



"The 'Unicorn' was something so different from what we've ever done before. In a way, the tour we went on a few week-ends ago, performing at three different churches, helped us. We needed the tension of performing to bring everything together, to give us assurance . . ."

Forty minutes of choreography, pantomime, movement. And in the background the choir sings — but it is hard to separate what one sees from what one hears during a "Unicorn" performance. Is the Man-in-the-Castle himself singing "How could I ever kill the children of my fancy?", as he begins his final death-movement? The background chorus is forgotten, as what we see before us blends and flows with what we hear, and becomes one.

-Janet Knickemeyer & Joyce Meier

Photos by Chris Coleman

Unicorn!



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His

Playing the Police Role To Save the World?

By ANDY HOLLIMON

A student at Lindenwood related a story to me last week. He is a Vietnam veteran. I would like to share the brief experience with you.

One day he and a number of other soldiers were riding on a personnel carrier. They eventually came across some Vietnamese children alongside the road. The children were begging for food. One G.I. said that he wanted to help out. He grabbed up some cans of K-rations, but instead of handing them out in a humane manner he proceeded to violently throw the cans at the children.

This, to me, typifies the American involvement in Vietnam.

I was a very young boy during the French occupation of Vietnam. Therefore, I cannot, and don't particularly care to, discuss French involvement in the country. Through no choice of my own, I am an American citizen. As an American citizen, who spent four years in the U.S. Air Force, it pains me to see the recent turn of events in Vietnam, that shows something we should have learned from the past.

The reason we were given for entering Vietnam in the first place was to stop Communism. If we didn't stop it in Vietnam, government told us, we would have to stop it in San Francisco. Remember that one?

Years passed, and the nature of the war changed, grew more ferocious. And, as thousands of U.S. fighting men were being shipped to Vietnam every month, our government began telling us that we were winning the war.

Once again, through an elaborate and sophisticated propaganda machine our government duped the American people.

We spent fourteen years in Vietnam.

We wasted more there than in any other country in the world. Fifty-five thousand American lives were lost and over 140 billion dollars spent.

And what did we gain?

We moved ahead of other countries; we are now a full millenium ahead of the rest of the world in the use of napalm.

Also, we gained the distinction of having dropped more bombs on the tiny Vietnam than were dropped during the whole of World War II.

And, we managed to expand our interest. President Nixon ordered us into Cambodia. When that happened a very noteworthy thing happened. Usually in times of crisis a country pulls closer together. But, during the occupation of Cambodia this was not the case. The intrusion had us literally killing each other in the streets. Cambodia, I believe, marked the beginning of the end of the United States as a "world police force."

And, what of the Americans who went over there?

Most of the men who fought, and died, in Vietnam were young boys. During the middle 60's the only way that a man could escape the draft was to be a full-time student (with a C, or better, grade point average). It was like being punished for not going to college.

The G.I. that fought in Vietnam was, from the beginning, a problem for the army. He was drafted young so that he would be less likely to question orders (Army reasoning), propagandized, and sent to fight (for 13 months only). As the ferocity of the war dwindled he was left in the country to hold ground. He sat for months without fighting, so he became stagnant. The use of heroin increased and the Army got its first experiences with "fragging" (American officers and lifers physically abused by American fighting men).

And meanwhile, other G.I.'s spent months fighting day and

night and never saw a North Vietnamese regular (NVA). A mother whose son died in the war spoke on T.V. last week. "My son was in the Central Highlands. I would receive letters from him sometimes, and he'd be so puzzled. He said that he thought the Americans were there to fight communists, but he had never seen an NVA soldier; dead or alive. He said that they were fighting Viet Cong and organized anti-American guerilla groups, who are not communists. They weren't even Viet Cong. He, also, said that most of the people over there hated Americans."

When the veteran returned home he wasn't received like the veterans of earlier wars, (Veterans of World War II and Korea received parades and ceremonies upon their arrival home).

He came quietly back into the country, often facing feelings of contempt and utter disrespect. And, all too often he joined the ranks of the unemployed because the war had taken its toll on our economy.

