



Kathy Yaffe plays Kissie in "Jobs Kinfolk," a one-act playing with "The Rats" this weekend in Roemer Auditorium.

Former Key Policy Revived

Editors Note: This letter was issued November 6 by the Office of the Dean of Students for publication by the BARK.

Dear Seniors:

Thank you for your letters regarding the senior key, which I received several weeks ago. Due to some unforeseeable events of the past week or so, I have been unable to respond before now, but I do appreciate your many suggestions.

Dissatisfaction does seem to arise when a policy is changed in the middle of the year. The reason for the change was because many seniors were unhappy with the system started in the beginning of this academic year.

I would like to remind you that it was only a year ago that Lindenwood seniors were granted the privilege of having a key to their dormitory, and this privilege was granted on a trial basis. Unfortunately, the key privilege was abused last year, and it will be necessary for this year's senior class to show a sense of responsibility in the use of the senior key if the College is to continue this privilege in the future.

We will continue under the system that was established at the beginning of this academic year. That is:

Keys will be kept in the possession of the head resident (in Cobbs with the house president) and may be checked out when you are leaving the campus. Immediately upon your return to the dormitory your key must be deposited in the metal sign-out box. The cost of replacing the lock and all keys will be paid by the student if the key is lost.

Those seniors who have paid their \$2 fee may continue to have the privilege of their personal key, turning it in before vacations and picking it up upon their return.

As the regulation has always been, your key is not to be used by anyone else, and we trust the

keys will not be duplicated. It is necessary that you reestablish the confidence of the College in this system. We feel the key privilege is a good program to have in our community when responsibility is accepted by each individual senior.

Please keep in mind that all students here have the right to security just as you, as a senior, have the privilege of a key.

Sincerely,
Nancy McClanahan
Acting Dean of Students

Student Chairman Resigns

Miss Diane Singer formally resigned last Tuesday as chairman of the student committee studying the co-ordinate men's college.

Dr. Brown announced Miss Vicki Lowe as the new chairman of the committee. The move was announced to the faculty in a meeting Wednesday. The student group met Thursday to formulate their objectives and to form sub-committees to study specific areas.

Commenting on her resignation; Miss Singer said, "I resigned on the conviction that I feel I am not the right person for the job."

The committee first met the Wednesday when their appointment was announced at a convocation by Dr. Brown. Copies of the Princeton College Report concerning co-education in that institution were distributed to the members for their study. Miss Singer asked the students to discuss their function at dorm meetings, with individual students, with parents of students. They also discussed the possibility of having open meetings with a BARK reporter present.

Miss Singer believes that the student group should be the major source for student opinion about co-education. She said, "Because the faculty is studying the details, the highest validity would be in studying student opinion, reflecting how the present student body feels about the situation".

She suggested that a student

Nixon Takes Campus

Nixon drew a wide majority of votes in a poll taken Tuesday by the American National Government and Art and Science of Politics classes, Lindenwood students gave Nixon 286 votes and Humphrey 159. Wallace received five votes; Dick Gregory three; Pat Paulsen, two; and Rockefeller and Muskie, one.

Thirty-eight faculty members responded to a similar questionnaire giving Humphrey twenty-seven votes and Nixon six; five gave no preference.

The distribution of the vote according to dormitories was as follows; Ayres gave Nixon four votes; Humphrey, four; Wallace, two and Pat Paulsen, two. Nixon received twenty-three votes in Butler; Humphrey, twenty-two; Muskie and Gregory, one; and two no preference. Cobbs gave Nixon

thirty three votes and Humphrey, fifteen with no votes for Wallace.

Sixty-eight Day Students voted with an equal number of thirty-one votes for both Humphrey and Nixon; Wallace received two votes and four questionnaires showed no preference.

Irwin gave thirty-one votes to Nixon and thirty-two to Humphrey with one vote going to Gregory. McCluer showed in favor of Nixon, who received fifty-nine to Humphrey's fifteen as did Parker with seventy-one votes for Nixon as opposed to nineteen for Humphrey. One vote went to Wallace and two gave no preference. Thirty-four of Sibley's votes went to Nixon, with twenty-one to Humphrey and one to Gregory.

Of the twenty-seven votes cast by the faculty members for Humphrey, twenty five voted for

Johnson in 1964. One of those voting for Nixon voted for Johnson in the 1964 presidential election.

Fourteen faculty responses felt that Humphrey would receive the largest popular vote and eighteen felt that Nixon would carry the popular vote. Twenty-one specified the candidate with the "most appealing personality" as Humphrey, four; Nixon, five; two, Wallace; and one, Muskie.

Of those of the faculty voting for Humphrey, the most important issues were Vietnam with nineteen checks and the Urban crisis with four. Nixon voters rated disorder and crime as the most significant issues of the campaign.

The student questionnaire has not been completely analyzed for publication this week; however, the information will be printed at the earliest possible time.

