

THE IBIS

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Enrollment Spoon River, Study Abroad Highlight Jan

Increases

Lindenwood is growing—LC II faster than LC I. According to the Admissions Office and the Registrar, 28 students left after the fall and January terms, most through graduation. Nineteen new full-time men and 12 full-time women students have enrolled, as well as 53 new part-time students in the spring semester. Twenty-seven of the new full-time students are from Missouri; the others are from the East Coast, California, and Texas. None of the new students are on the college's financial aid program.

This seems to run against the trend as far as the type of college Lindenwood is. In the past year inflation has lowered enrollment at most schools and forced several small private colleges in the Midwest to close permanently. Several students from these folded institutions have transferred to Lindenwood. They specify as symptoms of a dying college that their academies were not coed, that a student there had very poor prospects for a social life, that tuition prices were prohibitively high, and that their schools were given little access to government funds because they were private. Mike Halloran says of the late Pershing College that it was not accredited and that a great many of its men left because their numbers in the draft lottery were in the danger range. Girls transferring from Monticello Junior College miss its

(continued page four)

Harig Leaves LC For Wash. U

With the resignation of Mr. Tom Harig as the Vice-President of Administration, Mr. Richard Berg current Vice-President of Public Affairs, will become Vice President for Public Affairs and Finance. In his new administration role, Berg will be responsible for financial and business affairs at the Lindenwood Colleges in addition to the public affairs



Mr. Thomas Harig

During the one-month "interim" term in January, students at the Lindenwood Colleges were engaged in a variety of studies both on and off campus. More than 100 students from the colleges participated in off-campus studies centered both in and out of the United States.

In Europe 18 Lindenwood students, accompanied by James Feely, English Department Chairman, studied "Mythological Conventions in Renaissance Art and Literature." They made an intensive study of paintings, statues, medals and frescoes in Florence, Italy and studied in other cities such as Venice, Rome, Amsterdam and Paris. Another group of students participating in "European Music Seminar", attended operas and concerts in Salzburg, Rome, Venice and Paris, while exploring the life and work of great composers. This study was under the auspices of Dr. Kenneth Greenlaw.

A group of Lindenwood students in London studied the history and culture of Victorian England. They were taught by Dr. James Hood, professor of history. Other European study groups were located in Stockholm researching the Swedish Welfare State; in Germany examining the problems of a divided country; and in Britain studying contemporary philosophy and the theatre past and present.

Three Lindenwood classes were conducted in Mexico during January. Students attending the "Hunter Seat Equitation" studied horses and horseman-

functions he has administered for the last four years.

"I started working in higher education ten years ago," stated Berg. "I believe I have sufficient knowledge both of this institution and of the administration of higher education in general to handle the post as effectively as anyone. I've worked both in large universities and small colleges directly and indirectly with financial matters. One of the things that this consolidation achieves for the Lindenwood Colleges," he continued, "is a reduction in overall administrative expenses, and we will be looking for ways in which we can achieve additional economies in the months ahead."

Harig has resigned to take the position of Director of Procurement and Contract Administration at Washington University, effective March 1. A graduate and former administrator of Wash. U., he is returning to head the department of which he was formerly assistant director. The university has given



Georgia Perkins, Richard Brandenburg and Maynard Silva practise for Spoon River

ship at Escuela Ecuera in San Miguel de Allende, near Mexico City. Also, Mexican studies were conducted in "Pre-Columbian and Studio Art," and "The Mexican Revolution, Then and Now."

The course conducted farthest from Lindenwood as the Tokyo-based study "Japan: Happening and Heritage." It consisted of seminars dealing with Japanese history, architecture, art, education and religion.

Students remaining on cam-

pus during January undertook a variety of courses, some experimental in designs, and worked both in and out of the classroom.

One on-campus project that about 40 students participated in was Spoon River. This multi-media production of Edgar Lee Masters' Spoon River Anthology was conceived and executed by students. John Sumakis and Tom Hergert directed the production which ran for a total of four performances. The Spoon River production involved dance, music, slides, films and dramatic interpretation.



