

## Biafra

# If we have a conscience...

"We can't just sit around and watch this tragedy, not if we have a conscience", said Janet Francois. She and Nancy Arthur have organized The Committee to Help save Biafra to raise funds and support for the warring African nation.

The Lindenwood group will have Tim Gardner, chairman of the St. Louis Committee to keep Biafra alive to speak to students this Tuesday night at 7 P.M. He will also talk with any interested students afterward, in the Student Activities Building.

Students who want to help the group are urged to participate in a fast. Money contributed by

students who cut down on food will be sent to UNICEF. Participating students may sign an open letter to the U. N., urging intervention.

Other fund - raising projects will be announced by the committee, and any suggestions are welcome.

The Biafran war is a human as well as an historical drama. Sixteen months ago the tiny country, inhabited mainly by proud Ibo tribesmen, declared its independence from Nigeria. The new country, however, suffered from a lack of natural resources, and the land is largely infertile. The annexation of five million neighboring tribesmen was the final chapter in a long history of

Nigerian racial prejudice against the natives. As an outbreak seemed inevitable, the flow of arms and food into Biafra became a trickle.

Rebellion from tribes within Biafran ranks caused plans for a lightning war of independence to become a defensive one for Biafra. In contrast to the scarcity of guns and ammunition, the enemy Nigerians are using Russian - made ground to air missiles. They do not spare hospitals or undefended villages. Food is almost non-existent for troops as well as women and children, as all air and land routes are sealed by Nigeria. The daily statistics are inconceivable enough to become monotonous; as of two weeks ago, eight to ten thousand people a day were dying. The latest reports tell of a shortage of food so great that elite troops cannot be fed, much less women and children.

Yet the Ibos refuse to surrender, despite the almost unbelievable odds. They are reported to be organizing guerrilla forces and ways of smuggling arms and food into their country. Despite his country's suffering, Lt. Col. Odumegwu Ojukwu does not want the nation's dream of independence to die.

The United Nations has refused to intervene, insisting that the war is an internal conflict.

But the human suffering remains, and thousands of shriveled bodies, victims of slow and painful starvation, attest to the latest example of man's inhumanity to man. Some food may get through by the efforts of the Catholic Relief Fund and UNICEF.



Daily Telegraph, London

"Immoral: But whoever is to blame in Nigeria, most people outside that country are convinced that the systematic starvation of civilians is on the face of it, profoundly immoral." (Newsweek, Sept. 30, 1968).

## SA Organizes "Time Out"

A day to be reserved for examination of issues directly affecting Lindenwood is being organized by SA in conjunction with NSA member schools throughout the nation. "Time Out

- Students Confront the Issues" will begin in the evening of October 29, and extend through October 30.

Several common issues will be grappled with across the country; educational reform will deal with problems such as: flagrantly bad teaching, use of money, campus relation to the poor, admission procedure, control of the bookstore and cafeteria, and quality of the student government.

A university's complicity with the Department of Defense will be another issue, and a list has been made available by NSA of institutions who are now engaged in chemical and biological warfare research.

Help in campus research of Institutional Racism is offered to those colleges who want it. Students are asked to answer these questions of their college:

Are full content courses offered in black history, black psychology, ghetto culture, etc.?

Are schools of education aimed at flexibility, or at perpetuation of the present system?

Is there active recruitment of black professors, or is it tokenism?

Is faculty activism a qualification or disqualification?

Is the chartering of black groups on campus encouraged or discouraged?

An examination of student rights, alternatives to the military draft, and use of drugs will take place on many campuses.

Student Social Rules and the creation of liveable dormitories is being considered as a topic for Lindenwood. There is a trend toward suites with more privacy, and arrangements of students into smaller groups which function better socially and educationally. Libraries, seminar space, and even classrooms are now being built into some dorms. The question focuses on the existence of en loco parentis. Can a stimulating atmosphere be established while especially restricting regulations exist? The development of their educational environment could be centered around experimental classes or lecture series.

Everyone is encouraged to participate in this day of brainstorming, bitch-ins, and general exploration of options for better living on this campus.