I remember one such case. This man was awarded the Medal of Honor for valor in 1967. He flew to Washington from Vietnam and before a T.V. audience of millions President Johnson pinned the medal on his chest. Four years later he was shot to death by policemen during a robbery attempt. The newspapers reported that he was survived by his family of three. The paper also gave his reason for the robbery attempt: he didn't have a job and his family was hungry. I wonder if he ever really found out why he fought in Vietnam.

But, if we are the losers, what of the South Vietnamese people?

A Vietnamese girl, who attended college in the U.S., recently spoke about American and South Vietnamese pro-

paganda.

"Since I could remember I was told that the communists were the worst people in the world. The Americans always told us how bad the communists were. I never saw a communist. I lived in a small village with part of my family. All I remember is the bombing and people telling us to look out for the communists."

When asked about her family she said: "Part of my family lives in North Vietnam; the other part lives in the South."

The girl was asked which part of her family was the happiest; she responded, "The part in the North." She added that, where there were Americans there were bombs.

Bombs? With which to save the world?

I never really understood how the U.S. could play the "police force" role. My father always told me that I should never try to help someone else clean their room, unless I had cleaned my own.

After all these years South Vietnam is now on the verge of collapse. Soon, there may be no South Vietnam. The NVA is, at certain points, within 100 miles of Saigon. So, the U.S. did not stop the so-called "spread of communism" and anti-American feelings in Vietnam have never been as strong as they are now.

I believe that we, the American people, should demand more of our government. If we had demanded an end to Vietnam sooner, maybe things would have been different. The South Vietnamese would have been forced to do more of their own fighting. Something as small as that could have prevented what is now happening in Vietnam.

But, it will be up to the American people to hold our government in check. Watergate, and other related corruption, is evidence in support of the fact. Attempting to keep peace in the world is great, but not at the expense of millions of innocent people, and unless war is provoked, I don't believe that war is a good way to seek peace.

Commentary

Junior High "Teaching" On the Field of Battle

By KAY FERNEDING

I am currently suffering in a Junior High School as one of Lindenwood's upcoming education majors. Dr. I-am-a-carpenter-and-you-are-a-victim places people like myself into these torture chambers to test their endurance with what is politely referred to as the new American youth.

My battle experiences, I feel, may be beneficial to other sucker-comrades in the "field" of education, because my visits seemed to have an unusual twang to them. (I found out later that my twang was a migraine and there is no longer anything unusual about it).

Because of my recent experiences, I realize I could only teach in the civilized world. I've played roles from dartboard to roller derby queen and have found little time to teach the darlings.

Today, some feel that working with 12 and 13 year old puberty cases may soon become grounds for justifiable homicide. I must admit, I know not one teacher or student teacher who hasn't delighted themselves with premeditated daydreams. I also believe that should I ever loose my faculties, I'd expect pity from the courts. You future teachers may feel you have survived all the classroom crises. Yet I assure you, your safety will resemble last month's lottery ticket. You enjoy the little things in Education, yet let them dig away at you a few times while teaching and you will sympathize with me.

Take last week for example. I was conducting an English test for the ninth grade and things were going spectacularly until my supervising teacher walked in the room. I said, "Take out a sheet of paper for an open book test," and was greeted by a string of

obscurities, a protest movement in the back of the room, and a flying literature text.

"Don't you care about flunking? You kids don't know how much you're getting away with," I said from my teacher-desk barricade.

"Man, we ain't gonna flunk Mr. Bailey's class," one student said between licks of a couple of ZigZag rolling papers. "He don't care what we do." My Supervising teacher laughed and giggles swept the room. (Funny, they don't smell like munchkins). But I couldn't let them get away with this mockery. Being outnumbered and discovering a traitor in the ranks is no reason to scream uncle, so I gave it another try.

"All right.. Quiet down now and get to work. Let's not waste any more time."

I wondered. Could they hear my hands shaking over my authoritarian voice? No. Nothing in the classroom has yet to penetrate the ears of a 9th grader, not even me.