Mr. Richard Berg

photo by Hyde

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Harry Hendren, the faculty sponsor for Spoon River, believed that the project was a success for several reasons. Primarily, Spoon River was a student-initiated course which had started to gain interest even before the beginning of the January term. Because the production was done entirely by students, even the assessment of grades, students had to work out their own problems. The lack of dependency on faculty resulted in an even greater creative experience on the part of the students.

A classroom course "Art and Science of Photography" was also mentioned frequently when discussing the January curriculum. Dr. Jack Bornmann, of the science department, and Dr. Dean Eckert of the art department, taught this introductory photography course. Dr. Bornmann felt that it went well and was especially excited about the team teaching approach. In a letter to the Lindenwood faculty, he said the course was enjoyable to him because "I was learning, I was applying my speciality to another discipline, and I was working with someone else." Many students taking the course were not as happy with its outcome. Martha Fenney, a freshman at Lindenwood I, said, "I don't think the professors put enough time in the course, in that their approach was completely impractical. They tried to crowd too much material into too short of a time."

Most of the students that spent time off-campus felt that their experience was worthwhile. Linda Fitzgerald spent the month studying "Victorian England" in London. Much time in this course was devoted to viewing museums and doing research for final papers. The group also heard lectures by prominent Britons including Member of Parliament Enoch Powell. Miss Fitzgerald commented that it is "impossible to get from a course here what we did studying in Europe. We just got a hundred times more out of it."

This was the fourth year for the January Term at Lindenwood. The 4-1-4 calendar was adopted in 1968, and in reviewing its success, a cross-section of 25 students expressed general approval of the system. Most of them view the January term as a good time to try new things, a time when concentration in one area allows involvement beyond that possible in the fall or spring semesters. Some ideas for improvement were discussed, however, such as a 4-4-1 plan. It is argued that this approach would especially benefit students who are studying out of the country. At the end of a May term, those students not involved with summer jobs would be able to remain in the countries where they are studying.

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EDITORIALS

Models For Creation Needed

Communication By Participation

One of the criticisms leveled at the recent Ibis Supplementary Issue was that it presented mostly negative viewpoints of the Lindenwood Colleges. This is a justifiable criticism but the charge of negativism can be expanded to include the student body of the colleges since the articles in that issue were intended to give a reflection of student opinions.

This attitude stems from various causes but, in general, it comes from the breakdown of student-administration relations. The whole campus seems to be dominated by bad feelings and mistrust. The various groups no longer discourse with but rather talk at one another.

One of the keys to solving this problem is to impose an unofficial ban on destructive criticism which is not accompanied by a constructive alternative suggestion. But something further than this is necessary. Neither side of the student-administrative dispute seems to know or care any longer just what it is the other is trying to achieve and the position of the faculty is almost as unclear. What is needed is for distinct, well-defined positions representing all sections of the community to be drawn up so that all can see what the objectives and goals of each group are. If the present is bad, and students seem to feel that it is, the future need not be so. Some kind of constructive model for the future of this educational institution must be drawn up which contains and fosters the hopes and ideas of all the constituent parts of the community. A first step in the creation of this model would be a definition of what these hopes and ideas are. It can only be found if more of the students' creativity, more of the administration's experience, and more of the faculty's energy is concentrated on the redefinition of what the academic experience should be. It will never arise out of the negativity and futile waste of this past semester.

This model has a ready-made channel for its creation. One of the avowed purposes of the development of LC I and LC II as co-ordinate colleges was to allow for their ability to respond to the different educational needs of men and women students. This differentiation of the colleges in an academic sense has not yet been undertaken to a significant degree. But it soon must be if the concept of co-ordinate education is to survive and foster new approaches to Liberal Arts experience.

The possibility of the creation of a Work-Study Program at LC II has received little attention this year. Yet it has always been spoken of as one of the highest priorities for the men's college. Similarly, the independent development of academic programs at LC I, begun through such programs as the Women's Symposium last year, seems to have lost impetus. Yet these programs must be pushed forward, and quickly, if the 'new' Lindenwood is to emerge and remain. In themselves programs like these also offer the opportunity for the colleges to make themselves over in a new image. We all must seek this image.