"Toward A Responsible Sexual Code" will be the topic for Sunday, October 13, in Young Lounge at 4:00 p. m. Mrs. Ethel M. Nash, who is British, will present the lecture. She will be staying on campus Sunday night so there will be a discussion for any interested persons later that evening in McCluer lounge.

Developing a basis on which an individual chooses a style of behavior will be the central theme of Mrs. Nash's lecture. At this time Chris Kleinholz will act as hostess.

Mrs. Nash is currently the clinical associate professor of obstetrics and gynecology at the University of North Carolina medical school. She has written and contributed to many books. Among them are With This Ring and Marriage Counseling in Medical Practice. Mrs. Nash has lectured at many universities, colleges and medical schools throughout America, Canada, Britain, the Far East, New Zealand and Australia.

## YD's Rally

Young Democrats torchlight rally will be held on the quadrangle of Washington University Sunday, Oct. 13, from 7:00 until 9:00 p. m. The featured speakers will be Jim Symington, candidate for second district congressman, and Thomas Eagleton, candidate for U. S. Senator.

Jim Symington is the son of Stuart Symington, U.S. Senator from Missouri. He is the 40 year old former U. S. Chief of Protocol, and former Administrative Assistant to U.S. Attorney General Robert Kennedy. Thomas Eagleton is 38 years old, Lt. Governor of Missouri, and former Attorney General of Missouri. At 27 he became the youngest circuit attorney in the city of St. Louis.

The Rally will feature music—probably a rock 'n roll group and a folk singer. There will be free refreshments.

Anyone may attend the rally. A bus, provided by Jim Symington will take L.C. students to the rally. Those interested should contact Judy Bassnett, Box 36 or room 210 in McCluer Hall.

## Student Council Reports

The Student Council opened Monday night with a series of announcements. There is some confusion about taking food out of the dining room; for the present, students are asked to not take plates from the dining room.

A Conference on Institutional Racism will be held at the University of Notre Dame during the latter part of November. Participants will pay for their expenses, and anyone interested is asked to contact Helen Jones. Council members were also told that volunteers are still needed for the "Quick - check" if it is to be instigated again this year.

Under old business, representatives were told that there will be an orientation for students council members on October 16, which will include interview and discussions. The Student Activity Fund was discussed and a list of the allotment to each organization will be posted in the dorms.

The council decided to participate in a national undertaking called "Time - Out," which will be held Tuesday evening, Oct. 29, and Wednesday October 30. These days will consist of discussions and lecturers over "Creating a Liveable Dorm," more information will be available later.

It was decided to paint one wall of the red house with blackboard paint, and to have coffee available at all times for 5c a cup. The council plans to meet every other week; the Senate will meet on the weeks in which there is no council meeting.

The Saint Louis Free Press, an underground newspaper published at Washington University, will be available to Lindenwood every other week. It is fifteen cents per copy. See Pat Clapp, Room 202 Cobbs..

## Tutoring Begins

The Tutoring program begins October 28. Students will receive an application form in their post office box no later than Monday. If interested, please complete the form and return it. Questions concerning the program should be taken to Patty Uren or Sue Josephson.

## Academic Freedom Extended

NEW YORK (CPS)—The American Civil Liberties Union has extended guidelines recommended for academic freedom on the college campus to high schools.

A policy statement just released puts into writing the philosophy that ACLU has been practicing at the secondary level for some time. It spells out what the organization sees as the rights of students and teachers on subjects that have resulted in controversy and legal hassles across the nation.

"If each new generation is to acquire a feeling for civil liberties," the statement says, "it can do so only by having a chance to live in the midst of a community where the principles are continually exemplified. For young people, the high school should be such a community."

The guidelines oppose loyalty oaths and call for freedom to teach controversial issues. Union participation, including the right to strike, is also endorsed. Teachers should be appointed solely on the basis of teaching ability and professional competence and not discussed for holding and expressing opinions, the statement says.

Teachers' rights outside the classroom "are no less than those of other citizens," it adds.

