

Lindenwood Elects New Student Officials



President-elect Patty Uren



RA Chairman Pam Parrish



Social Council chairman Patricia Holloway

Junior Patty Uren has emerged victorious and her usual smiling self from a low-key campaign for SA president for 1969-70. Other announcements this week reveal that Patsy Holloway will be handling the Social Council next year, and that Pam Parrish will be chairman of the President Assistant program.

A three-part referendum concerning the SA Constitution, termination of the Social Honor code, and accepting the recommended revisions of the study-committee for Academic Honor was also accepted.

Percentages were:

Question 1: Yes	95%	Question 2: Yes	66%	Question 3: Yes	79%
No	5%	No	33%	No	21%

PATTY UREN WINS PRESIDENCY

In an interview with the BARK, Patty emphasized that she sees communication effectiveness as her main challenge.

Having been a part of the current student government administration, I can see the need for continuing many of the projects which we have started during this last year. We have realized that the system has to be changed; but we also, as part of that system, realize that we must be a major part in initiating the change. I hope that we will be able, as a student government, to further develop an honest cooperative relationship with the faculty and administration. We realize that our community must have rules, but we don't intend to "play the game"

Parrish RA Chairman

Soft-spoken Pam will handle the freshman orientation program, the bulk of which consists of counseling in the dormitories. Pam foresees some changes in the program.

The role of the resident assistants should be one where the incoming students are aided in adjusting to the academic and social problems of college, for it is most important that new students get off to a good start their first year of school. The resident assistance should be sensitive and flexible to each individual, but not to such a degree that all advice is emotional.

I see the resident assistance's job as one where the assistant aids a student with schedules and interpreting the catalog for general requirements and requirements for area of concentrations. She can also advise students on good habits and how to overcome some problems encountered in courses. Socially, new students find problems in dorm living. The resident assistant should at least be a person that the student can talk to.

I don't believe that the resident assistants should do any counseling in depth, but she should be able to advise the students where to go for help. I also believe that the assistant themselves should have a training period to make sure everyone operates on the same level and so that each assistant knows her limitations. These resident assistants in their counseling should be like guides, guiding the student in the right direction, but not overpowering her and making the decisions for her.

It is also important that the freshman orientation week be one where the purposes of the resident assistants is told to the new freshman. There should also be discussions on the purpose of this college and some

Patsy Holloway Social Chairman

Patsy Holloway sees the orientation of the Social Council as changing as a new social situation (men) is created.

"Social Council was established to sponsor activities outside of the academic realm. In the past these social activities have been confined largely to mixers and the two formal dances in the fall and spring. The social council, however, has always attempted to launch new ideas and to responsive to the ideas and suggestions of the student body. We will continue to exert every effort in order to meet the expanding needs of both Lindenwood and Lindenwood II."

Student Center Set; After Spring Break!

Immediate and constructive effort is finally being taken toward the acquisition of a much-needed Student Center on the Lindenwood Campus. It will be in operation after spring break.

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New Proposal Abolishes Hours

President's Council Decision

Mary Margaret Smith announced in the Student Assembly Wednesday that a new hour's proposal ratified by a unanimous vote of the President's Council will go into effect after Spring vacation.

Since security was the main problem in effecting a system of this kind, the proposal calls for a 5.00 fee to be paid by students on unrestricted hours to cover the cost of hiring additional guards. The old tradition of in loco parentis practiced by the administration has been modified. Now greater responsibility is placed on the student and her parents.

The following proposal will when effected take the place of all rules and regulations now standing concerning hours and nights out of all students.

All students, except first term freshmen, shall have no hours providing they meet the necessary qualifications assigned them according to their academic class standing. If these qualifications are not met then they shall be governed by certain rules and hours. First semester freshmen must follow the rules and hours assigned to them.

Freshmen: Fall Term: hours - week days; 12:00 p.m. nights out - unlimited.

Spring Term: With parental permission a student holding a 2.0 average may have unlimited nights out and un-restricted hours. However, suggested hours are 3:00 a.m.

Any second semester freshman without a 2.0 average or without parental permission will be governed by the same hours assigned to first semester freshman.

Sophomores: With parental permission all sophomores holding a 2.0 average from the preceding

semester may have unlimited nights out and unrestricted hours. However, suggested hours are 3:00 a.m.