Perhaps the concentration by students on the development of academic programs could then lead to the alteration of the colleges' social and political structures, a concern which seems to have sapped so much of the time and energy of student leaders in the past. Certainly the time is right for such a new direction if we are not all to increase our own frustrations to the point of complete and utter paralysis.

There is a definite lack of communication between the student body and faculty and administration on matters of social, academic and financial policy, as evidenced by the ubiquitous plethora of rumors on campus. Students in general have the attitude that the administration is completely at fault for this information gap, while the administration blames students for not using the channels open to them.

This lack of communication is caused by unawareness of facts and positions on both sides of the gap, and is often worsened by the prevalent attitude that prevents anyone from hearing what is actually being said. The solution to the communication problem on the Lindenwood campus lies in making facts, opinions, and positions public to all groups and in the listeners' keeping open minds to all words and actions.

Channels of communication between the administration and the student body exist and are available for use. The Council of the Colleges is a committee comprised of President Brown, Dean Thomas, Dean Barnett, Dean Hood, Mr. Berg, Mr. Harig, Alice Wise (representing administrative staff), faculty members Dr. King, Mr. Hendren and Mrs. Huesemann, and ten student government representatives. Any student may present a topic for discussion by the committee to the student representatives on the committee - Marsha Bassett, Karen Bachman, Mary Collier, Debbie Crouch, Bev Thurston, Richard Pelter, Phil Davis, Mike Roberts, Bob Yuna and Phil Sommers. This is a means of presenting opinions and suggestions on policy to the faculty and administration, and of asking questions of them which can provide real information and dispel rumors. Yet while rumors and bad feelings circulate among L.C. personnel, the Council of the Colleges meetings have occasionally been canceled because no items were submitted for the agenda, demonstrating the ineffectiveness of this committee if it is not used.

Concerning financial matters and rumors about the institution's instability, President Brown has stated that approximately 20 students attended a retreat last spring during which the budget for this fiscal year was discussed. In addition, the Colleges' financial condition is stated in the President's annual report, which can be obtained in the President's office. Yet rumors circulate, and few realize that one way to find out the truth of the situation is to go directly to President Brown or another administrator and ask.

Dean Thomas urges students with questions to approach administrators directly. "I am willing to be the students' representative to the administration. That is one of my roles as Dean of L.C. I. I hope that my administrative role does not make students reluctant to use me in a representative capacity."

In order that full communication may be reached between the students and administration, both sides must be willing to work together. Student government officers must inform their constituency of administrative actions of which they become aware through their membership in the Council of the Colleges, Educational Policies Committee, or other student government roles. The administration (and the students, in the event of another strike), must be willing to openly discuss any policy actions taken.

The following proposals to aid communication were placed on the agenda for discussion at the February 17 meeting of the Council of the Colleges:

1. The establishment of an Administrative Newsletter which would inform students, parents and alumni of all administrative actions on academic, financial and social policy, stating reasons for the actions, who made the decisions, and by what authority.
2. That each member of the administration and student government be willing to issue written statements of opinion on controversial topics as requested by the students through the channel of the Council of the Colleges. These statements will be sent to students, parents and alumni.
3. That the minutes of the Council of the Colleges meetings be published and sent to students, parents and alumni.

The above is a beginning to help make the Council of the Colleges the communication aid it was organized to be. If the college is to run smoothly, the administration and the students must know each other's direction and goals.

"In a modern college," stated President Brown, "it becomes increasingly difficult for one segment of the college to override the other." It is not so difficult if one segment does not know what the other is doing.

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The Student and The Draft - Possible Deferments

By MICHAEL HOFF

This is the first of three articles dealing with the LC II student and the draft. This article will try to inform the student on what deferments are available to him, how to get them and how to keep them. The second article will tell the student what he can expect when he takes his draft physical and the third article will explore the options available to the student if and when he is about to be drafted.

When anyone is dealing with his local draft board, it is important to remember that there are approximately four thousand draft boards in the United States and almost as many different policies governing their administration. The local board drafts men, gives them their deferments and makes decisions regarding conscientious objectors. They all work independently of each other and even the people that work within this system admit that it is very chaotic.