Rights set out for students include dress, access to books, assembly, publications, outside activities, and due process in disciplinary actions.

"As long as a student's appearance does not, in fact disrupt the educational process or constitute a threat to safety, it should be of no concern to the school," ACLU believes. A student is entitled to a formal hearing and right of appeal when serious infractions of rules are involved, it argues.

"No student should suffer any hurt or penalty for any idea he expresses..." the statement continues. There should be no

interference with the wearing of buttons, badges, armbands, or insignias on the grounds that the message may be unpopular.

"The onus of decision as to the current of publication should be placed clearly on the student editorial board.

"The onus of decision as to the content of a publication should be placed clearly on the student editorial board.

"The right to an education... should not be abrogated because of marriage or pregnancy unless there is compelling evidence that the student's presence... does, in fact, disrupt or impair the educational process for other students."

The ACLU considers the academic freedoms set forth in the statement more than a line of defense. They are, it says, "positive elements in the educational process of a democracy."

There are many opportunities for study under the Junior Year Abroad program. If you are interested, contact Miss Lichliter, Dean of Continuing Education and Career Planning, as soon as possible.

## Choir Rehearsal Time Changed

Because of numerous class conflicts with presently scheduled rehearsals, the Lindenwood Choir is tentatively changing its practice time to 12:30-1:00 p. m. on Mondays and Thursdays according to Dr. Kenneth Greenlaw, director. It is not too late to join the Choir. If a class conflict made it impossible before, why not join the Choir now? Come Monday at 12:30 to Sibley Chapel.



# In Strictest Confidence

Ask a student (almost any student) on this campus to explain the present status of the Honor System. Her answer may range from tales of its complete abolishment to a statement that the faculty has re-instated the social honor code. She doesn't know what is happening because an air of a sacrosanct secrecy pervades Roemer first floor and seeps out into the dormitories. She wants to know and she's interested because the Honor system is her own; what happens to it can affect her very directly.

Why is it necessary to inform a few representatives of the students and oblige these few not to tell their fellow students. It seems that this is an unnecessary obligation to expect of the few who are informed. More significant, though, is the fact that these students were elected to represent the student body. If the administration thinks it is important to inform one student representative of a matter that applies to the campus at large, then the administration ought to be just as willing to communicate this to every other student.

The faculty met Wednesday morning and made three specific actions concerning the Honor System.

- (a.) That the faculty accept the Honor Board request to temporarily suspend the social honor code and endorse the machinery that has been established to handle social disciplinary action in the interim
- (b.) That the faculty expresses its commitment to and support of an effective academic honor system and calls upon the Honor Board to prepare for its responsibilities, and to undertake the presentation of the Honor System to the student body.
- (c.) That the Student Life Committee, the Honor Board and a subcommittee of the Student Curriculum Committee be authorized to undertake a thorough study of the social and academic honor system of Lindenwood College, and that this report be forwarded to the faculty and study body with specific recommendations no later than December 1.

The above statement may elicit a response like: "So What?" It does not mean anything because only a few students - informed in "strictest confidence" - have been able to engage in dialogue with the administration and faculty. Meanwhile, the student body remain uncomfortably split between those who "know" and those who do not.

## OUR MAN HOPPE

### Is Sex Old-Fashioned?

by Arthur Hoppe

Once upon a time there was a young lad named Horatio Alger, who was determined to struggle and persevere and somehow get himself a good education. A good sex education.

But the little lad faced many hurdles. The first was the local school board, which voted 5-4 against showing Horatio any sex education films. The second was Horatio's parents, who voted 2-0 against allowing Horatio to attend any Adult Movies.

"Adult movies," thundered Horatio's father, "are corrupting the morals of our youth and destroying our American way of life."

So Horatio was 18 and on his own before he saw his first Adult Movie. He didn't of course, understand it. But he thrust forth his chin and vowed to persevere.

For two years, Horatio persevered. He saw Adult Movies thrice weekly and twice on Saturdays. "It was a hard struggle," he said proudly on reaching 20, "but at last I have won myself a good sex education."