Any first or second semester sophomore without a 2.0 average from the preceding semester or without parental permission will be governed by the following hours and rules.

Hours:

Week Days; 12:00 p.m.

Week Ends; 2:00 a.m.

Juniors: With parental permission all juniors may have unlimited nights out and unrestricted hours. However, suggested hours are 3:00 a.m.

Any junior without parental permission will be governed by the following hours and rules.

Hours:

Week Days; 12:00 midnight

Week Ends; 2:00 a.m.

Nights out -- unlimited.

Seniors: With parental permission all seniors may have unlimited nights out and unrestricted hours. However, suggested hours are 3:00 a.m.

Any senior without parental permission will be governed by the following hours and rules.

Hours:

Week Days; 3:00 a.m.

Week Ends; 3:00 a.m.

Nights out - unlimited.

The proposal was first introduced and passed at a Student Council meeting last November 25th. From there the proposal was brought to the President's Council in December but any decision on the matter was delayed at that time. The proposal was again scheduled for discussion at the recent President's Council meeting on March 6th. At that time representatives of Butler Hall presented their plan calling for unrestricted hours to be initiated in that dormitory on a trial basis.

The Butler plan reprinted below attempted to minimize any additional security costs by requiring girls to purchase their own keys. As a result of several intense meetings, some held at midnight, Butler's final plan was presented at the President's Council meeting by Vicki Lowe and Loretto Thompson with the assumption that Butler intended to initiate the new program as soon as possible. Parents were to be notified of the procedure and were to be asked to sign permission slips. Upon receiving her parents consent or non-consent, each girl would go either unrestricted or restricted hours. The present proposal granting unrestricted hours to the entire campus resulted from an additional President's Council meeting last Tuesday, March 11, to further discuss Butler's plan.

Butler Halls "thing"

We the women of Butler Dormitory with the firm belief in individual freedom and with the belief that social restrictions are not in keeping with Lindenwood's progressive curriculum and responsible academic atmosphere have formulated and request permission from the President's Council to put into effect this new plan for community living in Butler Hall. Said plan is based on the personal responsibility and maturity of women who believe that they can perform socially on the same high level as they have performed academically when given the same amount of freedom.

Therefore we have established the following plan:

I. We the women of Butler Hall do hereby abolish the existing underclassman (Freshman, Sophomore, and Junior) hours for the duration of the Spring Term.

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parable: the rag and the freep

Well, you see, once there was this rag...

Yes?

A very poor rag. Oh, not in the usual sense, but in a spiritual sort of way, you know?

Anyway, this unfortunate rag had a very narrow way of seeing life. It had gone on as long as he could remember. All of his life the only way he could look was straight ahead. Which, as you can imagine, was somewhat limiting... just to look straight I mean. The rag had somehow always been afraid to look any other way... he thought he might hurt or get hurt.

Another thing about this rag... he was not loved. He knew or vaguely felt that love existed, but not for it. An you know what it means when you are not loved. He knew this un-loveless-ness had something to do with his blindness, his straight view of... things. But it was still afraid and therefore unable to move his eyes.

(It was psychological, as you may have known or guessed.)

Anyway, one fine day what should happen to enter his field of vision but a FREEP! It was not a very authentic freep, as freeps go (for the rag somehow knew of freeps), but he recognized it as such, for it did and said many unusual things, you might say esoteric things. But, crude as it was, it was-a freep.

(A freep is a freep is a freep, once someone said.)

the freep scared the rag, and the rag was quite tempted to flee; for, you see, the freep spoke quite an unusual and discordant language. ("An old version of the Anglo-Saxon language," said the freep.)

"You, O rag, must learn to see," said the freep to the rag.

"But I am afeard," replied the rag, "for I cannot do it."

"Try it if you want to live!" The freep smiled rakishly.

The rag moved his eyes in their sockets. To his great surprise, it really did not hurt, although admittedly his muscles were a bit rusty from lack of exercise.

"O joy, I see the world!!" shouted the rag. I see, indeed, myself, and I am complete."

Other things did he see that day. He saw, however, that all was not beautiful, but, like a true rag, he fought and overcame his fear by whistling. In fact, sometimes the world as he saw it really reeked. But he realized that the world was real.

