

Davis Quits Four LC II Posts



Phil Davis (photo by Hyde)

On February 9th, Phil Davis resigned from four of his six positions in Lindenwood II's Community Government. Davis gave up his chairmanship of the Ways and Means Committee, and his membership on The Student Life Committee, The Judicial Board, and The Hall Council. He retained membership in the Council of the Colleges and the Academic Appeals Board.

On February 8th, Davis sent a letter to Rich Pelter, Community Manager of LC II, explaining his decision. In the letter, he gave seven reasons for his action.

The first concerned the rela-

tionship between the student government of LC I and LC II. Davis stated that he felt there was a lack of cooperation and almost an antagonism between them. He saw the leaders of both bodies acting independently when it might have been more advantageous for them to work together.

Secondly, Davis found fault with the lack of communication among student government officers. He stated that Pelter and other members of the LC II government were not fulfilling their obligations to inform the community on current issues. He pointed out that Pelter had not called a Town Hall

Meeting since October. But further than failing to inform their constituency, Davis also said that the LC II leadership had also failed in communicating with one another. He cited as an example that, although he had held six posts in the student government, Pelter very rarely contacted him.

Davis expressed dissatisfaction with his position on the Judicial Board. He noted that the Board was, at present, without a chairman. Since Richard Kulleck had left school and vacated the position, no one had been appointed to take his place. He also pointed out that even before his own resignation, the membership of the board had dropped by two, Kulleck's leaving having been preceded by the resignation of Kevin Day in October and that it had not been brought up to. Further he questioned the function of a Board which had not met all year.

Davis also had doubts about the function of the Social Co-ordinate. He felt that it had been relatively inactive and had not fulfilled its role on campus. He was concerned that the members of the Coordinate had not contacted the Student Life Committee for appropriate discussion of how their money should be spent.

Davis' fifth point concerned the Athletic Coordinate's failure to institute intra-mural sports. He praised the Coordinate's role in establishing varsity sports, but pointed out that no attempt had been made to organize intra-murals or even to find out whether there was any interest in them.

He also expressed his own dissatisfaction with the Hall

(Continued page 2)

Banquet Is Highlight Of 'Lindenwood Day'

With a varied program of events, the Lindenwood Colleges Day was held on Saturday, February 27, 1971. Adapted from the traditional Father-Daughter Weekend, LC Day was designed for perspective students, their parents, and parents of students from both LC I and LC II.

Highlighting the activities was a banquet held that evening at the Three Flags Restaurant. An international buffet was followed by a program by students and faculty, featuring the less than academic aspects of a January term abroad and on campus. It included skits and musical numbers such as "Lectures Keep Fallin' on my Ears". The faculty retaliated with "Hardly Ever on a Wednesday."

Elmer Baker, President of the Fathers' Club, presented KCLC-AM with an award for Outstanding Student Organization of 1970-71.

Frank Accarion, station manager, accepted the award.

The morning's activities were directed toward perspective students. A summary of academic programs sponsored by the colleges was held in Young Auditorium and moderated by Dean Howard A. Barnett. Department chairmen and faculty followed the summary sessions with informal discussions in Butler Library.

"Here and Abroad - The January Term" was presented in the afternoon; featuring slide presentations by students who had participated in off-campus study. A summary of other courses in which LC students may partake under the auspices of other 4-1-4 calendar colleges were presented.

Late afternoon events included tours of the campus, a meeting of the Fathers' Club, and a basketball game for interested guests.

Student Plays Slated

Theatre is alive at Lindenwood. Four independent study projects in several different aspects of theatre are planned for the spring term, all of which are being produced by Lindenwood students. Three student directors are veterans of January term's "Spoon River Anthology," and one is a new face in Lindenwood theatre, having just transferred from Drury College in Springfield, Missouri. All the students are excited about their projects. Each has the definite goal of

bringing something new to Lindenwood this spring.

Betsy Bomberger, a freshman from Pennsylvania, plans to direct the musical version of Tom Jones' book, "The Fantasticks." Betsy is a veteran of the stage having sung, danced, and acted in such productions as "Carnival," "The Unsinkable Molly Brown," and a musical version of "Caesar and Cleopatra," written by a friend now studying music at Jull-

(Continued page 5)

Financial Situation: Barnett Sees No Cause For Immediate Alarm

"There is absolutely no reason why anyone should be alarmed regarding the financial existence of the Lindenwood Colleges. We are in no danger of going under."