KCLC Covers Local Elections

Exclusive local radio coverage of elections in St. Charles County were presented last Tuesday by Lindenwood's new community radio station, KCLC - FM. Operating at 89.9 megacycles on the FM band and serving St. Charles county, KCLC - FM began coverage at 7 p.m. Tuesday and broadcast until all the voting tabulations were completed at 2:30 the following morning.

Three KCLC - FM reporters were stationed at the St. Charles County Court House throughout the evening, and they telephoned voting returns via a direct line to the radio station's "Election Central" where Vicky Lowe broadcast the results. There were periodic reports on state and national elections, received by outside communication media.

The election served, stated Sandy, as a promotional device for KCLC - FM and was very encouraging for a new station. People from the St. Charles area, including candidates, Lindenwood faculty members, and St. Charles citizens called "Election Central" for information about election returns and general knowledge about the station itself. Candidates listened to the station previous to their appearance at headquarters.

"There were at least twenty staff members working at some period of time throughout the evening," said Sandy. Because of the newness of the station, she said, the staff feels that it must prove the worth of the station and that this year may determine its degree of success. Sandy continued by saying that the work put in by the staff provided "great encouragement in this direction. It's really worth it when people come across like they did" last Tuesday. "By the time it was over we had a pretty tired crew."

One Acts Play This Weekend

Two one-act plays will be presented tonight and Saturday night in Roemer Auditorium. Curtain time is 8:15.

"The Rats" by Agatha Christie under the direction of Gail Driver, is a murder mystery involving a couple engaged in a love affair who find themselves locked in a strange flat with no way out. Sandra is played by Claudia Dammert, and David is played by Allan Newsham. Dave Siddell plays Alec and Marsha Hollander is Jennifer.

"Job's Kinfolk" by Loretto Carroll Bailey is being directed by Carolinda Cowles. The one-act is a Carolina folk play of a young girl who finds herself in trouble and the mother's efforts to save her. Kate is played by Pam Willetts Gordon. Katherine is played by Margie Files, with Kathy Yaffe as Kizzie, Carroll Howell as Carl, and Diane Ruhl as Estelle.

Interspersed among election reports were on-the-scene interviews with local candidates and political observers at the Democratic and Republican headquarters as well as the Courthouse. Reporters from KCLC - FM taped reactions and messengers rushed the tapes within less than half an hour to "Election Central" for airing to the public. Steve Hirsh maintained contact between the station and the Courthouse; Mike Donovan recorded "excellent tapes" from the Republican headquarters according to staff members; Phil Davis and Phil Sommers recorded statements from the Democratic headquarters.

Sandy Sather, head of publicity for KCLC - FM was available for comment and discussed the evening at "Election Central. It was pandemonium for the first few hours until we could find ourselves. Things quieted down for a short while until recorded interviews started coming in."

Sandy said that one of the objectives of the new radio station is to gain a local listening audience. "We are trying to attract people of all ages; we reach adults through community profile, youngsters through children's shows and popular music for young adults. We try to reach all these people. It's not important that they listen to the entire broadcast, but that we reach a majority of them at some time."

who is a junior would be best in the position, as she would be able to see the entire project through to its completion.

Several student members have questioned the validity of an all student committee. They feel that the necessary details have already been researched by the faculty committee also working on the project. Any further student research would, they feel, be simply a duplication.

Penny Harrison feels that "the student committee is really in the dark about our real purpose". She feels that the committee is most useful as a means of augmenting student suggestions and opinion. She emphasized that the student group would not be in any way affected by administrative opinion.

Karen McKinley, another student in the committee, questioned the logic behind a separate, all-student group. She feels that a committee composed of students, faculty and administrative officials could work together more efficiently. She added that the final report would be more valid as a comprehensive study of the entire question. She agrees with Miss Singer that the committee must begin to formulate objectives and begin research immediately.

In response to these charges, Dr. Brown agreed that the final report must be a joint effort. He added that this is also the opinion of the Board of Trustees of the College.

Editorial Section

The "Reward" System

Witnessing students grovel for grades, experience feelings of total failure and inability to recover any incentive to achieve better grades, leads many students to question the validity of the grading system at Lindenwood.

It might be well to examine Westminster's recent transition to a system involving quality points. Three levels of rating — pass, high pass, and distinction — yield different numbers of these points. The student who does not meet the standards of "pass" receives no points; however, he does not receive negative points. His failure to achieve standard work does not deal him a punishment that cannot be erased; it only means that he has lost time which must be compensated for in order to graduate with a specified number of quality points.

The Curriculum Committee is making several recommendations to the Educational Policies Committee. These recommendations are essentially for the extension of the Pass - Fail grade system to ultimate abolishment of the present grading system. The Committee suggests that language requirements be under Pass - Fail, as well as divisional electives. Also, the Committee asserts that the student be allowed to take one course in Pass - Fail each long term as opposed to the present allowance of only five Pass - Fail courses in four years. The preceding recommendations are being suggested for transitional purposes in the opinion that the letter grade system cannot be immediately abolished.

The letter - grade system could, in fact, be abolished without a transitional system. However, this should not be done until alternative systems to complete Pass - Fail are also examined. Letter grades are fast losing their relevancy. If a college purports to educate, why does it so often discourage and ruin, or at best, disenchant the growing number of students who cannot or will not submit to a superficial line between "A" and "B".

