

## LC Committees Launch Symposium

by Sue Josephson

A symposium and report session, directed by representative groups from the Lindenwood College community, will be held on campus December fifth through the eighth as a part of the "process and procedure which will use in bringing about the introduction of men to the Lindenwood campus." Sixty-three men and women from the Board of Directors, the administration, the faculty, the Alumnae Council, and the two student committees will conduct the meeting. Other interested students will be allowed to attend also.

The group will be divided into three sub-groups, composed of a cross-section of the representative groups, and each will discuss alternatives for the six aspects of co-ordination or co-education now under consideration. According to Vicky Lowe, chairman of the women's student committee, these six considerations are necessary to determine the co-ordination or co-education of Lindenwood and how the change can be effected most suitably.

The first consideration will be of a legal nature, and inquiries will be made concerning the present charter and deed restrictions. Questions as to whether the college can legally admit men in

larger numbers and assign funds to do this, need to be answered. What changes are legally necessary for the actual change and what changes are desirable for subjective reasons (such as public and alumnae relations and community understanding)?

The second phase to be dealt with is an overall study of the present resources and facilities of Lindenwood. Central to this consideration are questions dealing with the marginal costs of absorbing more students into the college. How many men can be admitted without raising the number of faculty members substantially? Are classrooms, laboratory equipment, library facilities and dorm capacities equipped to handle the extra influx of students? How will endowment income and its relationship to other financial aid be affected? How will the physical structure of the campus accommodate men?

The third consideration concerns the academic consequences of a change in school enrollment. The impact of men upon a traditional humanities emphasis of a women's college will be determined as much as possible. Alternatives as to the emphasis of divisions in a co-ordinate situation will be

discussed. The concept of an initial two years of separated education and the last two years with integrated classes will be studied. In this area, the group will try to keep an individuality of purpose for both schools if co-ordination is decided upon; that is, they will try to retain in their study the emphasis of a women's college on the humanities and of a men's college on the natural sciences, thereby strengthening both, and use the social sciences as a connecting link between the two.

The fourth phase of study will center around consequences on student life resulting from a change. Residential problems will be studied along with the questions of the preservation of women students' role in certain areas such as student government, student publications, drama, dance, music and other

organizations and clubs.

Fifth, the symposium's central group will question public relations consequences such as possible names for a co-ordinate men's college, the image that Lindenwood's change will make in a national scope and the impact that it will have on changes in admissions requirements.

Finally, alternatives will be studied for a change in administrative structure. Research results will be brought forward as a product of study of schools who have faced similar problems. A decision as to what administrative and faculty members will be shared between the two colleges and which members will remain under the jurisdiction of the separate institutions will be made. This will entail knowledge of the present, interim and long range plans of the college and what new personnel will be involved.

After the three sub-groups have met and dealt with each problem on their own, the group will meet in a general plenary session to discuss their findings, and obtain a final report and recommendation upon which the entire group will vote. This statement will then be submitted to the Board of Directors in January.

Because Dr. Brown has assured the student committee that the administration and Board of the College will take the report of the committee "with great seriousness", Vicky Lowe has stressed the importance of conveying student body opinion to the committee itself. She said, "We risk less error in student opinion by having a committee of this size. The only way (to convey general student opinion) is for students to talk to members of the committee and express their opinions."

## Interim Campus Program Extended

Two supplementary on campus enrichment courses initiated by students will be offered during the interim term this year.

"Contemporary Creativity - What is The Meaning" and "Selection of the President - Are there Alternatives?" will both be conducted jointly by students and faculty.

Films, art exhibits, debates and music and dance presentations will be offered during the week. The classes will meet in seminar or lecture fashion on Tuesday nights and Wednesday mornings.

There are no prerequisites, and grading will be on a pass - fail basis. One - fourth course credit will be given, to be determined by attendance and participation. A student need not necessarily write a final term paper.

The courses are designed with a threefold purpose: to bring stimulating speakers on campus, to promote discussion of vital issues leading to creative planning, and to fill the cultural void and inactivity felt by many on-campus students during the last interim period.

The creativity course will be an investigation into contemporary film, dance, music and art. The art

program will be handled by Dr. Eckert and Miss Bonnie Bodgen. Dr. Greenlaw will co-ordinate the music portion, Miss Fields and Steve Hirsch the film portion, and dance by Miss Amonas and Miss Jan Buckingham. The Wednesday session would be spent in determining the direction of the course.

"Selection of a President" will be conducted jointly by Dr. Williams, Dr. Brown and Mr. Weier of the political science department, and students Mary Margaret Smith and Patty Uren.

Four proposed topics will investigate the election system, problems and failures of the current system with possible solutions, and the Convention and Electoral College systems. Prominent personalities experienced in each of these areas will be invited. Several groups formulated around each topic will participate in panel discussions of debates.

The courses will be financed jointly by the Student Association and the Lecture - Concert Fund.

## Foreign Students To Perform

"International Evening", a program of entertainment by foreign students enrolled at Lindenwood College, will be presented Sunday, November 17, at 7 p. m. in Roemer Auditorium

### "The Believers" Comes To St. Louis

"The Believers," which recently completed a six - month run Off - Broadway in New York, will be presented at Washington University Nov. 23, under the auspices of the University Special Events Office. The program will be given in Graham Memorial Chapel at 8:30 p.m.

