



the Ibis

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Saudi Arabian students depart Lindenwood

By KAY FERNEDING

Thirty-one Saudi Arabian students came to the Lindenwood Colleges last October and through the shuffling of a few new Arabians entering and others withdrawing from the college, approximately 20 still reside.

The majority of the Saudis' have attended L.C. for four months. Their initiation period, like all incoming freshman, is over. Yet some students are still struggling with difficulties of campus life and rules, relationships with American students, culture and the country as a whole. Surely any student meets with enigmatic situations when they attend a foreign college or university, but the Saudis' predicament seems compounded due to their arriving as a group.

"I think they have had considerable adjustment" said Patrick Delaney, Dean of the Men's College and Housing Supervisor for the Saudi Arabians. "Some are homesick, some happy and some have had to learn to self-discipline in handling their new found freedoms like any freshman. However, these students have had to fight a cultural acclamation and distance." Delaney did not feel that the age of the Arabians (mostly 18 and 19) was a factor in their adjustment because they are in the same age bracket as most freshmen.

"I believe the college has treated them fairly. They have not been over obligating in demands." However, 10 Saudis' recently withdrew from school, Delaney said. The majority of these students dropped from the English Program for academic, attitude, and attendance reasons. Some have withdrawn on their own.

Concerning the remainder of the Saudis', Doris Crozier, Dean and Advisor to Foreign Students for Academic Needs, feels these Saudi students are doing fairly well, but, like other students, some are showing more effort than others.

"I think the tutoring, for

example, is a very spotty program. Some (Saudi's) have shown up and some have not." Beginning last fall, student tutors were assigned to Arabian students, with two Saudis per group.

"I would like to expand the Intensive English program so we would have people from other countries and so Lindenwood's Saudi Arabians would have the experience of talking with students from other countries. I would also like to see Saudi Arabian women attend the college." Beginning in February, Italians and Vietnamese were enrolled in the college.

A few of the advanced Saudis' who are more proficient in the English language are now auditing or receiving credit in courses other than English. Abdrhman Khalifa added math and history to his schedule and Khaled Hajri is taking piano. Some students are also taking art, chemistry and business courses.

Khalifa enjoys his new classes but holds some objection toward the English courses that all Saudi's must take. "In the beginning, we worked hard but after one week we were only studying the same thing and now there are even fewer readings." Khalifa explained that in his English course, the students are concentrating on grammar at all times. He would like to see more variety in the course and would also like to see some alteration in the language lab.

The lab is open from 3:30-5:30 and there is a student attendant on duty during these times. The Arabian students are required to spend two hours in class for English and one hour in the lab each day except Wednesday. On Wednesday mornings they attend a special math class.

"The language lab is different here," said Khalifa, "for here we can only listen to the tape over and over again. In Saudi Arabia, a student can talk to the teacher directly if they do not understand the recording. The teacher is

listening to you and knows when you are making an error."

Khalifa believes that his English has improved due to his conversations with Americans, but some students like Hajri, believe that their own English has not progressed.

Another Arabia student, Khaled Mobarak, feels that the tutoring program is not very successful because many of the Saudi's find it difficult to keep the appointed meeting schedule for tutoring. "In the first semester I had a tutor but I didn't like to have a set appointment with him. I believe some Saudi Arabians feel like me," he said.

Mobarak said he understood when any persons studied a foreign language he is confronted with difficulties in vocabulary. After his English lessons at Lindenwood are completed, Mobarak has tentative plans to return to Saudi Arabia and

complete his course study in Civil Engineering.

Khalifa said he was upset that he could not have an apartment and believed Delaney forbade it for fear he would not attend class. Lindenwood does have age requirements for all students living off-campus. "This situation is still agreed upon and they (the Mission) feel that the Saudi students must abide by our ruling." Delaney said. "And as long as Saudi students are enrolled in the English program, no matter how old they are, they must live on campus." The Saudi students each pay their room and board fee monthly but some want an apartment because "in Irwin Hall there is too much noise during the weeknights," Khalifa said.

Other complaints are that the cafeteria's version of Saudi Arabian food is poor, the soccer team has unsportsmanlike con-

duct so they don't want to join, and some of the resident students are unfriendly.