Counterfeit Campaigning

by Dick Gregory

The really insidious nature of campaigning in a national election dominated by the two - party system came into new focus for me personally during the final weeks of the campaign. As an independent, write - in candidate for President (though my name appeared on the ballot in some states), I had been circulating handbills which bore some resemblance to a one dollar bill. My picture appeared where George Washington is placed on legitimate currency; though I was wearing a derby hat and a turtleneck. Since I have not shaved for over a year, any resemblance between myself and our First President is purely coincidental.

Federal agents entered my campaign headquarters in Tennessee and in New York City and confiscated my handbills. It seems, according to official explanation, that some of my handbills had been used in coin changing machines. A complaint was registered that my campaign literature was "bugging" the machine. One wonders how far advanced our technology really is if a machine cannot distinguish between my handbills, with my picture on them, and a legitimate dollar bill bearing the portrait of George Washington! But then again, if such confusion is possible, perhaps the technological age holds unprecedented possibilities for true integration.

I have no doubt that my handbills were "bugging" the machine and that is the reason for their confiscation. I dared to challenge the "machine" dominated two - party political system in this country, along with other independent candidates. In the traditional and accepted structure of American politics there is no place for such a challenge. Richard Nixon, for example, insisted that this is a two - party country and would not acknowledge the legitimacy of non two - party country and would not acknowledge the legitimacy of non two - party candidates.

It is curious and frightening to my concept of true democracy to recognize that I was only accepted by government officials as a serious presidential candidate when my literature was "bugging" machines, both political and economic. I was an announced

candidate for over a year. I was the only candidate who had his platform published by a major publishing house (WRITE ME IN!, Bantam Books, June, 1968.) Yet I was never offered security protection for myself and my family (a privilege accorded even Harold Stassen during the primaries.) Nor was I given security briefings by the President, another privilege accorded the preferred white candidate.

Once again the question must be raised if the two - party system in America has not long outlived its usefulness. At one time in American history, party conventions, and the political platforms emerging from them, were necessary. It was crucial that two major party candidates stump the country to get the information about vital issues to the people. But the development of the mass media has challenged all that. Information is so readily available to every citizen in this country that it is now impossible to get the major candidates to confront each other face - to - face. The two - party candidates seem to recognize the danger to their personal image of an American electorate that is too informed.

It must also be asked who are the real counterfeit campaigners in this country. Is it an independent candidate who prints his own literature and pays for it out of his own pocket? Or is democracy counterfeited by a candidate who attempts to buy his way into the White House with the financial backing of one of the two major parties? Political ads published during the latter days of the campaign by the Humphrey - Muskie team accused Richard Nixon of trying to do just that with some \$20 million. And the ads issued a plea that the Democratic team be supported to allow them to do the same thing.

It is true that I circulated a few million pieces of campaign literature which bore some resemblance to a dollar bill. It seems to me that is the only legitimate "currency" which should be used to "buy" votes from the American electorate. If such campaign literature is judged by our government to be a threat to the American economy, we should be more concerned than ever about the value of the American dollar.

The Male Bag

The Mule - Student Crisis

by Mike Donovan

"A mule!" The riding instructor gasped, clutching the nearby tack for support as she reeled with the news. "A mule, a real live, Missouri mule?" Opposing roars went up from the two groups who had confronted her, asking to mediate the crisis. A sophomore stepped from one group, speaking in proud, clear tones, the first opinion she'd ever had on anything.

"We feel that the days of the 'Lindenwood Stables for Horses' is over. If we're to get a modern, up - to - date equestrian background, we must have exposure to other animals besides horses." The contempt in her last word brought cries of protest from the surging tide of traditionalists who made up the other group. Their leader stepped up on a hay bale to address the throng. She was dressed in riding attire; boots that went to the knee, tight riding britches, a shirt with a tie, and in her right hand, a riding whip presumably used on horses. She punctured her remarks with a slap of the whip against a nearby sack of oats.

"This stable was founded for horses (Slap!) and that's the way it should remain. If we wanted our horses competing against mules, we would have taken them to a big, public farm (Slap!). Next thing you know, they will want to put mules in the stalls; taking away stall space from poor, deserving horses, just so some big, clumsy mule can come here (Slap, Slap!)."

The members of the opposing group jeered, taunting and insulting the traditionalists. Tempers flared; missiles sailed back and forth, some verbal, others not so verbal. The riding instructor stepped between the two factions, holding her hands

up in the air, trying with exasperation to calm the members of both.

"Now, settle down. Let's not act like children. There can and will be a peaceful settlement to this situation." (The riding instructor was always eloquent in times of crises, and this question of the Stables' future was bringing out her best rhetoric.) "I ask those who stand opposed to the admittance of mules this question: Do you protest against mules in general, or are you against the particular personality of Fatima?" The mere mention of Fatima, the crusading mule who had applied for admission, was enough to set off fresh demonstrations by the more militant members of the anti - mule faction. Their leader's voice rose above the chants ("Horses, si; donkeys, no!") and curses ("You can lead a horse to water... etc."). She spoke firmly, resolutely; the veritable picture of the independent, straight forward horsewoman.