Unfortunately, the bedraggled freep had vanished with a chameleon-like 'wchoop'. Wherever it looked, the rag still could find no trace of the freep. But he knew he had something, and the something was the world.

(Which is something to think about, and he did.)

"Freep, freep, freep!" said the rag, "you have taught me how to see, and I am not afeard a-tall! O, liberation!" And he wept real tears of joy.

And so, the anti-moral is: A little bit of freep goes a long way.

Letters

Last Monday (24 February), the Triangle Club held a meeting which I feel is worthy of recognition by our entire student and faculty. The challenge for excellence in the sciences at a liberal arts college is often much greater than that for other disciplines. Our challenge is most encouraging when we realize that students of the calibre that reported at the Triangle Club meeting are excelling in their respective sciences.

Misses Ann Phillips, Judy Johnston and Anna Schick presented interesting research projects in mathematics. Miss Phillips' January term project involved work in continued fractions, a mathematical concept that has become popular in recent years but dates back to Greek days. Miss Johnston and Miss Schick are two of our experts in the workings of our IBM 1620 computer and have explored a

further use of the 1620 for plotting functions.

Miss Jane Seck engaged in research in the division of Radiation Physics at Washington University Medical School. Most research in this division is medically oriented, but Miss Seck's project involved both interesting chemistry as well as medical application. Her work involved the chemistry of the hydration of carbon dioxide and its medical potential.

Miss Linda Forrest and Miss Janet Morgan participated in the marine biology course in Jamaica. In addition to the interesting social experience, they engaged in some independent study projects which required resourcefulness and imagination. They carried on morphological and ecological investigations of marine life.

The January term experiences of these students are as interesting and valid as those who engaged in our off-campus courses outside our local environment.

Mrs. Teresa J. Welch



You've heard of evil Eve who ate the apple and ruined paradise? -- Ungrateful Eve, born only by the grace of God and Adam's rib?? But dig, women today are fighting this RACIST ARCHETYPE; we feel Adam's been had too. Credit Connie Bille/LNS

Dick Gregory

The campus and the military

Campus anti-war sentiment is challenging the traditional trappings of our military system. The Selective Service System is increasingly under attack, as students demand an end to the draft and urge a more voluntary approach to military service -- if indeed wars cannot be eliminated altogether. And revision of the Selective Service System has received vocal support at high Congressional levels.

The Reserve Officers Training Corps (R.O.T.C.) is also being dislodged from its honored place on many college campuses. The recent ruling at Yale University -- that R.O.T.C. students no longer receive academic credit for the military courses they take -- is but one example of a dent in the armor of campus militarism.

So it seems that the campus militants are making some headway against the campus militarists. Of course the academic community has never really wholeheartedly endorsed the presence of military training on campus. Some academicians have always questioned a segment of a faculty assigned by the government rather than hired by the University. Nor have the courses offered in military training been universally accepted as proper additions to a well-integrated curriculum.

It does seem quite strange that a student has traditionally been able to receive college credit for courses in military training, while the student who chooses the Peace Corps receives no credit other than the possible approval and admiration of friends and relatives. It is morally indefensible that a student who chooses a

vocation which could lead to his killing a man should receive more credit than a student who dedicates himself to helping humanity.

The college campus is not a proper base of operation for the military establishment. Military training has no place on the campus and the military establishment should be kept completely separate from the educational institution. The college campus is not even the proper site for military research. Suppose a university is engaged in chemical or germ warfare research for the military. Imagine the potential horror if germs or gas fumes escaped the laboratory and invaded the dormitories. Such an accident would put an end both to student revolt and students themselves.

The academic community should be a laboratory for experimentation in service to humanity. University students should be engaged in learning how to live, in learning how to serve, nurture, and preserve human life rather than developing skills to destroy it. Military training is inimical to the true purpose of a university and provides a convenient alternative for those who feel more inclined toward indoctrination than education.

It is my personal feeling that R. O. T. C. programs should be removed from college campuses by government fiat. It should be replaced with a four-year Peace Corps elective course. Students electing the Peace Corps courses should receive credit in humanities. Students receiving humanities credit for learning to serve humanity should further be

government truly committed to peace at home and abroad should be willing to aid, encourage, and reward young people who elect to make their government's commitment truly their own. A government committed to military solutions, of course, will continue to give credit to like-minded young people.