Described as the black man's experience in America told in song, the show is presented by a group of singers and musicians called Voices, Inc. Organized seven years ago, the group represented the United States at the Association for the Meeting of Cultures in Paris in 1966. A television program, produced by the group for National Educational Television, won Peabody and Edison Foundation awards in 1966.

"The Believers" was written by members of Voices, Inc. and was staged by Barbara Ann Teer, an actress and dancer, who is the founder and artistic director of the National Black Theater.

Students who did not sign up as part of the cultural series or those who want to go who may have indicated other events as their preference, can purchase tickets from Mrs. Anthony. She also has bus tickets available. Mrs. Anthony has succeeded Mrs. Greenlaw as coordinator of special events. Mrs. Greenlaw, who has been doing the work as a volunteer since the beginning of the fall term, resigned last month.

on the college campus. There is no admission charge and the public is invited.

Students from Denmark and Sweden will sing Scandinavian songs and perform folk dances. A color film on Norway will be shown, as will pictures of Denmark and Finland.

Peruvian dancer Claudia Dammert, who forfeited a chance to perform in the Olympic Games in order to attend Lindenwood, will present a Peruvian dance; Gloria Jacovou from Cypress will dance "Zorba the Greek"; and Rachaneetorn Singhaphan from Thailand will perform "Thai-Dance."

In addition, an exhibition in the library currently features Scandinavian and European handiwork.



John Worthing, played by Randy Warren, seduces Gwendolyn Fairfax (Janet Hoffman) and speaks with the same intent to Cecily Cardew

## Players Present Comedy

At 8:00 p.m. on the evenings of Nov. 14, 15, and 16, Lindenwood College students will present a comedy, "The Importance of Being Earnest." The play, directed by Kathy Pfeifer, will be held in Fellowship Hall. There is no admission charge.

The play was written by Oscar Wilde, who described it as "a trivial comedy for serious people." It is the story of two girls who have decided not to marry anyone whose name is not Ernest. Two boys fall in love with

the girls and the fun begins when they pretend their names are Ernest, and try to win the affections of the girls. It all amounts to a delightful spoof on the customs and morals of society today.

Cast members are: Land - Jim Goldsby, Algernon Moncrieff - Dan White, John Worthing - Randy Warren, Lady Bracknell - Wendy Davis, Gwendolen Fairfax - Janet Hoffmann, Miss Prism - Ann Lohrman, Cecily Cardew - Susie Carlton, Canon Chasible - Steve Hirsch, Merriman - Lynn Trout.



(Susie Carlton) in "The Importance of Being Earnest," a comedy play presented by Lindenwood students.



# Editorial Section

## Lindenwood Black

by Janet Francois

On being asked to do an article on the black student's role on LC's campus my reaction, as well as that of the other black students, was that of resentment. In terms of integration the fact of being black needn't necessitate a distinct role we must enact. But, then again, where is the integration the black man has been striving for? Where is the barrier that civil rights legislation supposedly destroyed? Where were the 'Great White Fathers' when my sisters and brothers attempted to fuse into white society just to be denied acceptance? In answering these questions I then summed up the great strides made toward integration.

Because the black man is not accepted as a contributor and recipient in American society after the great efforts of the civil rights movement, an alternative solution is proposed. The black man knows that the white system cannot and will not relate to his present condition. The black student realizes that academic pursuit is not the acquisition of traditional 'white education'. Hence, the black student is confronted with the responsibility to attain the rudiments of white education, alter or abolish the aspects that are irrelevant to his situation, and introduce other aspects that are relevant to him.

There are conditions on this campus that subtly stink of racism. On arriving at LC there were no means for the black students to come together for social, cultural, political, educational, and economic purposes unless directed or manipulated by whites. Numerous incidents reveal that a number of students and university personnel perpetuate discrimination and prejudice. This to a black student simply says repeatedly, "Nigger, we don't want you here." To this the black student addresses himself in an attempt to combat this feeling.

But what is important to the black student now is the urgency, the immediacy, the ultimacy of defining his position not only on the college campus, but also his position in relation to the rest of the world. Of prime importance, of course, is his identifying with the black community -- from whence he emerged. The whole racial problem stem from these black communities and the limitations they perpetually foster. It now rests upon the black student, the black intelligentsia, the potential black professionals to rid their people of the injustices inflicted upon them.

This is essentially the role of the black student on any campus. It is the obligation of the black student to:

- 1) become aware of himself as a black individual;
- 2) preserve, advance, and represent the social and intellectual aspects of black culture;
- 3) reveal the black heritage in the United States, Africa, and other parts of the world that has been suppressed and smothered by white civilization;
- 4) help other black youths to enjoy the opportunity of economic advancement that we as college students are fortunate enough to receive;
- 5) Address himself to, and aid the black communities (slums and ghettos) in eradicating the conditions there;
- 6) enlighten the campus and general community upon the problems of black people;
- 7) develop closer cooperation and understanding among the students of all ethnic groups;
- 8) promote the destruction of the present system in America that oppresses, discriminates, undermines, and inhibits the black man in his acquisition of the things which are rightfully his.