"We have no objections to Fatima as an individual mule. What we have here is not a problem of personalities, but one of opposing socio - academic philosophies which cannot exist within similar realms of activity. In other words, if you don't get that lop - eared insult to Dan Patch out of here, we'll turn this place into the 'Lindenwood Shambles for Horses'."

The leader of the pro - mule forces, feigning concession to her opponent, spoke to her own girls.

"Maybe she has a point. From the look and sound of that group

over there, we already have too many asses around here as it is."

This remark only served to touch off more fighting, bickering, and general emotional outbursts to the serious problem at hand.

And so, unfortunately, there is no settlement to report. The Stable (located half - way between Lindenwood's present campus and a proposed site for a co - ordinate men's college) is still the scene of small - scale dissent and under - fed passion for over - weight "issues". The bewildered Fatima is at least housed in one of the stables more roomy stalls. The mule has reacted to all the commotion in a predictable if not desirable way. Fatima has on occasion kicked over a bucket or two, bitten a prize mare on the rump, and once stubbornly refused to run around the ring like all the other horses. But it can only be expected of a mule to act like a mule.

The whole argument will no doubt soon fade from popularity and life will return to normal around the Stables. Oh, the riding instructor formed about a dozen groups representing every element of stable life to meet at respectable intervals. Somehow all these committees with all their members are supposed to come up with one plan which will satisfy everyone.

And if I had one thing to say to those groups it would be to call an emergency meeting as soon as possible. Because I just saw some fella walking down to the stables and he was leading a camel on a long rope.

Model Cities Being Erected

by Helen Jones

To The Editor

The Editors of the BARK welcome letters written to the newspaper. We reserve the right to edit submissions. All letters must be signed, however, names will be withheld if there is justification for such a request.

In a Presbyterian church College it seems odd that a stalwart Catholic belief is followed so religiously. The crime and punishment system, pressed by the Honor Board, adheres to the principle that all girls who disobey hours regulations must be punished with a strict campus. Thus the crime is wiped away and forgotten by all; the slate is cleared for another disobedience. This system is no better than the Catholic confession where guilt is wiped away with an 'honest' confession, a wafer and grape - ade. The accepted Presbyterian punishment is that the sinner suffers alone and that the suffering curbs future repetition of each err. Why not instigate Presbyterian rules for a Presbyterian college? Your regulations are discriminatory. Mature individuals do not appear magically with each progressive classification. The responsibility of hours should be personal and left free for individual interpretation. Those who abuse their health and personal safety by frequently staying out late and taking too many overnights will suffer for their errs. But the option of having no hours regulations should be given to all. Maturity comes through experience and self - discipline, not through generally 'imposed' discipline. A Presbyterian belief in freedom belongs in a Presbyterian founded college.

Signed, Abolitionist

(The following is a reaction to the new - city planning which was the topic of the conference attended last weekend by Helen Jones and other students and faculty members.)

The Urban Affairs Conference held this past weekend at Principia College pinpointed many of the urgent problems of American Cities. Among them are the inner city, poor government, deterioration, and exploitation of city resources. The ruins of Chicago, Detroit and Washington - to name but a few devastated cities - are a silent testimony to the tragedy and hopelessness of those who are trapped in the city. It holds out a bleak future to the old and the black. Its resources are exploited daily by those who work and visit it, but they are not replenished by comfortable suburban residents. Rising crime statistics have become monotonous. The inarticulate rage of those who live in the city has begun to boil over.

Urban planning in both the private and the public sector is attempting to provide a solution to the urban crisis. The model cities programs utilize the resources of existing cities. Planned cities such as Irvine, California; Columbia, Maryland; and Reston, Virginia are being studied.

The systems analysis approach is a technical solution to urban problems, using information gathered from comprehensive research. Current models for cities include a nationwide network of medium - sized units. The assets are obvious: the resources of industry could be spread more evenly to impoverished areas, and natural resources could be used more effectively.

There is, however, a basic gap

in this approach — the human element becomes secondary. The sense of community will not be accomplished by a percentage choice of population. At the base of the black revolution is a plea for recognition as an individual — not as a percentage of total population. The ethnic and cultural potpourri is a unique factor in the American fabric. Why deny this element which makes the American cultural tradition? A community tradition cannot be programmed. No quick answer can be given for this problem, and that is precisely why humanism is so important in any city planning.

This is no attempt to romanticize the city or to negate the place of technology. It may well be the bias of a liberal education. However, in the language of the city planner, it is time for the emergence of the "softwear" — the social scientist... The sociologist is as necessary as the technician in city planning.

This reporter was constantly tempted to ask, What kind of novel could be written in the sterile environment predicted by city planners who purported to be generalists? How about the future of the arts? How much individual freedom is possible in a structured society? We in America are all too happy to tear down the heritage of the past in the name of expediency. A community must have a sense of the past to insure a perspective for the future. Humanism is necessary in the cities of the future if we are to come of age in a complex society. If people are no longer important, some day a city may be built and no one will come.