Students completing the college Peace Corps curriculum would be required to render foreign and domestic service upon graduation. They should be paid for their service, of course, and should also have continued access to federal loans. The benefits of a federal program on the college campuses encouraging students to engage in human service are endless. Access to federal loans for education not only relieves parents of a tremendous financial strain, but also makes possible higher education for children of the poor. A vast cadre of students turned on to human service emerging from college campuses each year would do more for national security than any ABM system suggested to date. America's image throughout the world would be changed from a nation obsessed with military strength to that of a people preoccupied with moral commitment.

America must one day decide once and for all wherein her greatest reservoir of strength is to be found -- in the training of reserve officers or in the dispensing of goodwill ambassadors.

New Biology Dept. Chairman to Stress Advanced Research

By Carolyn Wiese

With the initiation of the new curriculum at Lindenwood College, the importance of the interrelationships of the disciplines has been stressed. Carry over from this approach must therefore extend to the upper division courses in order to make them relevant to the current issues of our world.

1969 will begin such a new phase of relevance in the organization of the biology department at Lindenwood. Dr. Patrick Delaney will assume the chairmanship of the biology department in September, 1969, and will at that time begin an evaluation and re-organization of the biology curriculum. His objective is to develop a core biology program designed to meet the needs of all general biology students regardless of their natural science backgrounds.

As he explained it, the core program will provide a unifying mechanism to tie all of the areas of biology together so that the student is allowed to view the discipline in depth as well as to

view the general interrelationships which permeate to all of the phases of biological science. In addition, he will be closely allied with the chemistry and mathematics departments to help to bring about a greater understanding to the close ties and dependencies which biology has on the other sciences. Upper division courses will arise from the core biology curriculum and carry on this concept of "unity within diversity" by meshing the upper division courses with a program of research for advanced students. With the initiation of this program, new developments will be noted in some of our usual procedures. Very likely, the January team will become much more meaningful to the biology student as a time of significant biological research.

The job facing Dr. Delaney is, of course, a large one. The curriculum he develops must meet several evaluating criteria. The proposed curriculum will have to maximize the scope of our present program, but at the same time, it must meet the challenge of stimulating both male and female students. Because research is an integral part of Dr. Delaney's

program, maximum efficient utilization of the present facilities and equipment is also of prime importance.

Dr. Delaney has the dynamic personality and the excellent background to shoulder such a responsibility. Receiving his A.B. from Providence College, Providence, Rhode Island, and his M.A. and Ph. D. degrees from Brown University, Providence, Rhode Island, he pursued post doctoral research and has several publications to his credit. He has been the recipient of grants from the National Science Foundation and the National Institute of Health which were primarily for the purpose of providing funds for programs of undergraduate research. Prior to his appointment to the faculty of Lindenwood College, he was associate professor of biology at Holy Cross College in Worcester, Massachusetts where he was voted Outstanding Educator for two consecutive years.

His specialties are listed as biochemistry, cellular physiology, and endocrinology, and he expressed an interest in the education of highly qualified secondary school science teachers. As a complement to Dr. Delaney's interests, Lindenwood is presently considering a second new faculty member in the biology department who specializes in developmental biology and genetics.

It is felt by students that Dr. Delaney will be able to generate the much needed interest in the sciences which has been lacking in previous years. The sciences might live for the science student, and be made much less nebulous and mysterious to the student who is not naturally inclined toward the sciences. By taking the proverbial bull by the horns and effecting the much needed up-dating of many of the facets of biology, science students feel that he will be of great benefit to all of Lindenwood as his program begins to take shape.

Film Society Announced

Where can the average Lindenwood student go to see such gems as "Rodan" "Golddiggers of 1933" and John Ford's "The Covered Wagon"? Answer: at the meetings of the soon-to-be-begun Film Society! A meeting of the society is planned soon, according to Jean Fields, who conceived the project and is largely responsible for the development of a film department at Lindenwood.

The purpose of the group, says Miss Fields, "is to bring together people who have a deep interest in film, and who by pooling their funds (individual dues will be \$5 a year) can bring in a series of the kinds of films people are interested in."