The deferment that most college students get is, of course, the 2-S. This is available to every student embarking upon his college career. It lasts for four years if the student completes 25 percent of his education by the end of each academic year. Legally this means that if a student fails a course, loses credit transferring, or does not take enough hours during the year, he becomes eligible for the draft. However, this does not necessarily mean that a student who falls behind in his studies will find Uncle Sam's greetings in his mail box. What happens to the student who is behind dependent entirely upon his local board and there is no standard procedure. Generally a draft board will allow for lost credits and give the student up to five years to finish his education. It is important to keep in mind,

however, that it is not required to do so. If one finds that he is behind in his studies, there are several alternatives he can exercise in order to guarantee the retention of his 2-S. First of all, he should notify his local board of the situation and then find out how they will act on it. One should not be afraid to do this since official progress reports are not sent by Dean Hood until September. If the local board in-

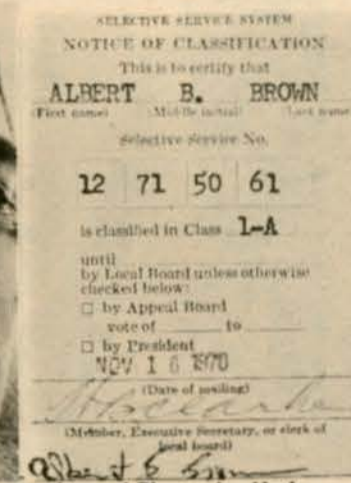
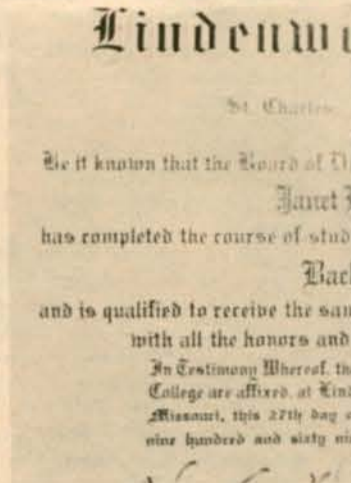
they will not. Usually a college will not treat a transfer student with any more consideration than it will its own students. Basically this means that a college will not give credit to a transfer student for a course that is not offered at the college he is transferring to. For example, a student transferring to Lindenwood from the University of Texas will not receive credit for a course in agriculture, since Lindenwood

mesters of course work and there is little he can do, except make up the credit.

In transferring a student should always check as soon as possible to see if he is losing credit. Lindenwood's courses transfer to most other colleges at three and one-half hours each because a student at Lindenwood takes four four-hour courses instead of the usual five three-hour courses. If the courses are not accepted

empt one from military service, but the 1-0 may still be "drafted". Instead of going into the service, though, the student would be required to serve two years on a project or job that the local board would consider socially beneficial. These jobs range from being a social worker to being an orderly in a hospital. The methods of getting this status are too complicated to be explored in depth in this article. It should be noted, however, that applying for a 1-0 involves a very long, time consuming process that should be initiated as soon as the student decides he wants the deferment. A 1-0 can be applied for while the student has a 2-S. It is not an easy deferment to get, but it is possible. There are two important things that must be done when asking for a 1-0. First, it is imperative to get draft counseling. Chuck Lackner in 307 Ayres can provide general information and for more comprehensive and detailed help one might go to a draft counseling service in St. Louis. Two good counseling facilities are the Peace Information Center at 6244 Delmar Street and the American Friends Service Committee. They both provide excellent counseling free of charge, but appreciate donations if the counselee can afford it.

The second important thing to do is read the book "Handbook for Conscientious Objectors". This book is written and published by the Central Committee For Conscientious Objectors and costs one dollar. It may be bought in many bookstores or at the above mentioned counseling services. This is probably the most concise books dealing with the conscientious objector status and is indispensable for the student



Composit: and Photos by Hyde

forms him that they will let this discrepancy go, that is well and good. This is what will probably happen. However, if this is not the case, a student can try to take an overload the next semester or somehow make up the credit before the end of the academic year. Lindenwood will accept courses taken at other colleges during the summer and will usually accept the grade at point value. If one is scholastically behind, he should find out his present academic status from his advisor or the registrar to avoid being drafted in September.