"Prism Environment" by Charles Ross, is one of the exhibitions now showing as part of The Magic Theatre at The St. Louis Art Museum. photo courtesy of City Art Museum

Report Pushes Educational Reform

New Haven, Conn. - (I.P.) - The freshman college year should be a breathing - spell of orientation rather than intensive academic study, according to a 66 - page report released by the Committee for The Student in Higher Education. Funds for the survey booklet, "The Student in Higher Education," came from the Hazen Foundation of New Haven.

The report recommends:

1. More research on the educational application of developmental psychology and provision for a liberal education for those "who score relatively low on the IQ scale."

2. "No matter how much it may confuse schedules or course loads, and no matter how many new faculty must be hired, colleges should strive to have as many individual seminars or tutorials and as few large lecture - hall classes as possible.

3. Competition in all colleges must be reduced. Grades should be optional, and students should be permitted to take courses on a "pass - fail" basis if they desire.

4. "A new kind of faculty must appear, composed of men and women whose primary concern is the facilitation of the learning experience of students, and helping them derive personal meaning from those experiences." A good many of these teachers should not be from the academic community at all but the workaday world.

5. "The power of the professional academic guilds over undergraduate instruction should be broken. Faculty veto groups, however powerful, can no longer be permitted to block reform in undergraduate education, or to specify what educational experiences a young person should have before he is admitted to graduate school."

The report says students should have increased power in educational policy - making because "they do have insight into the meaning of their educational experiences which ought to be important in making... administrative decisions."

"Student representation at the very highest governing levels of the college - even on the board of trustees, if possible - is also necessary to prevent... the repetition of student victimization by the professional guilds and the college administrators."

In addition, "wide democratization" of rule - making and enforcing on the campus must be undertaken, and should be done "with good grace rather than as a result of ever - increasing student pressure."

Furthermore, the report emphasized, all administrative personnel, from the highest to the lowest level, must play a larger

role in education "because they are the ones the students most frequently deal with."

"One wonders how much of the student unrest," the report commented, "could be attributed to authoritarian police, rude clerks, hostile and unfriendly secretaries and testy tellers. If the institution as a whole is devoted to promoting the full human development of its students, then all of its personnel should be trained to understand the needs of this development.

The committee urged that undergraduate education should be made more flexible so that students who need or want time off to work or do other things should not be penalized en route to their A. B. degrees.

Colleges and universities have shown little inclination to ease up on "the tyranny of prerequisites and sequences of courses" so that "he who departs from the straight and narrow path to graduation is expected to pay severe penalties for his idiosyncratic behavior."

Conversely, the time the students take off from college work "is more likely to contribute to their development and increase

their interest in professional training," the committee noted.

"The committee is under no illusions that any or all of its recommendations will provide the answer to the boredom, frustration, apathy, bitterness, and alienation which many observers find characteristic of college students today," the report said.

"The roots of these problems are in our culture, and educational reform cannot by itself change a whole culture. But our recommendations provide material for beginning an educational reform that would open to the student the possibility of improving our society and its culture. A good education ought not to be expected to provide all the answers, but at least it can offer the raw material for vision and hope."

The report also recommends that volunteer service in the Peace Corps, Vista, and other similar projects be more closely integrated with a college education "before the volunteer era ends in complete disillusionment."

Private Colleges: State Aid Needed

St. Louis... "Unless the State of Missouri makes some attempt to assist students enrolled in private colleges and universities it may well lose many of its fine private institutions and be faced with the economically - impossible task of educating all post - secondary students in state institutions," according to Chancellor Thomas H. Eliot of Washington University.

Speaking before a two - day meeting of the Missouri Commission on Higher Education, being held at Washington university, Eliot said that unless something is done to decrease the tuition difference at private and public institutions fewer and fewer students will be able to attend private colleges and universities. "The actual costs of educating a student in either a public or a private institution are very much the same," Eliot pointed out, "however, in the one case the taxpayer pays the bulk of the costs, while in the other the student must pay it."