Ten films will be shown a year, and they will be of the sort that can't be seen in a theatre, such as the great Busby Berkeley musicals of the 1930's, unusual foreign films, silents of such directors as John Ford (of John Wayne fame), etc. Is there enough interest on campus to make this a viable group? Miss Fields thinks so: "Students are more aware of a whole history of film now. When these movies are occasionally shown on TV they are so cut up that you can't get the full effect. Theatre showings change the whole concept."



-photo by Clapp

"Minski's": (above) Irresistible Force - Temmen - meets immovable object - Fields; Stan and Bernie.



-photo by Clapp

Dance Group Accredited

A student-initiated Black Dance Group, sponsored by modern dance teacher Miss Amonas, recently received college accreditation after a three month stage of planning.

The idea was originated by Miss Amonas, who approached the Association of Black Collegians (ABC) about starting the group. The organization at first turned her offer down because, although it is a black student group, they felt that the students represented a variety of diverse interests.

However, as the idea was discussed, and through outside forces, the students became more exposed to their culture—especially African art and dance. They began plans toward eventually receiving college accreditation for the course.

Their ambitions were curbed however when Dean Quehl refused to accredit the course because he felt that it was "segregated."

Sharlen Grant, one of the initiators, commented to a BARK reporter, "Why is it that everytime we black students get together we are accused of segregation. As brother Malcolm says, 'Segregation means dependency.' If we are to be accused of anything, it is separatism, and I'm not so sure that this is an accurate term on this campus."

The Dean changed his position during a meeting with the black students, after they explained to him that the course was based on common interest and not skin color; it was purely incidental that the enrollees were all black.

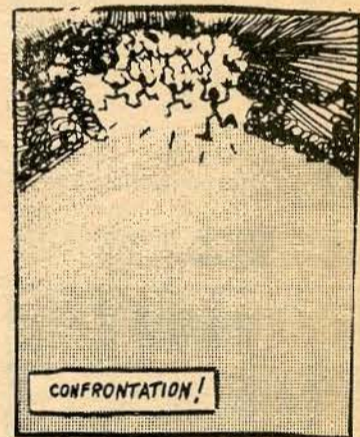
The purpose of the course, according to Sharlen is "for a physical activity that would be relevant to our interest which happens to be the exploration of black culture."

When asked what it was about the course that stimulated him so, one student replied, "The course is exciting because it is one of the few student-oriented courses on campus. It also serves as a great mental and physical release while it tunnels your energies into a constructive force."

The group can be seen in action April 25 and 26, when it will perform in public at the student-sponsored Black Arts Festival.

Student participants Joseph McWhorter, Craig McConnell, James Goldsby, Shirley Roper, Sharlen Grant, Arthemise Brown, Reva Stubblefield, Joan Rucker, Valeria Glenn, Paula Crenshaw and Joann Stouter are honestly excited about the course. They feel that they have finally found some sort of motivation on this campus which, to them, is lacking in other fields.

The students also said that they feel that both they and Miss Amonas realize that she is not the best qualified person to teach the course. They are seeking to hire a dance teacher in some capacity, who is qualified to teach primitive dance.



-cont. From Pg. 1

The first question concerned Article IV, Section A and B, of the SA constitution, which will become effective during next year's election period. The article now reads as follows: "Election of SA officers shall be held in April each year."

The Social Honor code as it now stands will be terminated permanently as of June, 1969. This is viewed by many as a conformation of the new unrestricted hours system announced Wednesday.

Also approved was the question dealing with the Academic Honor code. According to the measure, the responsibility for devising and administering the judicial system in the dorms will be given to the VP for Housing and Judicial affairs, along with the new Dean of Students. The recommendations of the Academic Honor study committee will be effected in the revised Honor system.

KCLC... "building identification"

By Sharien Grant

"We had to fight for KCLC-FM," a member of the all student staff, Sharon Temme informs you quickly when discussing the federally licensed radio station that has been broadcasting from Lindenwood's fine arts building since fall of 1968. Last school year when Lindenwood students picketed and petitioned to convince the Lindenwood family (the paternal administration as well as tuition paying daddies) and the Federal Communications Commission that they were ready for a station to serve the St. Charles community, they were giving birth to Radio Free Lindenwood.

"This is the first year that most of us are trying to reach any audience and it's the first year for all of us to be forced to be concerned about building an identification for the new station. The staff as a whole is doing the best it can. KCLC-FM is an educational station; we're learning and we hope we can communicate to St. Charles and Lindenwood," states Miss Temme.