In hopes of improving community relations, Delaney is attempting to establish a counselor for the foreign students. He is in the process of hiring an older Saudi Arabian student in the St. Louis area and hopes he can start at Lindenwood within the next few days. Outside of this counselor, Delaney meets with the Saudi's as a group and individually to discuss any problems they may have.

The Saudi's are attempting to adjust to the many problems whether they are personal, social, educational, or cultural but, most of their complaints appear to be similar to Lindenwood's own American students. "Do not misunderstand" said Hajri, "I do like some things at Lindenwood... Nurse (Nurse Lewis), Dr. Lucy (Morros), Dean Crozier, and my tutor."

Health plan revised

By ROY SYKES

As the students of Lindenwood suffer through the flu season along with the rest of the mid-west, they are going to find a major change in the medical assistance they receive at the College Health Center. There is no longer a doctor on campus.

As of the first of January this year, James P. Felder M.D. ended his duties as the college physician. It was disclosed in information received from the administration that the reasons for the doctor leaving were totally his own, and the doctor cited a growing private practice as one of the main factors in his decision.

In past semesters, Dr. Felder spent one to two hours per day on campus seeing patients in his office at the Stumberg HHealth Center. Students could make appointments during these hours and were able to receive treatment without leaving campus. The doctor also utilized his St. Charles office for visits with students who needed assistance during times that he was not at the school. With the termination of Dr. Felder's position at Lindenwood, getting to see a doctor is not going to be easy anymore.

The college's administration now faces the problem of ensuring proper medical attention for the students. They could have simply located another physician to retain in the same capacity as Dr. Felder. However according to Doris Crozier, Dean of Women, the situation was viewed as an opportunity to initiate a new program, designed not only to maintain the schools' medical services, but to improve on them. Such a plan has been developed and is now in effect.

The new system utilizes the services of not one but six different doctors, all of whom have offices located in the Lindenwood area. The selection of these doctors was supervised by a member of Lindenwood's Board of Trustees, Russel Crider M.D., a highly respected man on the St. Charles medical scene. The criteria for selecting the doctors was based chiefly on their medical reputations and availability to the students. This availability included office location and hours as well as types of practice. The result produced a varied group of men with different fields of interest, but who are capable of treating any student at the school. Lindenwood's association with St. Joseph Hospital, an integral part of the previous medical plan, will be continued under the new system. The hospital is located in St. Charles.

The present plan will not cause as much inconvenience as one might think. It will be similar to making appointments to see your regular family doctor.

The student who needs medical care should first report to the Student Health Center. At the clinic, Nurse Anne Lewis, will screen the patient and perform preliminary tests, such as taking blood pressure and temperature readings, evaluating the patient's condition.

In cases needing only basic first aid Nurse Lewis has a great deal of training and experience and is capable of handling the situation. In the event she feels the patient needs to be seen, or treated by a doctor, she will telephone one of the local offices to arrange for an appointment. With six physicians offering their services, Nurse Lewis will nor-

mally have no trouble making the arrangements.

There may be occasions when appointments can't be made during the same day the patient goes to the health center. In these situations, if it is imperative the patient see a doctor immediately, the emergency room at St. Joseph Hospital is always available.

When Nurse Lewis authorizes a doctor's appointment, the patient will be provided with transportation to and from the doctor by the school's security staff. The emergency cases and assistance for students becoming ill during the night will be handled in the same manner as in previous school terms; Campus security will arrange transportation to St. Joseph Hospital.

The types of transportation can range from the use of private automobiles in cases of minor accident or illness, to calling the Paramedic team of the St. Charles Fire Department for students who require emergency treatment.

The present medical program, which has been in existence for two months, naturally has flaws that must be worked out. There are advantages in the plan, such as students having a variety of doctors to choose from and put their trust in.

The new system does increase the work loads of Nurse Lewis and the campus security force. Students can no longer walk across campus to the health center and be sure they are going to see a doctor. Because of the newness of the program, everyone concerned with it has developed a wait and see attitude. Although it does appear to be operating efficiently, it will take at least another semester to properly evaluate the program.



Remaining Saudi Arabian students gather in informal chatting session. (Photo by Chris Coleman)

Students lose free Wednesdays

By JONIDODSON

The Educational Policies Committee (EPC) voted to change class scheduling for the 1976-77 school year with fewer block (2 hour) courses, less free time on Wednesdays, a 30 minute lunch period, and some 65 minute classes.