I started out by voicing a feeling of resentment. I voice this feeling simply because I represent that which helps ease the minds of most liberal whites. When they look at the blacks on the swanky midwestern women's college campus, they needn't think about the millions of oppressed black people they are literally destroying.

But I must add that our presence on campus is a step in the right direction. It is hopeful that the populus of Lindenwood is awakening to the facts of life in America. These facts being that black people have been deprived of the very basic human rights granted to everyone else one hundred, eighty years ago and that they refuse to wait any longer!

## The War is Over?

Youngsters screamed, "The war is over," while waving two-fingered victory signs. They shouted; they hugged the people next to them. A victory for peace had been won in America--or at least so they thought.

It had just been announced at a rock concert in Louisville on Halloween night that the President had ordered an end to the bombing in Vietnam. The emcee didn't specify North or South, he just said Vietnam.

Most of the crowd of several thousand were of high school age. At the announcement many jumped to their feet cheering. Visions of troop streamers easing into crowded West Coast harbors danced through my head. For a moment I had been caught up in the delusion. I checked myself -- a time for optimism, yes; for jubilation, no.

I had heard the radio announcement of the halt as I pulled into the concert hall parking lot. The announcement was not expected and caused no great elation.

But the audience was young, mostly high school age. Not having communicated in the past few years with the high school set, I wasn't certain they were even interested in political news.

The war still - in the primary processes of escalation while I was at that age had had little effect on our daily lives. Few actually feared it; most were headed for college and did not expect to be bothered by the conflict.

Soon after I found my seat, it was to become apparent that the war weighs heavily on the minds of today's teen set.

A thin girl behind me began repeating, "The war is over, the war is over," in an over - zealous tone which led me to believe she was being satirical, or maybe just repeating the identical title of one of the Doors songs.

I overheard as she turned to the lad next to her husband and almost squealed -- "Isn't that great?"

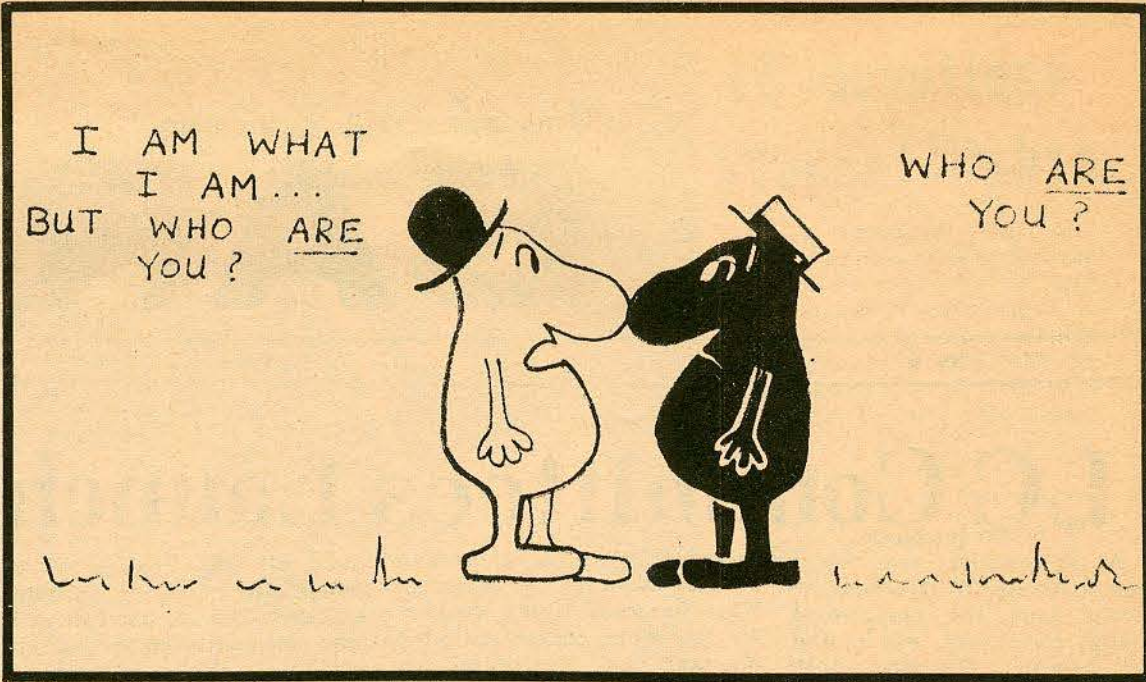
"Yeah. Eighteen isn't too far around the corner, you know," he told her.

"Well now you can look forward to being 18," she said.

It was too much, sounding more like a canned routine of two back-seat teenie - boppers than a dialogue between two live kids.

But they were sincere. Down the row a boy had begun repeating that the war had ended while hugging his girlfriend.

I couldn't stand it; it was as if someone had played a cruel joke



## The Male Bag

## Five Cents Per Day

by Mike Donovan

I went tripping over to the "new-look" library the other day, to see what the combined efforts of the Johnson - Brown Administration had done to improve my chance of getting an education.