Mr. Bailey came to my side and mumbled, "Don't let 'em get to ya. I understand these kids. When I was a kid I hated school too." I wanted to tell him I hadn't noticed any change, but kept my tongue, my patience, and my job.

Before long I started clearing up some of the problems of the class, clarifying things like where to put your name, why they have to take "this crap" from a teacher, and are we having chili again? I even began to answer student's questions that dealt with the material, but stopped because of another disturbance in the last row.

Were the protesters getting violent? No, this time it was my supervising teacher demonstrating a slow motion shotgun to the more "jockable" members of the group.

They chose not to take the test. He chose to join them.

This "teacher" was destroying the opportunity I've had in his classroom. I looked towards Mr. Bailey with despair, but he was too busy shot putting himself around the room.

Mother, where are you when I need you?

Eventually I calmed down from this incident. I fumbled with my car keys and felt I would soon be on the road to recovery. After all, how long can one class go on? I prayed. Before I could cry, scream or scratch the little bastards' eyes out, there was a knock at the door. Knock nothing. Do you know what the word "pound" means?

Even though I was expecting the principal, men in white coats, or even my mother, I decided to answer the door. Before I could reach the knob, it opened and another brat flew in. He ricocheted off a desk top and bounced to the ground.

"Get out of here, Alan."

"But I just came in," he said.

There is a definite communication gap between these kids and me. But I'm willing to give them every chance — and then one.

"All right then, take out a sheet . . ."

Alan left on his own accord. Round three.

Other happenings highlighted my day. I clenched my fist to keep from straining a few throats; I gathered enough cheat sheets to start an ecology movement, and I learned what really was on the lunch menu.

I would elaborate on each one of these but they are too lengthy and dangerous to my health to explain. If you so desire further information about Junior High teaching, please contact the IBIS office. They have my forwarding address at Bellfontaine.

To the editor:

The women's Student Government recently opened petitioning for offices in next year's government. Originally, petitioning was to be open for a week and a half, but the deadline was extended due to a very light response. It is disappointing but hardly surprising since this certainly is not the first year in which there was an insufficient number of candidates to necessitate an election.

However, in light of recent events, an aspect of this unresponsiveness intrigues me. One of the positions open for petitioning is that of Admissions and Financial Aid Representative. At this writing, the first petitioning deadline has been reached and not one person has

filed for this office.

I find this particularly astounding when I reflect on the recent furor over President Spencer's work/study proposal with Young Auditorium full of adamant students at the town hall meetings, and petitions against the proposal circulating. A month later, not one person out of the auditorium or from the petitions full of "concerned" students has bothered to petition for the office. One could

speculate on any number of explanations for this occurrence.

Personally, it confirms by own contention that students on this campus have plenty of time to sit in the dorms, in the cafeteria and in town hall meetings complaining, but never have enough time, interest or energy to get off their butts and make a commitment and take concrete action on their complaints.

Respectfully,
Anita Rodarte

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LETTERS

New Program Approved Goal: Individualized Ed

By TELENE HARRIS AND ANDY HOLLIMON

A completely new program for obtaining a quality education is about to unfold at Lindenwood. Last week the faculty unanimously approved a program for "individualized education": Lindenwood College Four (LC IV).

Dr. William C. Spencer, college president, said the program will reach people who would like to continue their education but for various reasons cannot. Also, LC IV will provide a new source of income to help maintain a balanced budget.

The financial aspects, however, are not really the major concern of LC IV. This new program will attract many of the people from the working community. Naturally this will be a new source of income, but the program's main concern will be with delivering a quality education.

"Lindenwood has a responsibility to the community," Dr. Spencer feels. "First, this institution must service its community; second, it must provide services outside the community."

To fulfill that responsibility, Spencer pioneered the idea of LC IV. He appointed Boyd Morros from the education department to develop the program. "I was involved because I was interested in other kinds of educational delivery systems in general," said Morros. He feels that the college should take account of prior learning and critical life experience.

The program would be of benefit to those with a successful working career, but an interrupted academic experience. The working student can now continue to work towards his degree. And he'll be able to continue working uninterrupted because he won't have to attend classes as frequently. He will, however, have to study just as much as the regular student.