This schedule change came before the faculty in December and was defeated. The EPC then brought this class plan and an alternate before the faculty later in January. There was little discussion on the alternate plan, which allowed one hour for lunch but still included classes on Wednesday. Somehow, possibly because there were faculty members off-campus during January, the new plan passed. Furthermore, few students knew this plan was coming before the faculty again, and those who did were told not to worry because it had no chance of passing.

Unfortunately all of this is hindsight. Students and faculty members opposed to this program now face the problem of trying to prevent the change from occurring.

Starting with a look at the lunch hour, or should I say half-hour, I'm wondering when meetings will

be held. The hour and a half break between classes has given clubs an ideal meeting time when all members are free and on campus.

A further disadvantage of the shortened lunch period is choir will have to compete with other classes. The administration maintains classes meeting in this period will be specialized classes for just a few students, but still choir will be competing with other classes. Presently, the choir enjoys the 12:30 to 1:30 time block without competition. It seems that when choir has to compete with other classes, no matter how specialized they are, the enrollment will drop somewhat.

Besides having a shortened lunch hour, students won't enjoy a free Wednesday, for which Lindenwood is known. It's true, holding classes on Wednesday won't hurt all of the students, but what about those who work, have independent studies, or internships? Free Wednesdays are great for these students, because they have a whole day to devote to their project.

Furthermore, many clubs, organizations, and faculty meetings are held on Wednesdays. When will everyone find time to get together with both a shortened lunch period and less free time on

Wednesday?

With longer classes and fewer block classes (according to the schedule, most classes will be either 50 or 65 minutes) both students and faculty will suffer. First, if the length of lecture classes is increased, students will become bored and restless. If time is cut on activity courses, such as labs and art, the students won't have enough time. Moreover, by cutting the number of two hour block courses, there will be less time for internships. In the present schedule a student can take a two hour course two days a week and devote the other two days to an internship.

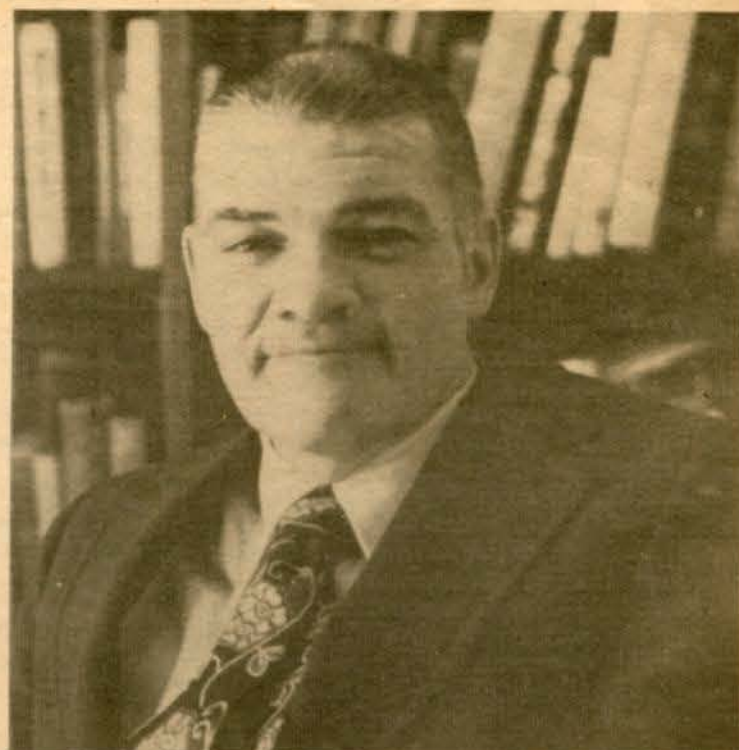
The worst affect of this new plan, is less time for internships. The internship program is a great asset to Lindenwood in attracting new students, and just as great an asset to the students for the practical experience they receive.

Since the new schedule will adversely affect the school, there should be some protest made. Write to Dr. Hood, Chairman of the EPC, and to Dr. Spencer, stating the reasons why you're against the change. Contact representatives of the student government to find what, if anything, they can do. A petition should be started so that all ob-

jecting people can voice their opposition.