It was then that he met Miss Penelope Trueheart and fell in love.

"All I desire on this earth," he said, falling to his knees one night in her apartment, "is to be the father of your child and spend the rest of my life as your husband."

"Oh, dearest," said Miss Trueheart ecstatically, "when will we be married?"

"As soon as we have a child," said Horatio, drawing on his good sex education. "For we can't have one afterward, you know. People never do."

"And how do we have a child?" she asked, blushing

modestly.

"There are several ways," said Horatio. "The easiest, I believe, is for you to smoke a cigarette on the couch. I will pounce on you. Your hand will go limp and the cigarette will fall on the carpet. (We can use an ashtray, I suppose, if you worry about fire.) And then you will cry."

"I don't smoke," said Miss Trueheart.

"Then we'll have to throw our clothes on the floor," said Horatio, "though it isn't very tidy. But please turn up the heat first as we have to lie under just a sheet and talk. Then I will go for a drive and you will cry."

"Will you take me in your arms, dearest?" she asked hesitantly.

"Yes," said Horatio. "In the shower."

"I don't have a shower," said Miss Trueheart, close to tears.

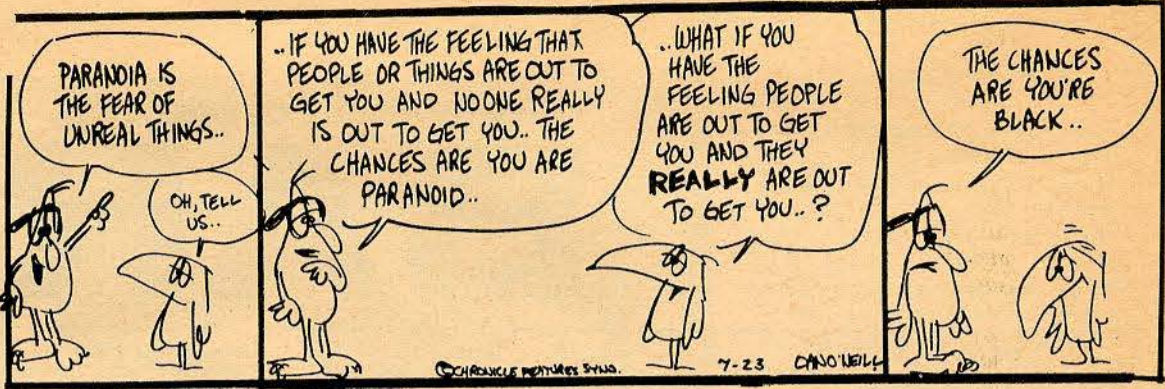
"Well, I guess we can skip that," said Horatio dubiously, as he threw his tie on the floor. "Come, my love, I can hardly wait."

So they threw their clothes on the floor, got under the sheet, talked, and then Horatio dressed and went for a drive while Miss Trueheart cried.

But, oddly enough, though they faithfully repeated this routine every night for seven years, they never did have a child.

With his good sex education, Horatio privately blamed Miss Trueheart for neither smoking nor having a shower. But he was too gallant to say so.

*Moral: Adult Movies may, indeed, destroy our way of life. And the human race along with it.*



# Pacifists Plan Hiroshima Voyage

(Editors' Note: The BARK received this letter from Alan Webb. It is reprinted by his request).

For centuries man has sought political, economic and religious solutions to his problems. These attempted solutions have been at times helpful and at times harmful; in any event they usually were directed toward symptoms of man's problems rather than to the real source and shape of his conscience. We propose to do something which is directed to the conscience of mankind. and religious solutions to his problems. These attempted solutions have been at times helpful and at times harmful; in any event they usually were directed toward symptoms of man's problems rather than to the real source and shape of his conscience. We propose to do something which is directed to the conscience of mankind.

We are going to acquire a ship that can transport approximately three hundred people and sail around the world as a gesture of Peace and Universal Brotherhood. In order to do this we have formed a non-profit corporation to organize this voyage. We have no affiliations with any political, social, or religious organizations. We will depend solely upon mankind for support.