As I first stepped in, I felt a whole new emotion sweeping over me. The library has always been my favorite building on campus, and in the past it was always with a sort of high - ceilinged reverence that I passed through those great oak doors. This time, however, my first feelings were an illicit combination of shock and mental indigestion. What I had once compared with a great English mead hall fit for a royal reading repast, was now a crowded Burger Chef with all the dignified charm of a 19c cheeseburger.

I have taken the analogy a bit far -- and I wouldn't want anyone to think that I am some sort of slobbering antiquarian who suffers a trauma when a decaying "historic" building must choose between conversion to electricity or loss of its ground to parking lot factions. On the contrary, most "Save - the - old - Post - Office"

drives and "The - Friends - Of - Dear - Old - Firehouse - Number -

on these children, children that, as I hadn't fully realized, knew they faced a very vague future.

I turned to the girl and explained that even though the bombing of North Vietnam was to cease, the war would continue in the South.

Probably being only a front-page headline reader and not knowing much about the complexities of the war, the girl had trouble grasping what I had said.

She got some inkling of the idea soon enough and grabbed the boy a few seats down, asking me to repeat what I had said to him.

At that time the emcee bounded to the stage to give the news.

Many young minds were temporarily eased that night. Unfortunately, the war was far from over. But who could explain that to these suddenly reborn children? They were busy enjoying Jim Morrison of the Doors as he shouted: "We want the world and we want it . . . now?"

The kids snapped their Christmas Kodaks and hollered back with a loud, affirmative "NOW!"

6" groups leave me with little sympathy for their efforts.

Also, the physical changes, despite my shock, have been needed for a long time and have been blended with the existing

building rather well. But there are some areas, both physical and procedural, that might be improved.

First of all the physical. Is all that furniture (on the first floor to your right as you come in) REALLY necessary? It is difficult to tell whether books are being lent in that building or living room suites being sold. Any moment I expected a carnation - lapped floor manager to glide up to remind me that if I didn't want to buy then I shouldn't want to sit. You can bet your student I.D. card, that if Conrad Hilton decided that there was more money in libraries than hotels (and he should consider that possibility), he might have to buy as much furniture for his 500 libraries as we did for that one room. With the high, arched ceilings and uncluttered austerity of the walls, so many Famous - Barr bargains make the room look like the Sistine Chapel slipped over the main floor of a warehouse.

And speaking of that room, I register my first complaint against some of the policies that seem to have arrived with the new decor.

With all the effort that went into resurfacing the above - mentioned room into a comfy, cozy "home away from home," why is the No Smoking rule applied there with such wrath? Just as the student settles into that lush \$500 armchair and finds his

place in his leather - bound copy of John Keats, he (horrors!) reaches to light his innocent briar pipe, filled and tamped with an Old English aromatic. Bells ring! Sirens sound!. Search lights sweep back and forth! And from behind the counter charges Marion the Librarian turned Attila the Hun. The guilty party is seized and banished to the steady sterility of the new wing.

Once there, he might reason it wise to continue his academic pursuits in the absolute privacy of one of the new carrels, where smoking could be offensive to only one person: the person smoking. Alas, alack; our nicotine - starved hero enters the booth only to find that smoking is, for

some unknown reason, prohibited there too. Furthermore, privacy itself is out, because the carrel doors must never be shut.

This last mentioned rule really confuses me. Why build a private study cell, (with doors attached I might add), and then prohibit closing of the doors? What is the library staff afraid will happen if they allow the doors to be shut? Wild drunken parties? Unauthorized dorm meetings? Subversive student rallies? Secret meetings by pairs of students bent on making love? All this might take place if the doors were shut and students were allowed privacy in a cubicle that is TWO feet by TWO feet? Great Scott, Rodney, have things come to this?

## MAN! The Greatest Humiliation

E. ERAYNA BADGETT

(Editors' note: This article is reprinted from "The Thrust," a newspaper published in Pittsburgh.)

Man!!!

Pathetic little creature, walking the face of a puny third-rate planet.

Killing your brothers, raping your sisters; denying your sons their heritage.

Corrupting all that is pure and beautiful.

Controlled by emotions you do not understand.

Controlling all that you think you understand.

Conquering everything you cannot adapt to.

Accomplishing nothing!!!

Demanding the respect of adulthood, from behind your mother's apron.

Reforming the world with beer on your breath.

Shouting articulate, poetic phrases of peace; with a sword in your hand.

You are an unsatisfied joker, eternally watching the world from behind a blindfold.

And now you try to spread your fears, your contempt, your hatreds; beyond your own world. You try to reach out into the Solar System. Indeed, you would tarnish the very Stars.

You, a narrow-minded, neurotic creature, who cannot live with your brothers, dares to step out into the Universe. You dare to contaminate the peacefulness of Space, with your dirty hands.



# Results of Political Poll Compiled

(The following statistics were compiled by Dr. Williams, Chairman of the Political Science Department.)