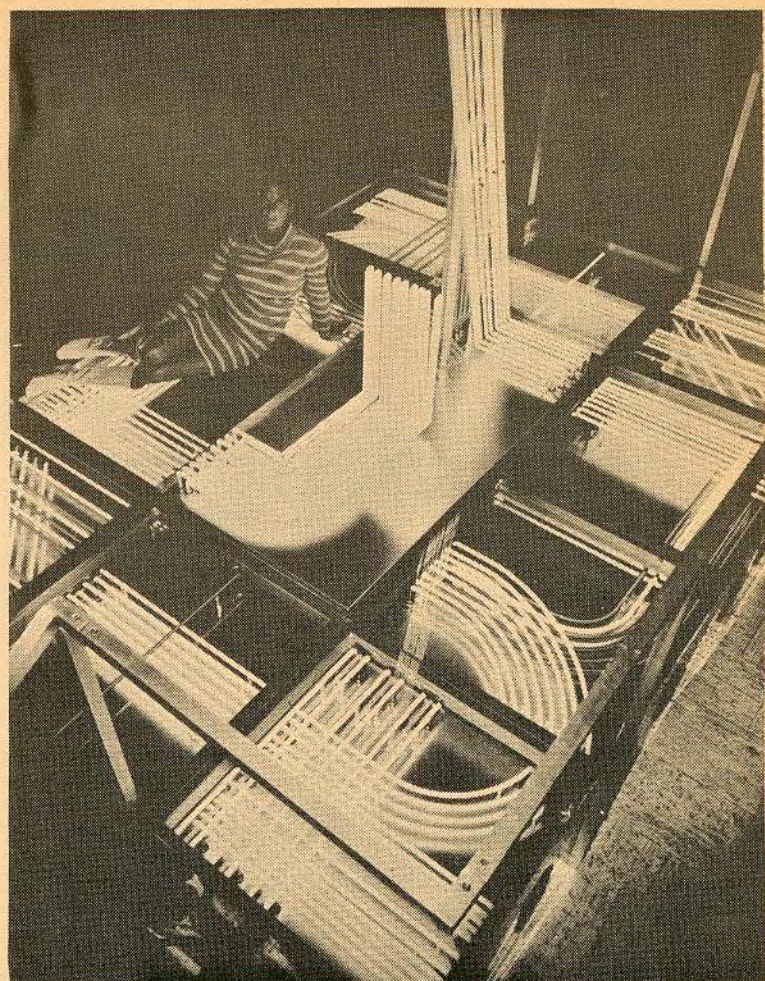
"The private colleges and universities make up an important part of the State's overall educational resources," Eliot said, "and any overall State plan for higher education must include programs to make maximum use of these resources if it is to be realistic." Eliot outlined several student aid programs currently in use in other states. "Although

these programs differ from state to state," he said, "they all have one thing in common - they allow the student the freedom to attend the school of his choice. They eliminate the necessity of seeking the cheapest education rather than the proper educational program."

During the two - day session several other educators appeared before the Commission. Dr. John Anthony Brown, spoke about the effect of Illinois' state scholarship program on enrollment at Lindenwood and other Missouri colleges and universities. He said that for nearly 20 years Lindenwood has had an enrollment of from 21 to 22 per cent from Illinois. "It has dropped to two per cent this year," Brown said.

A student who wins an Illinois state scholarship must use the scholarship in a public or private school within the state of Illinois. Brown pointed out that with similar programs going into effect in Kansas and Iowa, private colleges and universities in Missouri will be faced with more decreases in enrollment.

One of the speakers before the Commission pointed out that the state of Missouri could save over six million dollars a year if it were to take advantage of the 7,600 spaces currently available to Missouri students at private colleges and universities in the state.



"Walk - On Neon", an environment by Stephen Antonakos currently on exhibition at the City Art Museum. The Magic Theatre will run through November 30, 1968. photo courtesy of City Art Museum

NSA Responds - "We Won't Go"

(Editor's Note: To continue to dramatize the depth and intensity of disaffection and opposition among youth caused by the war, USNSA issued this statement, signed by over one hundred student body presidents and campus newspaper editors, to Congress where it appeared in the congressional record along with similar statements issued by Woodrow Wilson Scholars and Danforth Fellows. The statement remains valid in spite of Johnson's recent bombing halt.)

Students have, for a long time, made known their desire for a peaceful settlement. The present negotiations, however, are not an end in themselves, but rather, means to a complete cease - fire and American extrication. And until that ceasefire is reached, or until the Selective Service System is constructively altered, young men who oppose this war will continue to face the momentous decision of how to respond to the draft.

In December of 1966, our predecessors as student presidents and editors, in a letter to President Johnson, warned that "a great many of those faced with the prospect of military duty find it hard to square performance of the duty with concepts of personal integrity and conscience."

Many of the draft age have raised this issue. Last spring over 1000 seminarians wrote to Secretary of Defense McNamara suggesting the recognition of conscientious objection to particular wars as a way of "easing the coming confrontation between the demands of law and those whose conscience will not permit them to fight in Vietnam." In June of 1967, our predecessors submitted, along with a second

letter to the President, a petition signed by over 10,000 draft eligible students from nine campuses, calling for alternative service for those who cannot fight in Vietnam. There have been many other similar attempts to influence Congress and the Administration. Nonetheless, despite all our efforts, the Selective Service System has remained impervious to constructive change. Presently, thousands of fellow students face the probability of immediate induction into the armed forces. Most of us have worked in

electoral politics and through other channels to change the course of America's foreign policy and to remove the inequities of the draft system. We will continue to work in these ways, but the possible results of those efforts will come too late for those whose deferments will soon expire. We must make an agonizing choice: to accept induction into the armed forces, which we feel would be irresponsible to ourselves, our country, and our fellow man; or to refuse induction, which is contrary to our respect for law and involves great injury to our personal lives and careers.