Perhaps you would like to be one of us. If you cannot come you might like to help us. There is much to be done.

We will try to get a government ship - perhaps one of the mothballed Liberty ships - and adapt her for our purposes. We will change a "Ship of war" into a "ship of Peace". The ship will be painted in beautiful colors by artists. On her sides she will carry messages of Peace and Goodwill from anyone who wishes to send them. In the course of preparing our ship, we will prepare ourselves for that seminars be held to explore and express the attitudes of Peace, non-violence and love through discussion and meditation.

None of the persons aboard our ship will be "passengers". Everyone will have some sort of duty however small it may seem to be. We shall have an interesting and enlightening experience.

When our ship is ready we will christen her the "Mankind". It is a good name - for the whole purpose of our trip will be to express the attitude that we are all one, a seemingly reluctant brotherhood, with only one world to live in. We are convinced that our one and only hope for mankind to survive is by love expressed through a gentle attitude and kindness shown to our brothers.

We intend to leave San Francisco in June 1969, and go to many ports. We will sail first to Hiroshima. There we will say that we are sorry for the terrible bombing that happened. All of us, including the Japanese, are responsible for allowing it to happen; and our apology will be from mankind, not just from America.

By going to Hiroshima, we will call attention to the specter of hydrogen bomb warfare, a specter we have all but forgotten except for a nagging fear in the back of our minds.

Hiroshima will remind us of the possibility of nuclear holocaust; but it can also be a beginning place for a reaffirmation of the nature of God and man. There is much despair, Bitterness, and Cynicism in people now, but there is also much reason for hope. We feel that our ship, "The Mankind", can do much to symbolize this hope for all.

The world now is full of violence and conflict. Forces of both concern and hatred appear to have become polarized into opposing camps. We feel a closer look reveals that man is more than ever before concerned with the treatment of his fellow man. There is more "life - forced" manifest now than ever before. This force is expressed through Love; it is everywhere and it will be aboard our ship.

We will never reach a world of love through violence. Many who feel despair and bitterness now, may turn to violence. In one way this violence and hatred is a corruption of their desire to love and be loved. Because of feelings of futility and frustration in finding avenues for the expression of love, this love turns to hate. Our ship will be such an avenue.

We are entering a "new Age" for mankind. It will not be an age of conflict in politics, economics, and religion, but an age of "Universality" in which we realize that all men are brothers, that the greatest joy in life is loving one another, and that we can never benefit at the expense of another. In this age we will have no cause to fear or mistrust anyone. This will come about as we overcome our doubts, guilt, fears and selfishness. These barriers

separating man will be removed aboard our ship. We hope this will be true for people to identify with our trip, and what we are trying to create, a pure gesture of love.

Wherever in the world we stop, we will offer flowers, music, singing and dancing. We will have gifts for children made by other children. We will express our feeling as a group as well as personally.

After our ship leaves Hiroshima, we will go where we think being of everyone on the ship as well as the people in the ports of call. We would like to stop in China, Vietnam, Africa, India, and Europe.

As we mentioned before we plan to leave in June, 1969. If you wish to go with us, or to contribute in any way please write to MANKIND... BIG SUR, CALIFORNIA... 93920. Those who wish to go with us will receive a letter explaining all of the details. If any school organization or interested group of individuals wishes to take on as a project helping us in this endeavor, we will be pleased to send a speaker from our group to talk with you.

We will be supported entirely by donations from passengers and others who wish to contribute with their messages. We are willing to take passengers who cannot afford their own expenses. However since we are funded only by donations, we hope that everyone will make an effort to offer something. In the final analysis, the only ticket you need to come aboard the Mankind is a loving heart, good vibrations, and a feeling of Oneness with others.

Signed, Mankind

## To The Editor

Editor:

The food service has not studied its calendar of late. If it had, it would have realized that Yom Kippur, the highest Jewish holiday of the year, fell on the second of October - the same day pork chops were served in the cafeteria.