All too often Lindenwood students are viewed as apathetic. I urge all students to join in

protest against this change. At this point it's our only hope of retaining a workable schedule. If we let this schedule plan come through, we are the ones who will suffer.



Dean Patrick Delaney, leading proponent of the new Wednesday schedule change.

(Photo by Roy Sykes)

Seminar centers on minorities

By DENNIS MILLER

Why is the number of Black students enrolled at the Lindenwood Colleges small? A lack of understanding about small college life among prospective students and limited efforts in recruiting them are two reasons.

Frank Bacon, president of the Black Student Union, is trying to change this situation. He is currently leading a campaign to increase the number of Black students on campus. Bacon and Jessica Moore, assisted by other members of the BSU, presented Prospective Minorities Day

for 30 Black high school juniors and seniors. Most of the students were from the St. Louis area.

The seminar centered on giving the visitors a realistic impression of college life. In an interview,

Bacon stressed the importance of being realistic. He said, "Most students are curious about a school's social life; it is one of three things that heavily influence their choice of schools. The others are cost and location. Students are often led in the wrong direction by admissions counselors. Some schools try to build up campus life to the prospective student by giving weekend parties."

Bacon feels the one-day concept in recruiting programs is more effective than the entire weekend. "What we tried to do was give a clear insight on what life is really like at Lindenwood on a normal Saturday afternoon. If an all-weekend program is planned, then you almost have to give a party to keep the visit exciting. Then you are getting away from the real thing." Moore thought the realistic approach was successful.

"It gave the students an idea of what a small college can do for them. The visitors were shown the negative sides to college life along with the positive."

Of the high school students present, 10 expressed definite interest in attending Lindenwood next fall. Bacon had set a goal of 25 freshman next year, but was pleased with the number of those responding. "Ten isn't bad when you look at the number of Black students currently enrolled." There are 26 Black students enrolled in the Colleges.

Eight of the 10 prospectives are women. Asked to explain the imbalance, Bacon said, "The majority of Blacks at most colleges are women. There has been some tradition among many black families that college would most benefit the girl. Sacrifices are made for her to attend."

Another reason young Black men shy away from Lindenwood is the status of the athletic program. A lot of athletes who cannot get a scholarship still want to get a college education and play sports

at the same time. They go to small colleges with an established athletic program where they might get a chance to play.

"Lindenwood's background of being a women's college has hurt men's athletics the most," Bacon said. "The administration makes all kinds of invalid excuses. The athletic program really needs to be updated ... not just gradually improved. It's really an unfortunate situation that most young black men are influenced by athletics."

"In the last four years the only concern for recruiting minority students was that the black women at Lindenwood wanted more black men on campus. They were not concerned with the individual student."

Overcrowding in high schools is another problem recruiters of minority students must fight. In St. Louis City high schools, classrooms are jammed with 40 or more students. A lack of understanding results for any type of small school. Moore found one

student who had never heard of Lindenwood.

Parents' Weekend is in April and Bacon plans to work with the Student Government Association and the admissions office in organizing a re-enactment of Minorities Day. Bacon explained, "We want to try to get students who didn't come in February to come in April with their parents."

This year Bacon was disadvantaged with a late start. The program didn't start moving until after Christmas. He hopes to begin his plans early next fall so Minorities Day may be held in November. "We'll make more telephone contacts and also use the personal approach. We hope to go into the high schools and sit down and talk with the students."

Bacon also plans to vary the format. Juniors attending this year will not see the same presentation next year. Slides of the campus were shown this year. "We're thinking of the possibility of making a movie for the seminar," Bacon said.



Carla McConnell, member of the BSU, discusses minority rights with St. Louis prospective students.

(Photo by Chris Coleman)

New L.C. Food Service?

By LISA MYERS

The best quality food service at the lowest possible price, is the aim of the administration for resident students in the coming year.

While there has not been any official decision regarding a change for next year, Patrick F. Delaney, Dean of the Lindenwood College for Men, said Lindenwood is currently accepting bids from food service companies, including SAGA, the company currently preparing the cafeteria meals.

Delaney, who has administrative jurisdiction over the colleges' food service program, said, "I think that's just good business. We should always be watchful for better food and prices."