Left without a third alternative, we will act according to our conscience. Along with thousands of our fellow students, we campus leaders cannot participate in a war which we believe to be immoral and unjust. Although this, for each of us, is an intensely personal decision, we publically and collectively express our intention to refuse induction and to aid and support those who decide to refuse. We will not serve in the military as long as the war in Vietnam continues.

Two national scholarships for college senior women are offered for 1969 - 1970 by the Katharine Gibbs School. These awards were established in 1935 as a memorial to Mrs. Katharine M. Gibbs, founder and first president of the School.

Each scholarship consists of full tuition (\$1,450) for the secretarial training course, plus an additional cash award of \$500, totaling \$1,950. The winners may select any one of the four Gibbs schools for their training - Boston, New York, Montclair, or Providence.

Winners are chosen by the Scholarship Committee on the basis of college academic record, financial need, and potentialities for success in business.

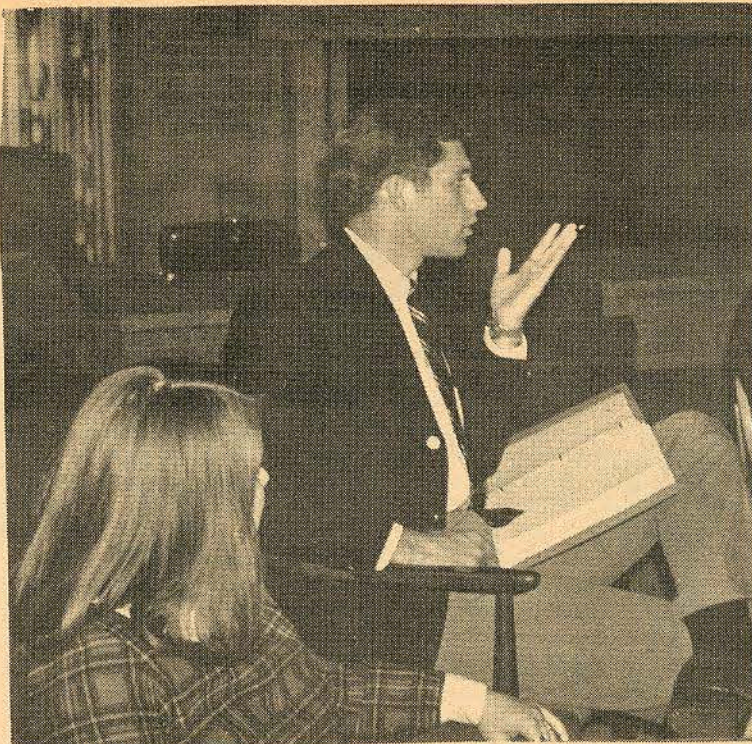
Application blanks may be obtained by writing to Memorial Scholarship Committee
Katharine Gibbs School
200 Park Avenue
New York, New York
10017

Final Examination Schedule

December 14, 16, 17, and 18
(Issued by the Office of the Registrar)

Except for the courses with individual listings below, the examinations will be given in the regular classrooms on the following time schedule:

Classes which regularly meet	Examination will be held
8, 9 M. Th.	Saturday, 10 to 12
8, 9 T. F.	Wednesday, 8 to 10
10, 11 M. Th.	Monday 10 to 12
10, 11 T. F.	Tuesday, 3 to 5
8, 9, 10, 11 M. Th.	Monday, 10 - 12
8, 9, 10, 11 T. F.	Tuesday, 3 - 5
1 MTThF	Tuesday, 10 - 12
2 MTThF	Saturday, 1 - 3
3 MTThF	Monday, 3 - 5
4 MTThF	Wednesday, 10 - 12
Courses do not meet on the above schedule:	
Art 101 Drawing, Design	Saturday, 1 - 3
Bio 101 General Biology (Dr. Rechtern's Sections)	Saturday, 8 - 10
Bio 101 Gen. Biology (Dr. Graham's Sections)	Monday, 1 - 3
Bio 253 Trees and Shrubs	Monday, 3 - 5
Bio 301 Invert. Zoology	Tuesday, 10 - 12
Bio 305 Physiology	Tuesday, 10 - 12
Bio 311 Dev. Biology	Tuesday, 3 - 5
Bio 317 Anatomy	Monday, 3 - 5
Chem 151 General Chem.—all sections	Monday, 3 - 5
Chem 353 Chem. Equilibria	Monday, 10 - 12
Chem 361 Organic Chemistry	Tuesday, 3 - 5
C. Art 50 Prin. of Broadcasting	Wednesday, 8 - 10
C. Art 173 Hist. & Criticism of Film	Monday, 3 - 5
Edu 30C Meth Tchng Math	Wednesday, 8 - 10
Educ 73 Health Education	Saturday, 10 - 12
Mus 300 Theory II	Saturday, 10 - 12
Mus 13 Brass Techniques	Wednesday, 8 - 10
Mus 240 Music Appreciation	Saturday, 10 - 12
P. E. 50 History of Dance	Saturday, 10 - 12
P. E. 70 Orientation of Phys Ed	Wednesday, 8 - 10
P. E. 173 Health Education	Saturday, 10 - 12
Psych 100 Intro to Psych (Dr. Eddowes' section)	Tuesday, 1 - 3
Rel 302 Modern Theology Seminar	Tuesday, 3 - 5



Westminster men discussed their new constitution and bill of rights with Lindenwood students in "Time - Out" last Wednesday.