Not to say that there are a great majority of Jews on campus/ or that each of them is the most religious of persons. Most of them may not go to temple; they may not know what the inside of a temple looks like; they may not believe in keeping Kosher; they may not know a word of Hebrew; they may think a matzo ball is something used on a soccer field, but just maybe, there is one who seriously believes in his or her religious custom and tradition. What about this student? It seems almost an insult that the food service should grossly overlook this fact and serve such a meal on this high holiday. How much "bother" would it be to have a small choice of meals, at least on these occasions - tuna fish, peanut butter, metrical - anything but pork!

Not only does the food service ignore standing religious custom, but it also persists in prolonging those no longer in existence. At Lindenwood, Friday is still fish day. Why not give the students a choice of meat or fish?

(name withheld by request.)

Dear Editor:

Here is a piece of filler which you might wish to use. "Undoubtedly the best base player in major league history is Alkaline!"

Sincerely yours, Bubbles

Dear Editor:

"Eight to ten thousand die every day..." (New York Times, Sept. 29, 1968). "200 tons of food a day are necessary to save the millions of dying Biafrans... only 9 tons are trickling in from day to day..." (New York Times, Sept. 29, 1968).

There are children so deprived that their bodies reject the protein they need so badly... a child is dying right now, and another will die in the next 15 seconds... and another...

Will you help us in our attempt to help save Biafra? Will you fast with us knowing that the food costs saved from your fast will be turned over to UNICEF for Biafra?

Will you support a hunger walk whose proceeds will also go to UNICEF to try and help those kids?

Please help us. We can't sit around feeling secure and comfortable knowing those kids are dying by the thousands daily. We've got to do something NOW!

Sincerely yours, Nancy Arthur Janet Y. Francois

**LINDENWOOD COLLEGE**

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## National Student Association

**"The Student as Nigger"**

By Jerry Farber

(Editors' note: This article has been circulated by the National Student Association. We believe this to be a thought provoking critique of contemporary education. We have edited the article for journalistic purposes. For the original copy, please see the BARK.)

STUDENTS are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic B.S., where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there we can go on to consider whether it might ever be possible for students to come up from slavery.

First let's see what's happening now. Let's look at the role students play in what we like to call education.

At Cal State L. A., where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a niggerlover. In at least one building there are even rest rooms which they may not use. At Cal State, also there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections - their average age is about 26 - but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

**SMILES & SHUFFLES**

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" - and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tells him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail you out of the course.

When a teacher says "jump," students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, - at exam time, provides answer cards to be filled out - each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher Another colleague once caught a

student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in a rage when they fall asleep.

Just last week, during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying "This class is NOT dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

**FOLLOW ORDERS**

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a d-n; she doesn't give a d-n.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the d-n school. I mean there was NO WAY OUT. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

Then there's the infamous "code of dress." In some high schools, if your skirt looks too short, you have to kneel before the principal, in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change. Boys in high school can't be too sloppy and they can't even be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties and stinky brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the isn't a provo; I wish he were. he does it to prevent cheating.

surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others - including most of the "good students" - have been more deeply brainwashed. They swallow the B.S. with greedy mouths. They honestly believe in grades, in busy work, in General Education requirements. They're pathetically eager to be pushed around. They're like those old greyheaded house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State L. A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

"None are more hopelessly enslaved than those who falsely believe they are free."

Goethe.

**INWARD ANGER**

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers' I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status.

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede, as they rushed to cop out. And, in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment.

"You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors, who know perfectly well what's happening, are copping out again. And in the



high schools, you can forget it. Stillness reigns.

**FORCES A SPLIT**

I'm not sure why teachers are so chicken. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; but in the classroom students do what you say - or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim - any time you choose - you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear - fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance - and parade a slender learning.