With confidence such as this, Dr. Howard Barnett, Dean of the Faculty of the Lindenwood Colleges, disclosed the outline for the upcoming fiscal budget. Barnett felt that the present financial condition and outlook of the colleges was excellent, for he went on to say: "We are better off than at least 80 per cent of the private colleges throughout the country." Barnett further stated that, in this respect, Lindenwood has had to liquidate, proportionately, much less of its endowment than many other schools, regardless of their size. Barnett capsulized the problem of small colleges in general: "With the state-supported institution, the board of directors of the uni-

versity can go to the state legislature and lobby for appropriations to make up the deficit. Private schools, however, do not receive state support and must turn to their principal to make up the loss". Barnett stated that "this lack of state support lessens the chance for survival of the small college each time that it liquidates some of its principal assets. Private colleges, aside from tuition and gifts, derive a significant portion of their income from investing the principal. Each time these colleges liquidate part of their principal, there is less to invest, subsequently lower profit and an even larger deficit."

Barnett went on to say that while Lindenwood suffered from this malady to a degree, it was nowhere near the terminal stage and that the downward spiral was indeed beginning to reverse itself.

"The reason that we will survive," Barnett said, "is that we will do what we have to in order to do it. If we were taking no steps to combat the problem, then I might have cause to worry. As it is, we are taking what steps are needed to insure the survival of the colleges."

The "steps" which Barnett spoke of constitute a cutback in administrative, faculty, and maintenance costs. With regards to the administration Barnett stressed that few positions would be eliminated; however, "members of the faculty will be placed in quasi-administrative positions." This means that many tenured faculty with insufficient work loads due to the present low enrollment would invest part of their time doing administrative chores, although Barnett did not say exactly what these chores would be.

(Continued page 2)



Betsy Bomberger, one of four student directors. (photo by Hyde)

Student Focus Advanced Placement and Overloads Make 2-Year Graduate

by David Trussel

The story goes that the ruling powers at Lindenwood, seeing a good prospect in Peter Salomon, let him bring his dog; Remo, to school here. And for a good reason: Peter has an incredible total of more than 1500 on his College Board's SAT scores, including an 800 in mathematical aptitude.

After spending only two years

3.90 average, majoring in mathematics. This semester he is taking an overload of six credits, consults with at least five Lindenwood professors, and uses the computer to continue chemistry research he began last summer on molecular orbital calculation in organic molecules.

Dr. Patrick Delaney super-

dividual wanted to graduate early."

Although Peter had originally planned to stay here longer he decided last December that he would graduate at the end of this spring term.

"I'll go to graduate school in a couple of years. One reason I'm not going now is that I want to learn more than math-



Peter Soloman

(photo by Hyde)

in college, Peter will graduate from Lindenwood College II this spring.

"You see," he explains, "I received eight credits from the Advanced Placement tests, and then took overloads every semester: seven credits each during two semesters, and then one semester with five credits and one with six. Last summer, at the University of Chicago, I received one credit for a job I did there."

Peter, a resident of Chicago, Ill., came to America in 1961 from Budapest, Hungary, and is classified as a senior with a

vised Peter's research last spring on the chemistry of the endocrine system. Peter's experiments during this term will be on the effects of sex hormones on the physiology and behavior of a rat.

"Lindenwood allows me freedom to study alone," says Peter, in explaining why he came to Lindenwood. "Much of my work here has been independent, besides, I feel like I profit more by studying alone." He doesn't recommend his system of early graduation to anyone else, for he contends that any advantages "would depend on why an in-

ematics." In fact, Peter may stay here for summer school if the Biology of the Everglades course works out effectively for him.

Even so, Peter has additional plans. "Six of my friends and I, who all feel that the best road to learning is through individual study, are going on the road, so to speak, to other colleges to continue our learning. Two professors at Tulane and two professors at the University of Chicago are helping us, as well as some here at Lindenwood. Now, we may even have a possible financial sponsor."

Financial Situation... Davis Quits

(Con't. from page 1)

"We are in the position," said Barnett, "of having the staff and facilities to accommodate one thousand students; however we have only 690. This puts us in the position where we have to run lean. At the time we made arrangements for our present staff, enrollments were growing all over the country. The last two years, however, have told us that we can no longer count on this increase."

Because of the lack of increase, not withstanding the appreciable decrease in the college's enrollment, Barnett said that the colleges will make a practice of "not replacing anybody who leaves". Barnett cited the case of Dr. Paul Grundhauser who retired last year for health reasons: "Although Dr. Grundhauser was a valuable man to us, we have made no provisions for a replacement. The present department complement is reduced to three."