The LC IV program will run on a tri-mester basis. It could start sessions as often as every other month. Morros doesn't feel that it would be necessary for the program to operate on the spring and fall type of schedule like Lindenwood I, II, and III.

In the new program, the student designs his own study-plan. This plan will identify what the student hopes to accomplish. It will also designate some kind of special project which the student will work on and turn in at the end of the tri-mester for evaluation.

The student will also be involved in some type of practical experience. From this he will integrate his job experience with his book experience.

To help to maintain a "quality education" and to assure that the school is not "dragging down its good name by selling a degree" the student will have two types of counselors.

The initial experience of the LC IV student will be with a faculty administrator. He will



Mrs. Lucy Morros speaks before the Committee of Continuing Education Students. However with the new edition of College IV, life may be easier in the future for the C.E. student. (Photo by Chris Coleman)

help the student to set up the program, and counsel the student in an overview capacity. The faculty administrator will advise approximately thirty students.

The second position is the faculty sponsor. He will work directly with the student and arrange a convenient schedule for regular meetings, to serve in a more or less tutoring capacity.

In addition to the counseling, the student will receive help from his employer. Of course, this will only be when and where practical; only after such arrangements have been made by the school with the employer.

In cases where there is no strong career relationship with the job, the student could get involved in some sort of practicum. It would have to be directly related to what the student hopes to accomplish in terms of career goals.

LC IV will not add any extra burden to the faculty, said Morros. He felt that it was

generally understood that the faculty members are "under-utilized." What LC IV will attempt to do is to utilize them to their fullest capacity without overtaxing them. In the event the faculty would start to become overtaxed, new faculty could be added.

It is quite obvious that the LC IV program is going to certainly have its positive points. It's a program that has long been needed, particularly from the point of view of the overtaxed special student that works on a full time basis as well as attend school with a full load.

And, the fact that the LC IV program will be accredited to almost any other institution of higher learning, is certainly a plus factor. And the student attending it will be able to work on it on his own schedule.

With the program about to start in a few months it might be good advice for those special students that are looking for some consideration for their "critical life experience" to get moving.

News-In-Brief

Several Lindenwood students interested in psychology have formed a Psychology Interest Group which they hope to get under way at the college next year.

At a meeting on April 3rd, plans were discussed for guest speakers in the field of psychology, tutoring of psychology students by psychology majors, growth groups, student participation in selection of future psychology courses, information about jobs in the field of psychology, information about grad schools, and possible field trips.

The group invites any interested students to come to their next meeting, which will be on Monday, April 21st at 12 noon in the red room of the Lindenwood Cafeteria.

Greg Barnett

On Saturday, April 19th, Jelkyl Theater will be filled with the strains of gospel music. The Festival of Life, held each month by the congregation of Faith Tabernacle in Florissant, will be happening here at Lindenwood. Gospel groups and soloists — including The Voice, The Sonshine Washtub Band, The New Beginning, and Lindenwood's own Mary Ellen Moylan — will lead the evening of good music and fellowship.

The Festival will start at 7:30 p.m. and admission is free. Come and celebrate life!

Lynne Jeffery

"It's Never Too Late to Come Back" Say Evening College Students

By TOM PINNELL

"Once I become a doctor, maybe my husband can do what he wants to for a year or so, whether it be write, change jobs, go back to school himself or just relax," Debbie Payne says. "So it's really an opportunity for both of us to change our lives for the better. We both think it's great."

Debbie Payne is a student in Lindenwood's Continuing Education (C.E.) program, which has been responsible for the recent increase in enrollment. C.E. students are people over twenty-five who have returned to school for some reason or other. Some have come back to finish degree requirements, to deep up with the latest in the business world, or just to "keep up with the world."

Debbie Payne returned to finish her degree. While in the Army, she received training as a nurse. Now that she is out of the service, she is in a pre-med curriculum.

One of the most important new sources of income for Lindenwood has been the evening college. This "IBIS" issue takes a look at the problems of the student who tries to "come back," and how Lindenwood is serving that student, first through its continuing education program, then through the evening college, and finally through the recently formed College IV.

