am teaching about them in an institution which stresses values. Consequently, I wear two hats in the classroom.

I make a strong effort to show how markets work and what they are. We look at how they work and the effects on their operations. And we examine the impact of various policies on markets. I follow this with an application of judgment values. Who benefits? Who hurts? What are the results? The effects? I also communicate my values as an example. My job here is to show students where value issues enter the discussion, and where decisions based on values need to be made.

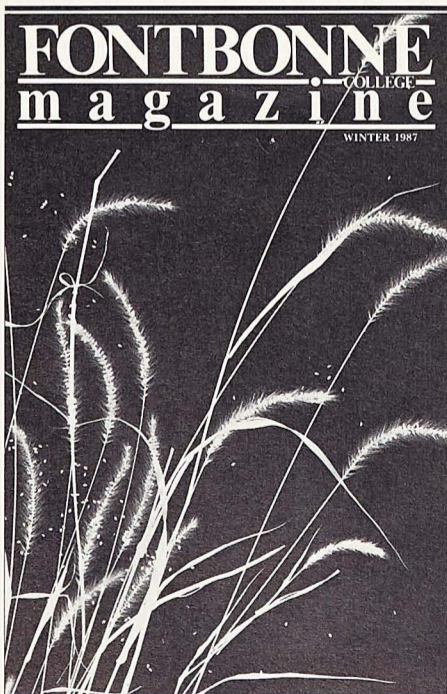
The Boesky affair scared corporate America half to death. But it provided a lesson of relevance to a generation far removed from the lessons of Watergate. It provided the higher education community with another chance to open the eyes of students. Providing relevance to 19 year-olds is tough. Older adult students have less trouble with that lesson.

These are lessons constantly needing a forum. They are lessons suited for the higher education arena. **FCM**

## Fontbonne

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