The station has a broad program format that includes a week day children's program, local news, music, ranging from classical, and easy listening to an experimental progressive rock

show; and community profiles involving business, political and civic personalities and stories unique to St. Charles. The station (89.9 on your dial), which is sponsored by Miss Boyer has a difficult task of appealing to 'one' audience that includes a variety of people with different preferences.

The A.M. station, which serves as a training and reinforcement place for control board and announcing skills, had been simulating with the F.M. station until March 10. Vicki Lowe, national president of AeRho and KCLC station manager feels that the A.M. station, which is heard exclusively on campus, had suffered but is optimistic that with the new independence, the station will develop more constructively.

Right now our biggest problem is personnel. KCLC is not an exclusive organization. If students would come down and visit and work with us, they would see that it's not a tight little club. "There will be six new scholarships a year in connection with Communication Art work on the stations. Assistantships are also offered, and volunteers can receive course credit. "There may even come a day when station managers will receive pay," Vicki adds.

Student ambassadors promote school

By Patricia Edgley

Everyone knows that word-of-mouth is the best kind of communication. Now the admissions office is putting that principle to work to recruit future students for Lindenwood.

The program began over Christmas vacation when 36 select "student ambassadors" were given a two-fold assignment: they were to use part of their vacations to (1) visit their high school alma maters and talk to the students about L.C., and (2) contact anyone in their hometown who had already applied for admission to Lindenwood.

The purpose of the program is to acquaint the community and

interested high schoolers with Lindenwood from the students' point of view. Doubtless, the ambassadors talked about and answered questions on everything from classes to food.

Admissions contacts those whom they think will be good student ambassadors and asks them to participate in the program. Since Christmas the number of ambassadors has risen to 67, and there are expected to be more before the spring break.

The effectiveness of the program thus far would be difficult to gauge, but most of the 36 original ambassadors reported having good experiences in talking to perspective students over the Christmas holidays.

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A. Hours will be in accordance with the presently operative Senior hours.

1. Unrestricted hours with a suggested return of three a.m.
2. Restricted hours will follow dormitory closing hours. The dormitory will be closed at eleven on week nights and at two a.m. on weekends.

B. Sign our procedures will be maintained.

1. All students not signing our for an overnight and not returning by the suggested three a.m. must sign in by nine a.m. the following morning.
2. Signed out overnights can be taken on Fridays, Saturdays, and Tuesdays.

II. We the women of Butler Hall will maintain security in the following manner:

A. Numbered keys will be purchased by those women with unrestricted hours.

1. Keys may be used only by said purchaser.
2. Said purchaser is responsible for her key.
3. In the event of loss or theft the purchaser is responsible for the replacement of the lock and keys to said lock.
4. A key check will be held at weekly dorm meetings to ascertain if such a loss or theft has occurred.

B. Each woman will assume responsibility for a one night lock up duty on a rotation basis.

III. We the women of Butler Hall will inform the parent or guardian of each resident concerning the plan in the following manner:

A. A copy of the plan will be sent to each parent or guardian.

B. A permission card concerning restricted and unrestricted hours will be sent to the parents or guardian for their selection and signature.

C. Upon the return of the permission card a woman will be under the stipulations of said plan. Until the permission card is returned, however, a woman is on restricted hours.

IV. We the women of Butler Hall will deal with the infractions of this plan in an open judiciary board meeting, including the members of said dormitory.

This plan effective as of March 13, 1969 will serve as an experiment for the duration of the spring term 1969 to prove the feasibility of social freedom in a women's dormitory. At the end of the 1969 spring term said experimental plan will be evaluated by the dormitory residents. This evaluation will be presented to the faculty and administration by means of a tape recording and a transcript.

The question as to the impact Butler's demand had on moving the administration to grant unrestricted hours for the whole campus is unanswered. The fact that the new proposal will go into effect after spring break instead of next fall compliments the efforts of the students.

Several initial problems arose at the Student assembly which may be subject to evaluation at the end of this semester. Such things as having to hunt a guard to get into the dorm after closing hours seems to be the immediate objection.