SAGA has been at Lindenwood for the past three years. The college retains the kitchen facilities and SAGA has a contract to prepare and serve the meals.

While Lindenwood has not solicited bids from other companies, they have accepted those coming from a number of food services in the past several months.

"Some of the companies have looked at our facilities to see what they could do with them," said Delaney. "SAGA has been very cooperative in this effort. I think it's in the best interest of the students to get the best price and program possible."

There have been a lot of rumors among the students concerning the food service program in general. In regard to a student

petition asking for a new food service, Delaney said he was totally unaware of it.

"If one exists, I've never seen it," he said.

Delaney also said President Spencer asked him to look into the possibility of no longer retaining any food service program, but having the college prepare and serve its own meals.

"I would be cautious about this," said Delaney. "It's a possibility to be explored, but I would have to study it for a time."

Other possibilities mentioned are meal tickets or a flat charge per meal. Delaney said he would not recommend either of these programs because both would tend to be more expensive.

"At this point, there is no expected board hike," Delaney added. "But it's possible."

"Barry Lyndon," rolls onto screen as a visual epic

Based upon William Makepeace Thackeray's novel, Stanley Kubrick's newest film *Barry Lyndon*, is a film of immense proportions. This is not because of its three hour length, but rather because *Barry Lyndon* is the story of human nature and the way Redmond Barry, a young Irish rouge, chooses to confront his destiny.

Man coming to grips with his destiny is not a new theme for Kubrick. In most of his films his leading characters usually want more than a simple understanding of their live's objectives rather, they lust for complete control. Usually these protagonists become so intricately involved within the system they must work in, that regardless whether they are trying to gain control of, change or oppose it, they trigger a series of events that result in situations far beyond their limited control. More simply stated, Kubrick's leading characters become victims of their own monsters.

Be it the affairs of war, atomic energy, space travel and technology or mind control, Kubrick's catastrophic vision of the world ends consistently with man loosing control of his free will by falling victim to the very things he created to enhance and enrich his existence. Young Redmond Barry, played by Ryan O'Neal, is no different.

Barry, as a teen is romantic, energetic, skillful in all his endeavors and quite a sympathetic character. He begins lifes adventures in a classically romantic manner but does not recognize

that it is not his high ideals he lives for, but rather his obsession with himself and the manner in which he shall grace the world around him with his presence.

Kubrick's demands upon his actors are extremely intense, therefore I have great reservations about giving them high praises for their splendid performances. However, I must credit Ryan O'Neal with the strongest performance of his film career. One truly feels sympathy for Barry because of the strong sensitivity O'Neal gives to the character. What Kubrick creates the O'Neal's sensitive interpretation is a man capable of expression so completely enigmatic and paradoxical that at different points in the film the audience loves Barry, then despises him only to feel pathos for him and possibly love again.

In a society that is paranoid of male homosexuality, we have come to abhor men expressing sensitivity to men. Yet O'Neal handles Barry's sensitivity for his fellow man in a totally realized manner that is neither effeminate, homosexual nor is it at all melodramatic. Barry is a highly sensitive person that is not reduced in character by explosive shows of emotional outbursts of tears and affection. Actually it is the contrary that is true.

When Barry's impulses become "typically male" his misfortune is usually just moments away. For it is in his shows of virility, masculine ego and false pride that he blinds himself to the world around him. It is this blindness to his own self-centeredness which

leaves im without a leg to stand on.

As *Lady Lyndon*, Marisa Berenson is not quite so sympathetic, even though she is the butt of Barry's cruelty. Berenson's character is felt only through her assertive screen presence. This does not serve as a disadvantage to the film or as a discredit to her. Quite the contrary.

It is precisely because her physical presence is so strongly felt by Barry and enhanced by the physical wealth that surrounds her, that he decides to make her the manipulative object of his ulterior motives — a claim to fame and fortune. Barry, though highly sensitive to human needs, has lost through his roguish escapades, any sense of romanticism that keeps a marriage fresh, alive and different from all the other forms of love.

Lady Lyndon is an object and nothing more. As this object of Barry's lust for existence, Berenson's presence serves the film excellently.

Aside from the two main characters, the film is loaded with supporting roles that are skillfully performed. Most notably is Barry's stepson, Lord Bullingdon, played so aptly by young David Morely.