**"WHITE SUPREMACY"**

The teacher's fear is mixed with an understandable need to be admired and to feel superior, a need which also makes him cling to his "white supremacy." Ideally, a teacher should minimize the distance between himself and his students. He should encourage them not to need him - eventually or even immediately. But this is rarely the case. Teachers make themselves high priests of arcane mysteries. They become masters of mumbojumbo. Even a more or less conscientious teacher may be torn between the desire to give and the desire to hold them in bondage to him. I can find no other explanation that accounts for the way my own subject, literature, is generally taught. Literature, which ought to be a source of joy, solace and enlightenment, often becomes in the classroom nothing more than a source of anxiety - at best an arena for expertise, a ledger book for the ego. Literature teachers, often afraid to join a real union, nonetheless may practice the worst kind of trade-unionism in the classroom; they do to

literature what Beckmesser does to song in Wagner's "Meistersinger." The avowed purposes of English departments is to teach literature; too often their real function is to kill it.

Finally, there's the darkest reason of all for the masterslave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white man so fearful of integrated schools and neighborhoods, and which makes the castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins, before school years, with parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

**BLEEDING BRAINS**

How does sex show up in school? First of all, there's the sadomasochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the teacher - a kind of intellectual rough trade - and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us the perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter - sanitized and abstracted, thoroughly divorced from feeling. You get "sex education" now in both high school and college classes: everyone determined not to be embarrassed, to be very up to date, very contempo. These are the classes for which sex, as Feiffer puts it, "can be a beautiful thing if properly administered." And then, of course, there's still another depressing manifestation of sex in the classroom: the "off-color" teacher, who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

It's not that sex needs to be pushed in school; sex is pushed enough. But we should let it be, where it is and like it is. As things stand now, students are physically castrated or spayed - and for the very same reason that black men are castrated in Georgia: because they're a threat.

**ONCE A NIGGER**

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers.

(Continued on page 4)



# LC To Battle Greenville

The opening game of the Lindenwood Hockey Team against Kirksville ended in a heartbreaking defeat. The final score of the game was Kirksville 2 and Lindenwood 1 with Paula Ward scoring the only goal for LC. Exciting moments (exciting to the team and the tremendous amount of spectators all from Kirksville) of the game came in the last quarter when Kay Kirkland the centerforward for LC had a penalty bully with Kirksville's goalie. A goalie involving herself with a penalty bully is almost unheard of but Lindenwood seems to have her fair share of them. The last five minutes of the game found LC pounding the Kirksville goal helping and trying for a break. Each attempt came closer but not close enough to tie the game. For those who are uninformed about hockey, a score of 2 to 1 is excellent and the way the LC team handled themselves is a compliment to the school. The team, along with practices, had to care for the field before the game. LC ladies running across the hockey field with lawn mowers is a sight for sore eyes (would you believe unbelieving eyes?) The team will travel to Greenville College tomorrow for nother game. This time LC will come with a win tucked in their skirts. Game time 2:30.

(Continued from page 3)

And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing very little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier and more timely word, you can only program them.

### INTIMIDATE OR KILL

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. This may be a mistake though. Dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell. How do you raise hell? That's a

whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've started taking it.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could earn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could out the grading system in a museum. They could raze one set of walls and let life come blowing into the classroom. They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where it's at - a "field of action" as Peter Marin describes it. And, believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons - their own reasons.

## The Social Side

### Leona Greenlaw

Students planning on attending the Viennese Concert at Powell Hall this Sunday are encouraged to pick up their tickets in the Red House this afternoon from 2:30-3:30 p. m. Students will however be able to pay for transportation and pick up tickets at the bus. The bus will leave for the symphony on Sunday, October 13, at 1:30 p. m. Buses will load on Watson Street, behind the Science building. Students who plan to go with the bus will need to pay \$1.00 for transportation. Students who are not going to be able to use their tickets are encouraged to find other students who would like to use them or notify Mrs. Greenlaw (box 748). Students who failed to choose free tickets at the beginning of the term will be given free of charge if there are extras; other students may purchase them for \$1.25.

Students interested in attending "I Do, I Do" are encouraged to consider the following two dates: Wednesday, October 23 at 8:30 p. m.; Sunday,

October 27 at 3:00 p. m. Prices are \$3.00, \$5.00, \$7.00, \$8.00 and \$11.00. Sign up on the sheet on the cultural events board in Romer and pay your money soon, as tickets may well be sold out early.