	Humphrey	Nixon	Wallace	No Vote
	159 - 32 %	286 - 62%	5 - 1 %	15 - 3%
			Other	
			9 - 2%	
Age	Humphrey	Nixon	Others or no preference	
17 years	46%	46%	8%	
18	34%	60%	6%	
19	27.5%	71.5%	1%	
20	34%	60%	6%	
21	40%	48%	12%	

## College Class

	Humphrey	Nixon
Freshman	36%	59%
Sophomore	30%	67%
Junior	37%	55%
Senior	37%	55%

(The Sophomore class is the most "conservative", corresponding also to the 19 year old age group. Juniors & seniors come out more "liberal", corresponding to their self-perception. See 10.)

Restricting the count to those departments where at least five registered as majors, Political Science was the only department in which Nixon did not win. (The vote was tied 5-5).

The following data may be interesting.

Art - to Nixon with 68%
Biology to Nixon with 66%
Economics - to Nixon with 84%
Business to Nixon with 100%
Education to Nixon with 65%
English to Nixon with 60%
German to Nixon 100%
History to Nixon with 63%
Physical Education to Nixon with 75%
Political I Science split 50% - 50%
Psychology to Nixon with 57%
Sociology to Nixon with 57%

(According to literature in the field Social Science majors are usually more "liberal". This holds here also except for economics & somewhat less so for history.)

## Ethnic

WASP'S (White Anglo - Saxon Protestant) voted two to one for Nixon, giving no votes to Wallace. Italians (4) voted 100% for Nixon. Germans, % Humphrey % Nixon. The Afro - Americans (3) voted for Humphrey. The Wallace vote came from the German and WASP ethnic background. Foreign students voted heavily for Humphrey. (This corresponds to the literature except for the Italian vote which would tend to be Democratic. Sample is almost negligible with only 4 Italians voting.)

## Religion

Protestants voted about three to one for Nixon. Catholics split 23 for Humphrey and 24 to Nixon. Among those who listed no religious preference, including one registered as atheist, Humphrey won 19-18. (This also corresponds except that the Catholic vote is usually more heavily Democratic).

## States

Counting only those states with at least ten students, Humphrey carried Missouri, Arkansas and Nebraska, with a tie vote in Illinois and New York. Nixon carried all other states.

## Father

With regard to father's political

party preference, of those who indicated that their fathers were Democrat, 75% voted for Humphrey; of those who indicated that their father was Republican, 85% voted for Nixon. When the father was independent, the vote split 53% for Nixon, 42% for Humphrey and 4% for Wallace. Students who did not know their father's preference voted 58% for Humphrey and 41% for Nixon.

37% of Lindenwood students indicated that their fathers voted for Goldwater in 1964. 10% of these students voted for Humphrey, 86% for Nixon, and 3% for Wallace (four out of the five Wallace votes cast).

35% of the Lindenwood students indicated that their father voted for Johnson in 1964. Of these, 36% voted for Nixon and 71% for Humphrey. 5% of the fathers did not vote. 21% of the students did not know how their fathers voted. Out of this group, 33% voted for Humphrey and 61% for Nixon.

47% of the fathers expected to vote for Nixon in 1968. From this group, 83% of the students voted for Nixon and 12% for Humphrey. 19% of the fathers indicated they would vote for Humphrey and from this group, 89% of the students indicated for Humphrey, with 9% for Nixon.

A total of 9 students said their fathers would vote for Wallace in 1968. Of this group, 5 students voted for Nixon, 3 for Wallace, and 1 for Humphrey. (Corresponds to the literature regarding family influence. There is a high correlation between Father's politics & students, reflected also in the "independent" father.)

## Mother

33% of the mothers were indicated as Democrat. From this group, 67% of the students voted for Humphrey and 27% to Nixon. forty eight per cent of the mothers were listed as Republican, and 83% of these students voted for Nixon and 14% for Humphrey. 11% of the mothers were listed as Independent. From this group, 52% of the students voted for Humphrey and 41% to Nixon. Of the 6% of the students who did not know their mother's affiliation, 46% voted for Humphrey and 50% for Nixon.

38% of the mothers voted for Goldwater in 1964. Ten per cent

of these students voted for Humphrey and 86% for Nixon. Forty per cent of the mothers voted for Johnson 1964 and of this group 66% of the students voted for Humphrey and 32% for Nixon. Four per cent of the mothers did not vote and 17% did not know how their mothers voted. Of this group, 34% of the students voted for Humphrey and 56% for Nixon.

47% of the mothers expected to vote for Nixon in 1968. Out of this group, 90% of the student voted for Nixon and 7% for Humphrey. 25% of the mothers expected to vote for Humphrey and of this group, 86% of the students expected to vote for Humphrey and 10% for Nixon, of the five mothers who expected to vote for Wallace, three students voted for Nixon and two for Wallace.

4% of the mothers did not expect to vote and 19% did not know how their mothers would vote. of this 23%, students voted 45% for Nixon and 49% for Humphrey, with one vote for Wallace.

## Parental Political Participation

40% of the parents were of high political participation. With highly active parents, students voted 69% to Nixon and 28% to Humphrey, with low (and unknown) participation, students voted 55% to Nixon and 42% to Humphrey. (Corresponds to the literature.)