In addition to the administration's war of attrition with extra faculty, the col-

lege will be attempting to promote a new source of revenue with the inception of a campus laboratory grade school. The school, which will be housed in the now vacant Nicholls Hall, would not only be a self-supporting venture but would also give student-teaching candidates a chance to perfect their craft close to home. In addition to this, the gloomy spectre of empty Nicholls Hall would be lifted from the campus and the cost of keeping up the building would no longer be wasted.

With regard to next year's projected budget, Barnett refused to disclose details, explaining that: "Once something like this goes into a news paper it assumes an air of permanence which could complicate the situation immeasurably." He stressed, however, that the financial outlook for next year was good, and that those who were worried about the continued existence of the colleges in a time of financial tightness could breathe easier.

Council, again pointing to a lack of meetings. He noted that, basically, it has been unable to fill its role. Part of the reason for this failure he assigned to the administration who had, he felt, undercut the authority of both the Hall Council and the Judicial Board by their announcement of the new policy on drug abuse. He also said he felt the hall Councilors had been given insufficient help in controlling dormitory life, in that there was no standardized code of behavior for them to follow and enforce.

Davis reviewed his work on the Ways and Means Committee. He noted a general trend of dropping attendance at meetings of the committee. He also noted that although his committee had proposed several changes in election procedures at the beginning of Fall Semester, these were still awaiting ratification by the LC II student body at large. To do this, he pointed out, a Town Hall Meetings would have to be called.

Five Easy Pieces: American Classic

The title "Five Easy Pieces" refers to the first pieces of music taught to aspirant concert pianists. The film is one of the best American pictures seen in this or any other year. It has all of the impact of "Easy Rider" but avoids the melodrama. It is not a relevant social comment of the "Getting Straight" or "Strawberry Statement" type, but it does show a dilemma in the life of a man and, as such, will be relevant as long as there are men.

The hero, or, more properly, the anti-hero, Bobby, is the black sheep of a family whose major concern for generations has been music. As the film opens Bobby (excellently portrayed by Jack Nicholson who got this part as some of his reward for an excellent job done in "Easy Rider") is at work in the oil fields of southern California. But he is no more satisfied with the world of manual labor than he was previously with the cerebral and refined world of culture. He is, in fact, a bad laborer and gets warmly received when he blows his stack at the foreman and quits. Further, he can find no comfort in this world where the only ambition seems to be the traditional settling down with the 'little woman' to raise a family.

After learning of a stroke which has paralyzed his father, he undertakes a trip to the family home in the San Juan Islands of Washington, taking his now pregnant girl friend with him. At first he cannot bring the two worlds together and he leaves her behind on the mainland. He falls into a relationship, and perhaps in love, with one of his brother's students.

But the arrival of his former girl on the island demonstrates to him the impossibility of his entering completely one world or the other. His home life is stilted and dominated by futile mind-games which he finds completely repulsive. Its most strenuous activity, apart from continual practicing on the piano, is ping-pong. It seems to be leading him only towards the paralysis which he now sees afflicting his father and which seems to be taking control of his brother. But, with the example of Kathy before him, he cannot go back to Rayette and the world of mindless physicality he had adopted in reac-

tion to his former life. Neither world can accept him and he will adapt himself to neither's discipline.

At the end of the film, Bobby callously abandons Rayette and wanders off. He is still searching for that level of society, that place, which can offer him fulfillment.

There are many good things about "Five Easy Pieces." The script and the acting are consistently brilliant. Each character is truly alive and is truly American. Each is unique, detailed and, best of all, none is a stereotype either of the Hollywood-dream variety or of the equally distorted, semi-hysterical counter-culture type. They seem, quite simply, to be people, living as best they can. The photography is beautiful and simple throughout. It never relies on tricks or catchy mannerisms. The cinematographer captures with every frame both the beauty and the ugliness of the American environment as his camera follows Bobby up the West Coast from Los Angeles to Washington. The direction is sure and deft throughout, arriving at a general statement not through generalities but through a close and careful look at the particular. The film is part of the long-awaited and much-heralded "new American cinema." It displays an unusual awareness of American problems and situations, an awareness not much in evidence since Orson Welles' "Citizen Kane." It has the same toughness (although its treatment is basically serious and not humorous) that was evident in M.A.S.H.