Student Reactions Mixed

Reaction to the newly announced proposal is one of general enthusiasm. "The passage of this measure places the responsibility for a student hours or the basis of a dialogue between parent and student. That is where it should be. The fact that the proposal was passed unanimously in conversation between students and administer atoris is a good sign... not that we should always agree, of course, we shouldn't. But it is a hopeful sign that we are able to engage in responsible discussion in a give an; take atmosphere." said Mary Margaret Smith.

"As far as hours (is concerned) it's up to the individual. As for myself, I don't think it's going to work out."

"... Butler made a similar proposal and they (President's Council) screwed up our proposal."

"It's a step forward in a very conservative, victorian attitude that we have at this school."

"I don't like the deal about the \$5.00. I think that if we pay the... fee, we should have access to the dorm without tramping around looking for the (watch) man."

"I'm a little worried about the sincerity of the proposal."

"I personally believe that if you have people responsible enough to stay out all night when you have people responsible enough to let themselves in (with a key of their own)."

Men students' reactions to the decision tended to support the much discussed "new morality" over the double standard.

"Girls should be adult enough to regulate their own hours and get enough done. This is an educational institution and part of their education should be how to run their own lives."

Another man commented, "Personally, I think that they should take an adult view... both the administration and the student... especially the administration in setting up hours for the girls. If they show the girls that they have more trust and confidence in them... the girls will realize it is a trust and be... responsible to it."

"I think it's about time. I'm really glad to see that they realized that we're going to have to give girls on this campus some type of freedom, and that the girls are not going to let the double standard start or exist or anything else."

One male student summed up the question of responsibility succinctly, "... we don't get pregnant; girls do."

(Cont. from pg. 1)

The decision to provide the Center was unanimously reached Tuesday during the President's Council meeting, a joint student-administrative committee.

The decision was announced at a student assembly Wednesday. Rev. Robert H. Betts, acting chaplin, is chairman of the committee, and he will be assisted by Toni Pitts, president of SIN.

A request was made that students volunteer for the committee, and response was enthusiastic. The committee will meet soon to formulate plans for the Center.

travel & jobs offer commitment

BHOODAN CENTER OF INQUIRY

Bhoodan Center is interested in building and helping others to build grass - roots, face - to - face, human communities. Therefore, in spite of our limited facilities we will be holding three, week - long, camp - out, work - study seminars on community this summer. The dates will be June 21-29, July 12-20th, and August 2-10th. These will cover such things as rural living, ecology, Hopi Indian culture as one pattern, dialogues, problems of organizing community, why community, human relations, etc. The cost will be \$2.00 per day. Write for more details, - Bhoodan Center of Inquiry, Sierra Route; Oakhurst, California 93644.

AMERICAN DOCUMENTARY FILMS

Media, especially film, as a powerful tool for education, communication, organization, and action has barely been used by the movement - those people who should be using it the most to reach others. American Documentary Films is a non-profit corporation founded by film artists to produce and distribute films that document, examine and illuminate the need and struggle for social change. Because the use of these films is as important as production of them, we are now concentrating on distribution and need full-time salaried people to work as distribution organizers, and communications secretaries in both offices. - Contact Sally Pugh; 379 Bay Street; San Francisco, California 94133; (415) 982-7475 - or Vlaire Carsman; 336 West 84th Street; New York, New York 10024;

BOSTON AREA RADICAL RESEARCH CENTER

Collects information, trains researchers, serves as a clearing house for research relevant to movement organizing in the Boston area, coordinates research efforts in the area, and sponsors a few specific projects with a research - training newsletter. Needs people to do research, train researchers, read and file radical documents, and help with office work. Experience is not necessarily - will teach committed people. Will help find part-time job for support if necessary. - Contact Cappy Pinderhughes: Boston Area Radical Research Center; 791 Remont Street; Boston, Massachusetts 02118; (617) 536-9219.

FARM COMMUNE

This spring a group of people (mostly former Reed college students) will be starting a farm commune in the Pacific Northwest. Farming, individual artistic effort, and Zen meditation are the main interests. An eventual plan is to sell organically grown food and perhaps have a small farm restaurant. There is room for a few more people who would seriously commit themselves to creating an environment they would like to live in. Experience in communal living, and practical knowledge in mechanics, gardening, carpentry, cooking, etc. are desirable qualifications. Contact Jo Robinson; 3914 E. 27th; Portland, Oregon 97202.

Quote of the week: "Lindenwood is in a state of transition."

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