## Family Income

Of those students whose family income is below \$6,500, 72% voted for Humphrey. Incomes between 6500 - 10000 showed 70% for Humphrey;

Incomes between 10,000 - 15,000 showed 51% voted for Nixon; Incomes between 15,000 - 20,000 showed 66% for Nixon. Incomes over 20,000 showed 73% for Nixon. (Corresponds to the literature. As income increases, so does Republican vote.)

## Father's Occupation

52% of student's fathers are in business, of these 70% went for Nixon, 29% of the fathers are professional, of these 59% went for Nixon. 12% of the fathers are Laborer's, of these 67% went for Humphrey; 15% are farmers, of these 53% went for Nixon; 12% other, of these 75% went for Humphrey. (Corresponds to literature on occupations, business & profession, Republican; Labor Democrat.)

## CANDIDATE

Nixon was the most appealing candidate of 55% of the student. Of this group, 89% voted for Nixon. Humphrey was most appealing to 34% of the students and 91% of this group voted for Humphrey. Wallace was most appealing to 6% of the students of whom 44% voted for Nixon. 4% thought none of the candidates was appealing and 50% of this group voted for Humphrey.

## PARTY

35% of the students indicated that, discounting particular candidates, they would generally prefer the Democratic Party. Of this group 82% voted for Humphrey and 1 voted for Wallace. 36% indicated a preference for the Republican Party, and 88% of this group voted for Nixon, with one vote for Wallace. 25% of the students preferred an Independent position. Of this group, 69% voted for Nixon with two votes for Wallace.

92% of the students said the bombing halt did not influence their choice of candidate. 55% of them voted for Nixon, 4 voted for Wallace. 95% of the students

indicated that the bombing halt did not influence their decision to vote. 57% of these students voted for Nixon and four votes for Wallace.

(These are considered as three standard factors affecting voting - candidate party and issues. Although issues (86%) appear to be weightier than the candidates personality (55% highest) or party preference (36% highest) and Vietnam the most important issue (80%), only 6% said that the bombing halt of Vietnam affected their choice of candidate and 95% said that it did not influence their decision to vote.)

## ISSUES

86% felt that the issues were important. Of these, 59% voted for Nixon. Of this group, 80% thought Vietnam (and foreign policy) was most important.

## VOTING BEHAVIOR

78% of the students responding to the questionnaire indicated they would not vote. 90% of those were not qualified, 8% did not respond to this question. There were no expressions of "indifference" or apathy satisfied by any party or candidate). There were five votes of disaffection (Satisfied by no party or candidate.) (According to the literature on the national electorate, apathy is the largest determinant of non-voting).

Of those who would vote a straight party ticket, 64% were for Nixon and 35% for Humphrey. For those who would not vote a straight ticket, 69% were for Nixon and 27% for Humphrey.

## Political Perceptions

81% of the students who replied that Nixon would win on the Lindenwood campus, 63% of these voted for Nixon and 36% for Humphrey. 17% said that Humphrey would win on campus.

## The Draft

# Minor's Case To Courts

SAN JOSE, Calif. (CPS) - Does Erik Whitehorn, 18, owe primary obligation to the orders of Gen. Lewis B. Hershey and the Selective Service Act or to the instructions of his mother?

Erik has thrown this question into the courts from two directions. His mother, Mrs. Evelyn Whitehorn of Palo Alto, Calif., claims that Erik, as a minor, cannot register for the draft without her consent, and this week filed in federal court for a restraining order to prevent officials, from Selective Service Director Hershey right down to the local draft board members, from acting against Erik.

The board, Selective Service Board 62 of San Jose, Calif., has notified Erik that it will declare him delinquent Nov. 12 for failing to register as an 18-year-old and will put his case in the hands of U. S. Attorney in San Francisco, Cecil Poole, for prosecution.

The Whitehorns' attorney, Aubrey Grossman of San Francisco, filed in San Francisco asking the federal court to prohibit punishment of Erik for offenses that are, Grossman claims, the responsibility of his mother.

Grossman's brief explained that the pleading for Erik is filed in his mother's name, since both state and federal law do not give persons the right to litigate until

Of this number, 50% voted for Humphrey and 50% for Nixon. One percent of the students stated that Wallace would win the campus election; all of this one percent cast their votes for Nixon.

In reply to the question of the candidate who would receive the largest popular vote in the national election, 71% said Nixon. Of these 71%, 70% voted for Nixon and 30% voted for Humphrey. 28% thought Humphrey would receive the largest popular vote. Of this percent, 70% voted for Humphrey and 30% voted for Nixon. Wallace received one vote. (Lindenwood College students were perceived as more conservative than national electorate. 70% of students thought they were voting for a winner).

23% of the students considered their five or six close friends to be Republicans and 20% considered their five or six close friends to be Democrats. The majority of the students were mixed or did not know. (Although there is an edge for the Republicans in the peer group, this suggests, corresponding to the literature, family influence as predominant.)

## Political Self-Perception

Juniors and seniors responding to the questionnaire indicated that 46% considered themselves more liberal now than they were as freshman, 19% consider themselves more conservative and 35% consider themselves unchanged.