"My husband is all for it. He sees it as a chance for me to go on in life and do what I enjoy doing." Debbie was introduced to the medical profession while in the Army, and now, through her veteran's benefits, she has the opportunity to become a doctor.

Most C. E. students attend the night school, which really began in 1972. Dr. Miller, dean of the Evening College, says night classes were held before he came to Lindenwood in 1969, but there were no organized degree programs then.

It wasn't until 1972, when degrees were offered in the Evening College, that the night school enrollment really began to pick up. More courses were offered, with definite areas of concentration. Now, with these varied areas, enrollment increases each semester.

Many of these evening college students are working people. In fact, with some students, their job is tied integrally to their school work. Some students, for example, are taking courses like tax and auditing to further their business careers. Often a company where a C.E. student is employed will even pay some or all of the tuition for job-related courses.

Sometimes, though, a schedule including both work and school can get a little hectic. Some C.E. students leave right from work, eat at the cafeteria, and then go to class. Those taking two or three classes a week have the hardest time of all.

But most C.E. students feel that they are getting definite benefits from the hard work, and they enjoy it.

Dale Beeghly and his wife Carol are two examples. Both are employed by the McDonnell-Douglas Corporation.

Carol feels that women in the work force should have a good education, to keep up with business and world trends. She also wants the added education so she will have a better chance for advancement. Dale says he is taking courses to keep up with the men who work for him.

"So many of the men are going back to school to get ahead, I felt I should go back to school to keep ahead of them."

Right now Carol's tuition is being paid by McDonnell-Douglas, and Dale's too, will be paid by McDonnell-Douglas when his veteran's benefits run out.

Most of the Continuing Education students have a different attitude about school than do students entering college after high school. Younger students see college as a necessity for entry into the business and career world. The returning students see school as a means to bring them "up to date" on new procedures and ideas in the world. They want to come back, and enjoy the classes and work.

As one retired businessman said on his way to class, "It may sound corny, but it's never too late to learn or finish and get that degree."

A day in the life of . . .

SUPER—STUDENT!

By TELENE HARRIS

In our last episode, our hero, the Continuing Education student, had just completed the fall term at a local college. We find him once again tackling the "un-unique experience" of the spring term.

Look! Dashing through the halls! Is it a bird? Is it a plane? No, it's Superstudent! Able to rise every morning with the sun. More power than a locomotive as he sees his children off to school and makes his way to his 8 a.m. psychology class. From there he leaps to his next class in practically a single bounce, and then two hours later, to his next class, till —

At noon, he pauses for coffee. "No time for lunch," he says, "gotta study." At 12:30 he rushes off to the radio station to write a news story. Wondering what he'll write about today he crashes into a little old lady who was sweeping down the stairs. They slip on the rug, lock legs and arms and do three cartwheels down to the newsroom.

Arriving at the newsroom he picks up what's left of the old lady and apologizes. As he turns away he thinks to himself, "What a great story." He ten runs back for an actuality. As classes come to an end our hero dashes off to work. But wait, who is that sleeping over Ezra Pound at the red light? Our hero! The car behind him blows its horn and without looking up our hero proceeds.

Arriving at work, our hero greets his boss with a well thought out psychology experiment and punches the time clock.

Settling down at his favorite hideaway at supper time he asks himself, "Why do I torment myself so?" He kicks himself and thinks, "Idiot, for a better paying job. What else?" Without another moment lost he bites into his French text and begins to read his salami.

As the chimes of the clock slowly approach the bewitching hour, he heads for home to prepare for Commons. "Oh my God," he thinks, "a five page report due

tomorrow." And as our hero crawls over his typewriter he summons all the strength his body can muster (coffee and No-Doz).

Finishing up his report, he climbs into bed seeking the long needed comfort of his soft pillow and begins to sink slowly into slumberland. But does our hero sleep? No, the loud clanging sound of his alarm clock arouses him in reminder of a new day's beginning.

Temporarily replenished by a hot shower and a cup of coffee he runs for the door. As he opens it a loud *#@BLLLLAAAMMM*@es!! is heard. As the dust clears we find our hero stretched out on the doorway.