Although the film is lavishly photographed, minutely detailed with historical accuracy and arranged with some of the most extravagant costumes and hair styles ever seen in film, Kubrick chooses to rely heavily on a third person audio narrative — a choice which I think is the film's major

flaw.

In his other films, Kubrick relied upon heavy visual imagery to tell his story. He has always used strong cinematic techniques to convey the much needed narrative information. His reluctance to use audio narration has always given his films an abstract sense that could not be conveyed by any other medium other than the visual film itself. His use of a narrator is nothing new. Aside from serving as merely an expository, it has never been a major device used to promote the story line or the underlying psychology of a character.

A Clockwork Orange was narrated but the narrator was the main character making it first person. A narration in the first person is completely different than that of a third, both literally and cinemagraphically. In *Clockwork*, Kubrick's narration worked quite successfully. Yet in this film, which is so intensely visual, Kubrick cops out, destroys all abstraction and creates visual redundancies by his use of a constant narration.

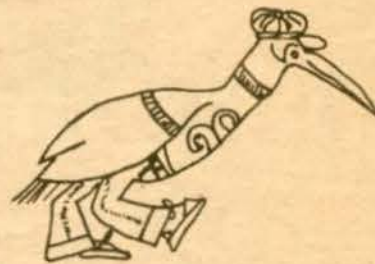
The strong feeling one receives at the film's end is similar to that felt at the ending of a narrated slide show. Kubrick could have given us a visual tour de force. Yet he held back and didn't deliver all the potential the film has to offer. Instead of being removed from a literary experience, Kubrick's use of a narration reinforces the feeling that what we are seeing is not cinema, but rather, literature put into pictures.

Aside from that major flaw, the film is both enhanced and flawed by music. Once again Kubrick has brilliantly selected classical music to serve as his sound track. His use of music has always served as a reinforcement for his visuals — enhancing them in a melodic sense. Yet in this film he doesn't seem to know when it is not needed.

He continually uses music as an underscore during conversations. This technique, not uncommon in movies, is one of the most annoying flaws of the film. Kubrick has never been known for his rich dialogue, so when his characters do speak, I want to hear them without distraction. When music is playing I want to hear that too — without distraction. Audio and visual can be mixed successfully, but not often can audio be mixed with audio and work successfully.

Certainly not a perfect film but, by no means a bad film, *Barry Lyndon* is well worth any viewer's time and effort. Stanley Kubrick reveals to us the past in the film and in it we should be able to reveal the present and possibly the future to ourselves.

—By John DePasquale



Consciousness altering moves through the nation

By BARB SIMMS

"Our normal waking conscious, rational conscious as we call it, is but one special...type parted from it by the filmiest of screens, there

lie potential forms of consciousness entirely different."

William James talked about various levels of consciousness in the nineteenth century, anticipating Freud's theory about

opening up regions of the mind. However, it looks as though we still live in the nineteenth century when speaking of the mind.

In recent years, people began searching for something to ease

their stress filled lives, to overcome their anxieties and frustrations. Adam Smith believes our Western culture causes stress, which is why people look to the Eastern philosophies of life. The East teaches people to alter their lives by expanding their consciousness, playing with their minds and coming to terms with themselves.

Altering one's consciousness is sweeping the U.S. because it can no longer be ignored, according to Smith. The movement began in the late 1950's with the discovery of psychedelic drugs, evolving into a new awareness and a revitalization of Eastern philosophy and guru magic.

Smith explores the world of consciousness altering and meditation, and "Powers of Mind" is a chronicle of several different movements and theories about the different states of mind and how to get there. Smith attended classes, workshops and clinics designed to teach various forms of meditation, and tracked down gurus, scientists, leaders of Eastern cults, and teachers at universities.

His final result is a collection of experiences on how to reach the other side of the mind. Most of the book concerns other people's searching for a higher state of mind. By describing their feelings, and explaining certain exercises they've done to take them into another state, these people tell us all they can about their experiences.

The interviews with the various gurus and sufis are the most interesting part of the book. Each one has a different set of

recitations, exercises and relaxation techniques they believe in, but none ever explains how or why it works for them. Smith delves into these various assortments of packaged cures for boredom, stress and keeping down the "noise" in the mind, uncovers the phonies, and the genuines alike.