There is no consensus in the literature on the degree of politicization during the college years either through peer or teacher, however, here the juniors and seniors appear to be more liberal - or less conservative than the others. We have no data, however, on these students as freshmen to determine politicization. Although the faculty here voted predominantly Democratic, there is no consensus and actually very little data on the effect of the classroom on students political attitudes.

they are 21, just as they cannot vote, serve on juries, marry, or even keep their own earnings. He points out, "a young man does not acquire any basic rights until he has reached the age of 21."

The Whitehorn case, in effect, challenges Selective Service treatment of all young men under 21, Grossman points out. Those under 21 who are able to attend college full time have usually been able to obtain a "2-S deferment," a type of deferment that many groups claim operates to the disadvantage of those unable to attend college or unable to finance full-time attendance. Erik's older brother, Robert, a San Francisco State College student, has turned down a 2-S deferment, and on Oct. 23 refused induction as an act of conscience.

Grossman claims that the draft puts to minors "overwhelmingly important and difficult ethical and moral decisions" if they have moral reservations about the Vietnam conflict and "dictates of conscience as to the participation in it."

"If there is to be any punishment visited upon anyone it should, following the theory of this pleading, be imposed upon Evelyn Whitehorn; not in addition to, but in the stead of, punishment upon her son," Grossman's brief states.

(Continued on page 4)



# Lindenwood Triumphs

by Helen Polonski

The Lindenwood Hockey Team formally ended the season this past Wednesday, when they defeated an arch rival, Principia, for the second time. The score stood at 2-1 when, because of darkness (Mother Nature interfering again), the official called the game to an end.

The 2 goals were scored by Nancy Peters who played center halfback (among other things) and Kay Kirkland, center - forward. Nancy scored the first bullet goal midway through the first 30 minute half and Kay followed soon afterwards with another hard hit goal. After the first half the score stood Lindenwood 2 while Principia had a much welcomed 0.

The game was played quite well, especially on defense with the aid of 2 strong and dependable fullbacks Elise Donaldson and Mags Crawford. Both girls were injured in the game but not seriously. Mags might be suffering from a severe headache -- a ball hit her stick and then proceeded to rebound and smashed her in the forehead. Elise will be sporting a multi-colored bruised eye, a result of a not so well placed Prin drive and a goal. Luckily both of these girls are extremely hard-headed and don't give up easily.

Cathy Falcone, an inner, also played a beautiful game. During the game Cathy executed a unique drive for a goal. She somehow switched positions with the centerforward and proceeded to drive all the way down the field toward the goal. She kept the ball with fancy footwork and a lot of speed. When she got within scoring range off - sides was called.

Nancy Peters and Marty White performed a few modern dance steps during the game to throw Prin off guard. When that didn't work the two girls proceeded to very nicely fight to get the ball back to LC. Sue Deal, the other half - back, was kept in action by taking roll - ins and free hits while also having her shins mistaken for the ball several times.

Mary Sue Dunlevy again very calmly dribbled her way past Prin's defense in attempting to score points for Lindenwood. An off - sides call prevented her from reaching the scoring area. She was definitely a pin in the sides of Prin.

Manager Roanne Harless weathered the season well with Mrs. Ebset the faculty advisor. Ro brought the team's mascot to the Prin game (an ugly frog who serves his purpose) and it helped add to moral support. She also is allowed to check equipment and provide the tremendous athletes in the team with sweatpants, warm-ups, and more than words of encouragement.

The season ended with a tie balance for Lindenwood. She's had 3 losses, 3 wins, 1 tie, and 1 cancellation.

## WRA Sponsors Swim Meet

WRA is sponsoring swim meet Wednesday November 23 at 7:30 in Butler Hall's own unique (and I stress unique) contribution to the campus... the pool. Yes girls, the oversized bath tub is where we will be holding the L. C. Olympic Swim Meet. Events are posted in all dorms and in the day students room. A person may sign up for two events. Each event requires four participants from each dorm. One of the thrilling events is the ping - pong - in - mouth relay where you can finally get a chance to see your friends with their mouths shut. Bars of soap will be provided for showers afterwards. See you all there in the pool - or on second thought....

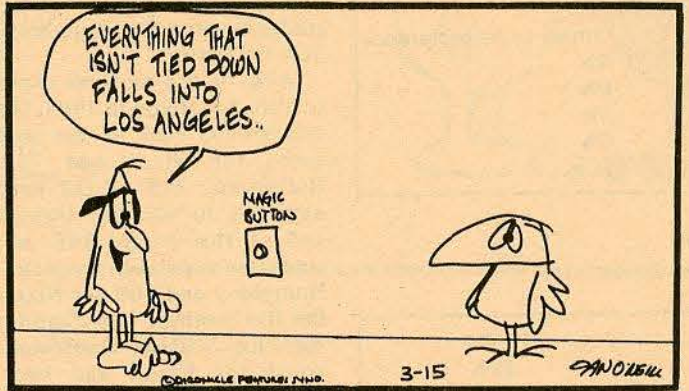
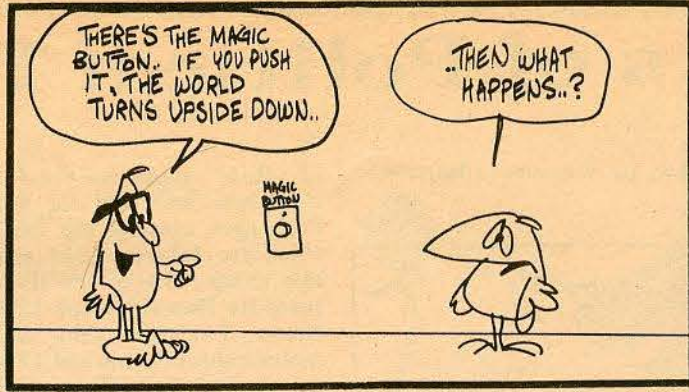
## Volleyball Team Chosen