What force could have been so strong that it floors this mighty special student? With such impact and for what cause? Well, our hero, the mighty super student, ran into himself.

Perhaps super student should pass on summer school, but, my friends, we'll just have to wait and see . . .

Careful Preparation Done For May 4 - 5 Horse Show

By DENISE PERKINS

Exercising her horse, Man of Distinction, is only part of the work Margie Mueller does these days. Miss Mueller, a Junior at the Lindenwood Colleges and a member of the Beta Chi Riding Club, is preparing herself and Man of Distinction for the thirteenth annual Beta Chi Horse Show.

Miss Mueller and her classmate Ed Remington have started preparations for the horse show season this past month. Remington says, "It takes a while for the horse and rider to get in shape for shows. Margie and I are working hard to make this year's show the best we've had."

Watching Miss Mueller and Ed Remington work Man of Distinction proves that preparing a horse for show is not an easy job. Miss Mueller says, "Every day at lunch time Ed and I work 'Distinction.' We've worked on his gaits, stretching and backing. I've been grooming him every day to get coat in good condition. This year I hope to place well in the Over-Eighteen Equitation classes."

To help themselves prepare for showing, Miss Mueller and Remington do a number of different exercises. "I just started riding

Five-Gaited horses to help develop more control and I ride different horses so I will learn to control different types of horses." Remington comments, "The main exercises we do for equitation to develop our riding skill are figure eights and serpentines."

Besides getting the horse and rider in shape for show, there are other preparations the riders must make. Remington says, "I am just starting to get my riding clothes together and Margie is buying new equipment. It is just as important to look sharp to catch the judges' eye. We also have to save money for entry fees, transportation and stall rental fees."

The Beta Chi Horse Show is May 4 and 5. This horse show has always attracted top horses and riders from the Missouri, Illinois and Kansas areas. Mrs. Fern Bittner, the director of horsemanship at Lindenwood College, says, "Last year the members of the Missouri Horse Show Association voted the Beta Chi Horse Show as one of the best shows in the state."

Tough competition does not seem to change Miss Mueller's confidence for a

ribbon. Miss Mueller takes a professional outlook on showing horses and sees shows not only as a sport, but as a learning experience. "I'm working for a ribbon. I want to prove Man of Distinction is a good horse. Each time I go to a show and make a mistake, I learn something new about showing."

The Lindenwood show is a member of the American Horse Show Association and the Missouri Horse Show Association. This year will bring Ms. Sally Sexton to judge hunters and jumpers, and Nelson Green to judge Saddle Horses, Saddle Seat Equitation and other divisions. Remington says, "The horse show is our biggest event of the year and the money we make will go to an indoor riding ring. All of us in Beta Chi are trying to make this year a success."

Besides putting on their annual show, the Beta Chi members exhibit horses in a number of other St. Louis area horse shows. Miss Mueller says, "This year there will be a lot of good shows around the St. Louis area and I'm going to try and show in all that I can."

Reps Opt For More Control Of Student Activity Fee

By ANDY HOLLIMON

(Part 2)

Every year each student pays a \$75 activity fee. But, where does that money go?

Vice-President Richard Berg explained that the money goes into two separate accounts. \$15 automatically goes to Lectures and Concerts Committee. The remaining \$60 goes into a general account for which Student Government is responsible for dividing among its various organizations.

However, both accounts raise problems. Certain student government members have pointed out these concerns.

Take first, the General Account.

"For example there is orientation," explained Hollis Heyn, Student Government Association president. "In this case money for Orientation Week came out of the SGA funds. I don't think that we should pay any of the orientation cost. Especially since another organization, Linden Leaves, planned orientation. But,

the student government was charged with the bill."

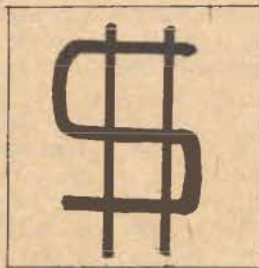
But Doris Crozier, Dean of the Women's College, feels this is justified. "I think orientation is a time for new students to be introduced to the life of the college. And, so I see it as a responsibility for SGA to share in this."