Though the stories Smith relates in his book are interesting at first, after a while they all begin to sound alike. There's just too many of them. He explores the theory of EST, Arica, and all the other branches of meditation until one begins to lose interest. There are so many "cousins" of meditation, like *Creating A Space*, *The Great Headache Cure*, and *The Wise Thing in the Cave*, they all sound like variations of the same thing.

The acquisition of higher levels of consciousness is buried in unnecessary details. Despite this, "Powers of Mind" is an absorbing expose of a relatively unknown field. It's factual, informing, and incredibly easy reading. He manages to explain in simple language biological processes and scientific theories, so the average person can understand them. Smith packs a mountain of information into the book including his own ideas.

Smith makes his point well: there are various levels of consciousness, and understanding and controlling these levels can help one relax, slow down, and handle frustrations, even though they cannot be seen or studied. Perhaps this book will allow everyone to expand his mind, and maybe solve the mystery of the mind.

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'Good Morning St. Charles'—a.m. on FM

By JUDY GIBILTERRA

The red sign with white letters "FM on the air" flashes on as two people sink into chairs behind microphones for a two hour chatting session. They hear the familiar music and a voice saying "Good Morning, St. Charles." This is their cue to begin talking, not knowing if their only audience is the few souls spending some time in the basement of the Memorial Arts Building (MAB). Who are these people, what are they doing and why are they doing it? The two voices on the air and their engineer are interested in reviving the late "Morning Show"

at the campus radio station, KCLC.

"Good Morning, St. Charles" is a show for the college community and the citizens of the St. Charles area as well. The show is a magazine report format, consisting of music, feature, news, weather and conversation.

Each show has two hosts who decide what type of atmosphere the show will have. The hosts are free to decide if they want a show based on a central theme such as clowns, the Feminist Movement and Italian ancestry.

"Doing a show based on a theme requires more preparation by the hosts, especially if they have to

arrange for interviews. The hosts are free to set their own format with a certain confine, except for features that are aired daily," said Robert White, KCLC's director of broadcasting.

The show is an off-spring of the old "Morning Show", which began in the spring of 1970 as an independent project for four students and remained as a permanent show in KCLC's programming. It was dropped from the program schedule in the fall of 1974, but revived this spring, when interested students wanted to see it come back on the air.

After starting the day with a full

hour of news, sports and features, "Good Morning, St. Charles" found a home. White commented, "It just seemed natural to follow-up the first hour with a morning talk show."

When the show began in February, it was only an hour and a half long, with plans for expanding it to two hours. It has since grown and can now be heard from 10 a.m. until noon on weekdays.

Fifteen people comprise the crew of the show. These people are either volunteers or else were asked to take on a responsibility to the radio station.

Reaction to the show has come in many forms. White said, "I like it. It's a terrific opportunity for people on the show. It has gotten some people interested and generated interest from many others. It's good experience in ad-libbing and putting on a radio production for those involved."

The community also responded with positive comments to the show through letters, notes, cards and word-of-mouth. The features are their favorite highlight of the show. Public affairs notices are being received by the station from people seeking publicity for civic or social events.

The show devotes air time to St. Charles' Events and Classified Ads for students and area citizens. Any notices of future events, ads to buy or sell or help wanted, are welcomed by the station.

Not only does KCLC offer to air announcements, they also welcome ideas for features or interviews. Students from the college have become involved. For example, Marian Langert, an L.C. IV student is doing a series of features on diabetes. As the show progresses, the hosts eventually hope to rely less on United Press International (U.P.I.) features.

The new show is viewed favorably by the people involved with it. Karen Plackmeyer, a host on Tuesday's segment and a worker on the old show commented, "The old "Morning Show" tended to get out of line. And was broadcast from a 10 watt station. It's now 1500 watts, meaning we can reach more people."

The time slot for the new show seems to be in its favor. At the beginning of the former show, the air time was from 7-10 a.m. In 1973, the show moved to 6-9 a.m. Now, the time has been decreased to two hours and a later slot in the morning.

Jim Carlucci, the engineer of Wednesday's show and also a former crew member of the old show said, "It's a better time slot. The old show got to be comical at times because of the early hours."

Laughter, entertainment and information abound at KCLC, and the student and citizen communities are invited to join in with ideas for the show to enhance their listening pleasure.

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