Transferring from one college to another can be a problem. There is no set procedure involved and each college has its own policies on what credits they will accept and what credits

offers no courses in that area. However, this does not mean that there is a definite rule concerning credit transfers and there are exceptions. Even a "D" grade, which in the past was never accepted when transferred, is beginning to be accepted by some colleges.

If many colleges are reluctant to accept courses that are not included in their own curriculum, then the Lindenwood Common Course can present a problem. It obviously cannot transfer as the Common Course because it is unique to Lindenwood. A college may accept it as an English course, which is beneficial to the Lindenwood student because it will allow him to meet his English requirement. If it is not accepted the student is simply out two se-

as three and one-half hours each, though, one will find himself with twenty-seven hours (presuming he followed the 4-1-4) and at least thirty credit hours is needed to legally re-qualify for a 2-S. One should not put off finding out whether he can still re-qualify for a 2-S, even though his local board has not notified him of a change. If a student waits until he registers at his new school before finding out how much credit is lost, it could prove to be fatal to his scholastic deferment. It is the student's own responsibility to be aware of his academic situation. No one else is obligated to tell him.

Another deferment many students are eligible for is the 1-0 (conscientious objector). This is designed to ex-

(continued page four)



Who was that marching in the Sesquicentennial Parade through the festive streets of St. Charles? None other than STEPHEN HYDE, LC II student, who, suitably attired in frock coat and stovepipe hat, was playing the part of one of the early State Senators at the beginning of Missouri's 150th Birthday celebrations.

And who was that looking so gubernatorial riding through St. Charles on horseback? No one but Lindenwood's own RICHARD BERG to whom had fallen the honor of portraying Governor McNair, the Show-Me state's first Chief Executive.

And who was the tagging along, unofficially and half dressed for the part (lacking only a suitable hat)? Another LC II student, KEVIN KIRBY.

Commenting on the day's events, Steve said: "For once my long hair and beard weren't out of place. They really looked the part."

The first signs of spring fever were evident today as 18 Lindenwood College students took off for a five-day Mardi Gras vacation. Freshman ALAN ZIMMERMAN organized a caravan of two cars and a van to make a pilgrimage to the annual pre-Lenten season celebration in New Orleans.

While the Mardi Gras season opens with costume balls as early as mid-January, the students will be in time for the climax of the festivities, Mardi Gras night, when the Krewe of Komus parades down Royal Street to the heart of the French quarter.

This year's celebration should be unusually interesting, as the New Orleans police have, so far, refused to work during Mardi Gras without triple overtime pay and may be replaced by either state troopers or the national guard.



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Chief Irwin Gibson

photo by Hyde

Tony Clark of Future Enterprises, Inc., is perhaps the nicest man that Betty Norton knows. It was Tony who drew Betty's name from thirty others and awarded her a Florida holiday.

At a demonstration given Tuesday night in the McCluer living room, Mr. Clark not only gave a sample of his wares but put a bright smile on our coed's lovely face!

Following a brief celebration at Just Smitty's, in downtown St. Charles, Miss Norton, an L.C. senior, was still heard saying, "Wow, I just can't believe it." Along with her four-day holiday in Ft. Lauderdale, Florida, which she is privileged to take at any time she chooses, Betty also will receive a set of cutlery. And if, perchance, she wishes to extend her holiday, she may spend an entire week by simply adding \$25.

Chief Irwin Gibson of the Lindenwood Security Force recently added another achievement to the already impressive list of his activities. He opened a 'Lindenwood Gallery' in the corridor that leads from the Security Office into Cobbs and thence on down to the Tea Hole.

Chief Gibson feels that, since most visitors and prospectives begin their visits to Lindenwood at his office, there should be some physical representation of the colleges there for them to look at. So he has asked some, and will ask all, departments to contribute to his collage of material.

So, now, visitors, prospectives and, indeed members of the community can have their day made a little brighter by a brief visit down the Cobbs corridor. Good-luck with Gibson's Gallery, Chief.