A second example is the Handbook, which SGA members again paid for. "We thought that we would be responsible for the cost of printing only, but we ended up paying for the whole thing," said Heyn.

Again, Dean Crozier's point of view differed. She stated that SGA had only absorbed partial payment of the Handbook. "Besides, I even think that the Student Handbook should be written by the students, but it isn't."

Finally, the problems of the Lectures and Concerts Com-

mittee were discussed. On this committee the faculty members have the right to vote, a point which some student members would like to see changed. Cindy Springer, vice-president of Public Affairs, suggested that, "Perhaps it would be better if the administrators were non-voting members."



Lou Florimonte is a faculty member on the committee. "I think I would be very happy not having a vote," he commented. "But it was a student decision several years

ago to permit the faculty members a vote."

As of now, Lectures and Concerts has three faculty members and eight students. The former are elected by other faculty.

Florimonte stressed that the faculty members on the committee were on an equal basis

with the students. "The faculty should not have any more influence than the students," he said.

But the question student members are asking is if the faculty should have ANY influence, except in an advising capacity.

In fact, regarding the problems of both accounts, student members want full power on spending. They said that it is proper procedure for anyone who wants money to petition for it. The student members then vote on that petition. This procedure, they said, is not always followed.

Maggie Grundhauser, secretary-treasurer, commented on overspending. "If they (school administrators) can take student government money without SGA approval it will be very hard to monitor our funds."

And in this, the desire for students to have complete control over the student activity fee, members of S.G.A. agree.

Two Leading Photographers Display Works Here

By NAOMI FERENCZ

Professor Lou Florimonte ranks them "among the most influential photographers of the 20th century," in referring to Robert Frank and Jerry Uelsmann. The exhibitions of both artists are on display in the Fine Arts building April 1st through 23rd.

The twenty-five photographs in Robert Frank's exhibition were selected from *The Americans*, a photographic essay book he compiled while travelling through the United States for two years on a Guggenheim Fellowship.

Frank is Swiss and this is perhaps why his photographs are so arresting and so unique. Jack Kerouac, in his introduction to Frank's book says: "Robert Frank, Swiss, unobtrusive, nice, with that little camera that he raises and snaps with one hand sucked a sad poem right out of America onto film, taking rank

among the tragic poets of the world."

The photographs were taken in 1955 and 1956 so the clothes and the hairstyles might seem outdated, but the landscapes and the people's faces are straight from America's heritage.

Frank, in U. S. Camera Annual, says of his photographs: "With these photographs, I have attempted to show a cross-section of the American population. My effort was to express it simply and without confusion."

Some observers of the exhibit might not find Frank's style too unique. But this is because he was one of the pioneers of this certain and distinctive style of photography, and has been imitated so long that he is thought to be one of the followers instead of the innovator.

"Most of my photographs are of people; they are seen simply

as through the eyes of the man in the street. There is one thing the photograph must contain, the humanity of the moment." Frank calls his type of photography realism. His camera is a tool of the eye.

In contrast, Jerry Uelsmann's photographs are a tool of his mind and of his and your imaginations.

Uelsmann employs photographic techniques — bomination printing, the negative sandwich, "blends" and so on. He experiments with things that bring to mind images of surrealistic art and the spirit it encompasses. He calls himself a midwife in a darkroom because he works with images and the bringing of them into life.

Uelsmann, in *Modern Culture and the Arts*, says: "I have gradually confused photography and life, and as the result of this I

believe I am able to work out of my self at an almost precognitive level . . . Although I believe my work is basically optimistic, I would like people to view my photographs with an open mind . . . My images say far more than I could say in words."

Florimonte, chairman of the CA department says it is only a coincidence that both Frank and Uelsmann are photographers. "Their works are worlds apart and yet both are two of the main forces in contemporary photography."

Glenn Michaels, photography student at Lindenwood, agrees with Florimonte's opinions of the two men. He too feels that they are behind the mind forces of modern photography and hopes that all Lindenwood students, not only those interested in photography, see the exhibition and judge the artists themselves.