LC Questions Student Rights

S. A. sponsored "Time Out" began with intentions of focusing upon dorm reform and programming, but ended in attempted definitions of student jurisdiction on this campus. About thirty students gathered in Parker living room last Wednesday from 10:00 a.m. until 1:30 p.m. to pose questions for four students from Westminster College in Fulton, Missouri, and Mary Frank, N. S. A. Coordinator of the nation-wide Time Out programs. They answered questions concerning possible alternative living conditions.

Westminster students last year created a constitution and bill of rights granting them jurisdiction in all student social and academic affairs with assurance of the freedoms and rights allowed any citizen under the American Constitution. According to the Westminster leaders, "en loco parentis was dealt a severe blow."

Following the afternoon discussion, Lindenwood students arrived at a basic agreement concerning the situation on campus. An L. C. junior said, "Jurisdictions badly overlap; mature students are developed through the assumption of responsibility, and much of this has been handled by the administration. It's easier for the student now, but more harmful in the long run."

Another student stated, "No student board on this campus has final authority on any matter. Every decision is subject to a review by 'higher' powers."

Wednesday evening, eight students met with N. S. A. staff member Mary Frank and developed a student bill of rights which is currently under examination by a legal authority.

Michigan Extends Social Privileges

Ann Arbor, Mich. (I.P.)—University of Michigan Regents have extended for an additional year the liberalized dormitory curfew and visiting regulations which they adopted temporarily last January.

Regents continued the lifting of curfew regulations for all women over 21 who live in residence halls and for those under 21 who have their parents' permission. Men had already been free of hours restrictions.

The Regents said such policies are to be established within these guidelines: "The proper balance of academic, social, and political aspects of University life; the maintenance of good taste; the meticulous safeguarding of the rights of minorities; the utilization of the experience and advice of University Housing staff."

"The Board of Governor of Residence Halls and the director of University housing feel that the visitation policy has been extremely successful," Cutler told the Regents. "While a few abuses have occurred, there is no indication that these are more frequent than under a more restrictive policy."

"The board and the residence halls staff has made clear that premarital sexual intercourse and cohabitation will not be tolerated. The new policy casts the staff in a role which actually makes more effective their efforts to deal with deviant behavior."

He noted that the student-faculty Board of Governors had certain reservations about eliminating curfew altogether, but felt that "the option left open to parents and their daughters is sufficiently flexible so that individual arrangements can be

made to reflect the pattern which has developed in the home."

In adopting the temporary policy in January, the Regents recognized "the capacity of University of Michigan students to manage their personal lives in a mature and constructive fashion" and expressed the desire "to foster a climate within which personal freedom and responsibility contribute to educational and social development."

The new policy has general support from both students and residence hall staff personnel. Cutler gave the Regents the results of an extensive survey of students and staff which was conducted last spring by the University's Survey Research Center.

Most of the 4,885 students and 235 staff members who completed questionnaires, endorsed the idea of each residence unit's autonomy in fixing visiting policies. More than half of them took an active part in determining the policies.

Most students and staff would not differentiate visiting policies by class level, although some expressed a more conservative attitude toward policy for freshmen.

Inconvenience caused by the new policies was most common in the houses with the most liberal rules. But these were the same houses in which students were most satisfied.

Most students and staff favored abolishing curfew for freshman women, but half said that parental permission should be required for this.

Senior Career Night Planned

The first of a series of senior career evenings will be held November 12 at 7:30 p. m. in Young Lounge with emphasis placed on social agencies and personnel. The speakers will be alumnae or interested friends who will speak on their vocations: Susan Perry, who has worked with the Red Cross Clubmobile in Korea and France, has done family casework in the nearby Kinlock district and is now working at the Juvenile Court. Suzanne Lash began in family casework and is also with the Juvenile Court. Emily Ruppert graduated from Sandford Law School and was assistant to the Attorney General of Missouri until her recent marriage. Betty Hoop, a graduate of Purdue University is now an administrative assistant in the

Personel Department at Monsanto.

Dr. Kenneth Mitchell will speak on "Courtship and Marriage" at the last of the Sexuality in Context lectures Sunday, Nov. 10, at 4:00 p. m. Dr. Mitchell's subtopic will be "How to Get Your Head Back After You Have Lost It."

Dr. Mitchell is a Princeton graduate and obtained his doctorate at the University of Chicago. Currently he is Director for Training of the Division of Religion and Psychiatry in the Department of Education for the Menninger Foundation. He is also an ordained minister of the Presbyterian Church.

Barb Zeliff will be the student hostess. After supper Dr. Mitchell will be available for an informal discussion with students.

LINDENWOOD COLLEGE
BARK
Vol. 3 No. 2

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