The second performance this season of the St. Louis String Quartet will be Sunday, October 20, 8 p. m. in Steinberg Hall at Washington University. There is no charge for this concert, but students interested in attending are encouraged to arrive before 7:30 in order to be assured of a seat.

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Claudia Dammert rehearses Native Peruvian Folk Danoes.

## Student Inteprets Peru Crisis

Wednesday the Peruvian Folk delegation left for the Olympics in Mexico; Claudia Dammert, a student from Lima, Peru, contributed to the investigation which made the delegation existent. She was to have danced with it, but as is quite obvious, she is attending college instead. Mountain Indians, and Negro dances form a repetoire of about one hundred dances.

The military coup d'etat in Peru is the news, however, and Claudia offered pertinent background.

"First let me say that I don't think the Army is capable of ruling our country."

Claudia explained that 33 years ago the petroleum fields at Brea y Parinas were leased to International Petroleum (a branch of Standard Oil of N.J.) for ten years. The American company was to take out only a specified amount, but took out 22% more, without paying for it. Fear of endangering Peruvian - U.S. relations prevented a rebellion.

In 1963 President Belaundo promised to arrange the petroleum matter within 90 days. Years passes. Three months ago, a national petroleum industry was formed, called Empresa Petrolera Fiscal, and the International Petroleum Co. owed Peru a considerable sum. Amid reporters and television cameras, the

contract was signed to open the oil fields to open bidding. Later, the last page, which gave certain rights to the Reruvian government, was found missing - Inflation followed. In June, the equivalent of 27 soles was one American dollar; several months later, one dollar was worth 44 soles. People surrounding the president were not always honorable.

The army accused the government of trampling on the dignity of the people. They went into the palace, removed Belaundo, and slipped him to Argentina. Constitutional rights were revoked to end riots and street fighting, and a military dictatorship is now in force.

Peru is rich in some resources, but Claudia considers the Peruvians sometimes afraid to invest in their own country. It's thought to be too unstable. U.S. investment is heavily concentrated in the copper consciousness is developing, but a big problem still is "we think everything foreign is the best."

## "Focus" Views

Last Thursday Focus had its weekly meeting. Debate was eager and often heated.

### Student Revolts

The first problem brought forward was the new revolts of students in different parts of the country. The question is whether these revolts can be put into a certain pattern - and if this is the case, how the revolts in U. S. can be connected with the similar revolts in Europe last spring and the revolt in Mexico taking place just now. What do you think ???

### Czechoslovakia

The situation in Czechoslovakia was the next subject of our debate. Now, when the Russian occupation has been almost completed - and everything went back to "normal" in the country, it is time to consider the situation from a bird's eye view. Why did Russia make that move, that has cost her so great a loss of prestige in the world ??? - and what is the intension of the "oratorial attacks" that Russia has started on West Germany ??? Many opinions were aired during the discussion.

### Elections

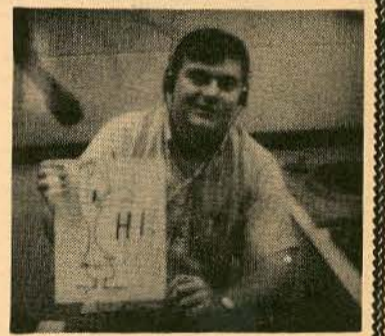
Problems not so much in the forefront of the campaign, but just as important must also be considered.

Did you know that 29 million - more then 10% of the entire population will be deprived their right to vote in this election? Twenty million will be deprived of their rights by illegal means, another nine million because they have moved from one state to another and are not considered residents. Speaking about voters - the poll in this county is about 60% of the enfranchised population. Considering the importance of this election - both to the U. S. and the world, this poll is low.

Focus will meet every Thursday night at 7 p. m. in the Red House. In connection with Focus is a radio - program Forum on KCLC every Tuesday night at 10 p. m.

The *Chicken Little*

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*the pregnant box*  
*Sometimes the only*  
*differenca between the*  
*profane and the*  
*profound*  
*is the spelling.*  
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