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Lions Baseball:

"... Seems like a long time"

Rally-killing mistakes and a porous defense have proved the early season nemesis for the Lindenwood Lions baseball team, who Sunday dropped a double-header to Culver-Stockton. The twin losses sunk the Lions' record to 1-5.

The Lions got off to a shaky start with a 12-3 fiasco at Washington University. Things were moving along well enough until the third

inning, when five Bears crossed the plate. Starting pitcher Jerry Willbrand began showing symptoms of the all-too-familiar spring malaise, the sore arm, and was replaced by Dan Odom.

Odom didn't fare any better in the fourth. In that frame, the Bears added more to what was already aggravated assault by scoring seven runs, all unearned. Odom had visions of last year, when in two games he pitched, a total of 21 errors were committed. Needless to say, the Lions lost both of those.

The following Sunday the Lions journeyed to Columbia for a twin bill with Columbia College. They

Things looked better in the second game, when the Lions jumped to an early lead and held on to win 7-5. Odom got credit for the first Lions win.

Missouri Baptist was next, in a Wednesday afternoon contest. It turned out to be a highly forgettable affair, with the Lions losing 10-2. Southpaw Johnny Epps was again the victim of errors, but was also tagged for three home runs, one of which was dropped over the fence by an Ibis-sports-editor-turned-left-fielder. To Epp's credit, the left field fence is probably was the nearest the Lions will contend with all year.

And finally, the Sunday afternoon massacre at Culver Stockton. To the Lions' credit, the defense was greatly improved, but the inability to bring runners in proved fatal. "Double D" Odom took the loss in the opener and Epps suffered in the nightcap. Newcomer Dave Kelsh, without so much as one toss in spring practice, pitched two scoreless innings in relief of Odom. Epps did what he could to help himself and Odom by going 5-for-7 at the plate for the day.

As might by now be readily

apparent, the Lions have had their problems. But, as coach Larry Volo keeps telling the team, hopefully all the tom-foolery will be out of their systems before conference games start. If not, God help them.

The Ibis Sports

Darrell Shoults, Sports Editor

Odom didn't fare any better in

quickly picked up where they left off at Wash. U. by dropping the opener 4-1. All but one of the Spartans' runs were unearned. Ron "Rocket" Meyer provided the Lions' only run with a towering home run to left center.

It may be strange, but it's sure fun

By DARRELL SHOULTS

Over the last couple of months, various newspaper sports pages and sports magazines have reported the kind of stories that fans hate to read: college athletes suspended for not shaving their beards, or an athlete suing his coach because his scholarship money was cut off. Stories like these bring sports back into the hard cruel world of money, greed, and prejudice — back into the world that sports is supposed to be an escape from.

Not so at Lindenwood. If you'll allow the writer a personal observation, he would safely say that the sports program at Lindenwood is far and away the strangest he's run into in six years of sports reporting and some 20 years of

being a fan. It's the strangest, but it's also the most fun.

Why? Because the emphasis is on doing. Take, for example, the co-ed volleyball team. In the six weeks the team has been together, there's been more than 15 personnel changes. Anybody who wants to play and who can at least give a reasonable showing (that is, show up at the games) will probably play. Now you say, but that makes it hard to win. Right. But it also makes it easy for anyone who wants to participate, without worrying about just how good he or she is in relation to someone else.

Or on another level, there are quite a few people playing varsity sports on this campus who admit that they probably couldn't play at a school with a high-powered

sports program. But here, they can play baseball or basketball or whatever, have fun, and get a quality education. That's what counts.

Maybe Lindenwood should go to a more "big time" sports program. Unfortunately, though, when athletes start coming in on scholarships, someone who might not have played sports in high school but who would like to play in college would feel that the competition is too stiff. This student is then relegated to either a spectator's role or to intramurals.

Until Lindenwood goes to such a big sports program (which does, you'll admit, have a lot of benefits) we'd all do well to take advantage of what we've got now. Get out and play. It's a real nice high.

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