Student Focus

Flexible Theater Needs A Home

By Betsy Cody

Talking about theatre with Mary Anne Smith — or, rather, listening to her talk — is an incredible experience. Her enthusiasm infects you until you find yourself as involved with her work and her beliefs as she herself is. I found her in the television studio of the Memorial Arts building, where several students were reading from *Caucasian Chalk Circle*, the play she is directing. She excused herself from the group, and I asked her why she had chosen the difficult, controversial Bertolt Brecht play as a vehicle for her direction.

"I met with a group of students, and we set up a few basic criteria for choosing a play," she replied. "First, I thought it should be a play with a lot of parts. A contemporary play, but not avant-garde. Finally, it had to have lots of action. 'Chalk Circle' fulfilled all these requirements. Also, I'd worked with it before and had a happy experience."

Mary Anne earned her M.A. in Drama at the University of Illinois, where she formulated some of her concepts of "educational" and "flexible" theatre.

"The audience should be educated as to what a play is about," she said. "Brecht felt this too — he thought that the theatre should not be a 'surprise.' What I'd like to do is make the *Caucasian Chalk Circle* cast available to groups — invite the future audiences to talk to the cast, who would tell them what to look for in the play. Then, following the actual production, we would have a coffee hour with the audience to discuss the play."

The audience, Mary Anne emphasized, is the most important aspect of the theatre. "The revolution should occur through them," she asserted. "I like what they tried in *Spoon River* with the 'screaming collage,' but the audience didn't quite know how to react. It would be nice if we could go among the

ENROLLMENT . . .

(cont. from page one)

student unity and its traditions — the candlelight services in the college chapel at Christmas, the rule of wearing dresses at dinner — but admit that its tradition-ridden atmosphere might have been a factor in keeping potential students away from Monticello.

Halloran, a junior transfer from Pershing, applied to Lindenwood before his college folded. He like the campus set-up here, especially the class schedule which leaves Wednesdays free.

Russ Lockyer, who also arrived this February, is a national merit scholar from Massachusetts who had offers from many other institutions. He was impressed with the personal nature of interviews and letters from the Admissions Office at Lindenwood, in contrast to Boston University, (where he also applied), which used a less personal approach.

Administrators have emphasized the importance of increasing the enrollment of full-time students as a key to the future development of the Lindenwood Colleges. In the spring semester admissions there is an indication that this emphasis and concern is beginning to pay off.



Mary Ann Smith

photo by Hyde

audience and break bread and drink wine with them."

Mary Anne believes that there is great potential for drama here. "We have a tremendous amount of talent in the cast" she observed. "I think the interest is here. We could even start a repertory company. Just look at the number of productions being mounted this spring — aside from *Chalk Circle* you've got *The Fantasticks* and quite a few independent projects that students are working on. One of the problems is: where do you put on all these productions? Ask me where ours is going to be staged."

I grinned. Roemer Theatre was obviously out — I couldn't see it as being conducive to the kind of actor-audience interrelationship that Mary Anne had been talking about. "All right, where?"

DEFERMENTS

(cont. from page three)

applying for a 1-0. If one feels that he should have this classification; he should apply for it. The Supreme Court has ruled that a person is eligible to become a conscientious objector regardless of his religious convictions. Not everyone can get this classification, but one certainly has nothing to lose by trying.

A high draft number may also exempt some students from the draft. If one thinks that he has a high enough number to qualify (195 was the cut-off number in the 1970 lottery) he should contact his local board to find out its projected ceiling number for the current lottery. The ceiling number is the highest number any local board can call and is projected over the United States so that all local boards have the same ceiling. If a student's number is substantially above this figure, it might be wise to ask to be reclassified 1-A and be included in the current lottery. For example, if a student's number is 250 and the ceiling is 195, he could be

"We don't know," she shrugged. "It's a real problem. I'm thinking of the Last Chance Bar as a good place, but I don't know."

Caucasian Chalk Circle has a cast of 25 — virtually everyone who auditioned got a part. Were there any logistical difficulties with such a large cast?