Yes girls, it's a little early in the year to be playing volleyball, but due to an early invitational meet for the Southeast Volleyball Tournament, L. C. had to formulate her team early. Mineral Area College is sponsoring the meet November 23 in Flat River, Missouri. The team will be practicing Tuesday evenings from 5:00 - 6:00 until the tournament and will disband until the season starts again.

Try - outs were conducted by "Coach" Joy Ebset a new staff member of the Physical Education Department. Portions of the tryout period were evaluations of the serving and returning techniques of the participants.

The team will be in regular competition after the basketball season has ended. Tryouts for the basketball team will be this Monday between 5:00 and 6:00.

The following girls have been named to the 68-69 volleyball Team: Mary Falcone, Julie Hendren, Kay Kirkland, Nancy Peters, Muff Polonski, Marty White, Amy Beckett, Sharon Serre, Connie Stewart, Catherine Baxter, Debbie Deardorff, Neva Ellwein, Arnette Hunger, Charlene Pflug, Claudia Tappen.



(Continued from page 3 )

"It is well established in law that the parents of a young man... are entitled to make all decisions concerning him, his life and conduct, and there is imposed on him a reciprocal obligation, enforced by the government, to obey these orders of his parents," Grossman's brief explains.

Grossman claims that any law which punishes a young man because of the instructions and upbringing of his parents "inhibits and intimidates parents in the moral education of their children -- the most important form that freedom of speech could possibly take, violating both the First and Fifth Amendments." The draft law also violates the Fifth Amendment, he says, by "imposing serious burdens on one class or group of people and exempting another." While Erik can be jailed for up to five years for his failure to register, Grossman points out, older persons who hold similar views are not punished.

## Poetry Contest Announced

The sixth annual Kansas City (Mo.) Poetry Contests, offering a total of \$1,900 in prizes and publication of a book-length manuscript, have been announced by Hallmark Cards.

One of four sponsors, Hallmark will again offer six \$100 cash awards to single poems by full time college and university students in the United States. More than 2,000 students submitted entries in the 1968 competition.

In addition, the Devins Memorial Award offers a \$500 advance on royalties for a book-length poetry manuscript to be published by the University of Missouri Press and the Kansas City Star offers seven \$100 prizes for single poems.

The fourth sponsor is the family of H. Jay Shark, a Kansas City patron of student writing, which will award four \$25 prizes for poems by high school students of Missouri and bordering states.

The deadline for submission of entries is February 1, 1969, and winners will be announced on April 24 at the closing reading of the 1968-69 American Poets Series of the Kansas City Jewish Community Center. The judges have not yet been announced but in the past have included Conrad Aiken, Louis Utermeyer, Robert Penn Warren, Philip Booth and Edwin Honig.

All entries are judged anonymously. The author's name is enclosed in a sealed envelope attached to his entry. Complete

contest rules may be obtained by sending a stamped, self - addressed

envelope to: Kansas City Poetry Contests, 8201 Holmes Road, Kansas City, Mo. 64131 or by contacting the BARK.

## Wash. U - LC Join Forces

The following members of the LC hockey team will be traveling to Warrensburg, Missouri tonight to compete in a hockey meet this Saturday: Sue Deal, Sally Gordon, Kay Kirkland, Muff Polonski, and Marty White. The meet will take place on CMUS's field with Kirksville, Missouri U., Springfield College, and Warrensburg participating.

The LC team originally slated to go cannot participate because of unforeseen circumstances. The five or six members that are definitely going will do so in conjunction with 6 players from Washington and will play as one team.

Erik challenged the authority of his Selective Service Board when his mother refused to give permission for her 18 - year - old son to register on grounds that, as a minor in her custody, he is legally incompetent to sign what amounts to a contract. At the same time, her older son, Robert, refused induction. The eldest son, John, is a veteran of three years' overseas duty with the U. S. Navy and is now stationed at Moffett Field in Sunnyvale, Calif. The younger son, Alan, is a high school student.

Erik was placed in his mother's custody after being found guilty in a case resulting from his participation in a peaceful draft protest demonstration in Oakland, Calif. a year ago. He is on probation after a juvenile court proceeding finding him guilty of "failure to disperse," that is, sitting in the doorway of the Oakland induction center where his brother a year later staged his own individual protest.

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