"Yes. It's really hard to get everyone together at the same time." I glanced over at the group of four students seated on the floor reading. "With all these night classes, you get conflicts. We're going to begin rehearsing on weekends and Wednesday afternoons. The play is going to be put on March 26-27, and I feel that six weeks of rehearsal is just about enough time to feel some amount of urgency, but not so much that you feel too pressured."

re-classified 1-A and enter the current 1971 lottery since his number will not be called. At the end of the year, this student would have completed his time in the lottery and would consequently be classified 1-A, second priority, which means that he may be drafted only in times of national emergency. In effect, the student classified 1-A, second priority, is safer than the student holding a 2-S deferment because if a national emergency did arise, all deferments except a 4-F 1-0 are cancelled. Unlike the 2-S, however, the 1-A, second priority may not be cancelled for any other reason.

Book Marks

How Do You Love People with No Use?

By JEANNIE HIND

Kurt Vonnegut, Jr., has written a number of books which deal in some absurd form with the effect science has on humanity. His first novel, *The Play-or Piano*, is considered a modern classic in science fiction. It deals with automation taking over the white-collar world leaving only the engineers with jobs. Although *God Bless You, Mr. Rosewater Or Pearls Before Swine* (Dell Publishing Company, Inc., 1965) cannot be classified as science fiction, it does have overtones of the waste that technology is making of the masses.

Eliot Rosewater is the protagonist in the novel and is the victim of inherited wealth. He is not only a drunk and a lover of volunteer fire-departments, but also the president of Rosewater Foundation. This foundation has formed to protect the Rosewater fortune so that "tax-collectors and other predators not named Rosewater might be prevented from getting their hands on it." The Rosewater fortune is the fourteenth largest family fortune in America, and Norman Mushari, a lawyer in the Rosewater Corporation, wants to prove that Eliot is insane. If he can prove it the presidency and the money will change hands, and Fred Rosewater, an insurance man in Rhode Island, will inherit the money.

The question of sanity is a difficult one. Eliot wants to spend the Rosewater money helping the helpless people of Rosewater, Indiana. He has set up an office with a sign, "Rosewater Foundation, How Can We Help You?" His father, Senator Lister Ames Rosewater, thinks that it all stems from Eliot's drinking and ". . . if Eliot's booze were shut off, his compassion for the maggots in the slime on the bottom of the human garbage pail would vanish."

Eliot sees people in a different light than his father, and is ready to divorce his wife to stay in Rosewater and

help those who need him. This all seems acceptable until Vonnegut explains that "most of Eliot's clients weren't brave enough or clever enough for lives of crime. But Eliot, particularly when he argued with his father or banker or his lawyers, was almost equally mistaken about who his clients were. He would argue that the people he was trying to help were the same sorts of people who, in generations past, had cleared the forests, drained the swamps, built the bridges, people whose sons formed the backbone of the infantry in time of war — and so on. The people who leaned on Eliot regularly were a lot weaker than that — and dumber too."

Vonnegut has the skill of writing books that people want to read. He began as an underground writer, but a book such as *God Bless You, Mr. Rosewater* offers proof why Mr. Vonnegut has risen to recognition in the past decade. Although Eliot Rosewater's life is a complicated jumble of events, the book is easy to read and enjoyable. A problem may occur if the reader begins the book with the expectation of finding out whether Eliot is insane. Vonnegut has not included enough of a plot to let anyone come to conclusions other than hypothetical ones. The reader is, therefore, entertained by both the book and by what is left out.

The reader is given a humorous look at the idle rich and the absurdity that surrounds them as well as another view of the effect of science on man. A man named Trout explains to Eliot: ". . . What you did in Rosewater County was far from insane. It was quite possibly the most important social experiment of our time, for it dealt on a very small scale with a problem whose queasy horrors will eventually be made world-wide by the sophistication of machines. The problem is this: How to love people who have no use?"

LC II senior, Jim Moffit, is starting a fund-raising campaign to benefit the underprivileged children of the St. Charles area. All proceeds of the FUN DRIVE, as the venture is to be known, will go to the St. Charles YMCA. The money is to be used to enable children to enter programs at the "Y" which they could not otherwise afford.

A bank in St. Charles will be used to operate the FUN DRIVE. Moffit is unsure of what kind of target is reasonable for a scheme of this type in the area, but says he is thinking in terms of "more than a thousand dollars."

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