"Five Easy Pieces" took three of the New York Film Critics' Awards. Its director, Bob Rafelson, was honored as Best Director. Karen Black, who gives an excruciatingly accurate portrayal of Rayette, Bobby's C and W loving girl friend, was named Best Supporting Actress, and the film itself was hailed as Best Picture. It is easy to understand why, when you see it. As if this were not enough, the film's theme song, "Stand By Your Man," is that blend of tough-soft Country and Western music which implants itself in your mind because of its sheer and simple beauty, no matter what your personal musical preference.

"Five Easy Pieces" is currently playing at the Crown and Hi-Pointe Theaters.

Cafeteria ID Policy To Be Re-Inforced

The I.D. check for meals has been reinforced by Food Service Director Jack Thorpe this semester. The checking of student ID cards was to have gone on throughout the school year, but after a strict beginning in the fall, faded out in the middle of the semester. This new wave of perseverance was brought on by three major problems.

The ID cards were color-coded when first issued so that food service staff members checking at meals could differentiate day students from resident students. It was possible to sign for a meal without an ID,

however this practice facilitated the feeding of students who had not paid for their meals.

Other problems were centered in the turn over of the student body, due to mid-year graduation, transfer students, and frequency of guests in the cafeteria. Several graduated students returned to campus as often as twice a day to partake of ARA-SLATER food. Many guests have been able to slip by without payment. Consequently, Mr. Thorpe has had new signs posted which state that meals will be served only to those students possessing an ID card.

ARA-Slater Studies Food Survey Results

Jack Thorpe, director of the ARA-Slater Food Service for Lindenwood College, recently announced the results of the food preference survey conducted at Lindenwood last November. Two other studies a food group consumption analysis and a nutritional analysis, also conducted by ARA-Slater, were announced at that same time.

The food preference survey was divided into three sections, one dealing with general service in the cafeteria such as menu variety, preparation of food, courteousness of employees, etc., another section dealing with the sandwich line and the third dealing with the entrees. According to the survey, the courteousness of the employees made the best showing in the first category with 84% of the people taking the survey giving favorable indications, 6% saying that they disliked it and 10% reporting that they did not know. This was followed by the buffet meals. Seventy per cent said that they liked buffet meals, while 16% said that they disliked them and 14% indicated that they did not know. The two least popular aspects of the cafeteria operation are the preparation of food and the menu variety. Only 44% said that they liked the menu variety and even less (32%) reacted favorably to the food preparation. The percentage of people disliking both of these aspects were 45% and 47% respectively.

The most favored item in the sandwich category was the hamburger on a bun. Eighty-seven per cent of the survey group said that they liked the hamburgers, while only 9% disliked them. Four per cent said that they did not know. The hot roast beef sandwich was a close second with 84% liking them, 9% not liking them and 7% not knowing. The least liked sandwich on the survey was the hot roast pork. Only 37% of those people answering the questionnaire



Jack Thorpe, Director of ARA-Slater Food Service for The Lindenwood Colleges. (photo by Hyde)

liked this entry. Fifty-two per cent, however, indicated that they disliked the hot roast pork sandwich and 11% were undecided.

Roast beef was the overwhelming favorite in the entree category with 95% of those surveyed saying that they liked it. Three per cent reported that they did not like the roast beef and 2% were not sure.

Fried chicken was a distant second. Seventy seven per cent reported that they liked it and 16% said that they disliked it. The least popular entree, according to the survey, was the lamb stew. Only 21% gave a favorable reaction.

The food group consumption analysis, conducted from November 7-20, 1970, was designed to discover how the consumption of various food groups

compared to the national average. The method used involved dividing all food stuffs into eleven basic categories and finding the average number of pounds one Lindenwood student consumes from each category in a week. This figure was then compared to the national average with the difference being computed by percentages.

The food group consisting of meat, fish and fowl was found to rise the highest above the national average. The actual amount consumed by one person at LC is 5.04 pounds per week, while the standard national consumption rate is 4.07 pounds per person per week. The average consumption rate of meat, fish and fowl at Lindenwood is, therefore, 24% over the standard rate.

The food group discovered to be the farthest below the stan-

dard consumption rate is composed of dry beans and nuts. The standard rate for this category is .25 pounds per week and the actual rate at Lindenwood is .10 pounds. This means that Lindenwood is 60% below the national average.

The nutritional analysis was the third study conducted at Lindenwood. This study was structured basically in the same manner as the food group consumption analysis with the average amount of each nutrient received per person at LC per week as compared to the standard amount (national average). It was found that the two nutrients farthest above the standard amount were ascorbic acid (93% over) and niacin (78% over.) Iron, the only nutrient to fall under the average amount, was found to be 10% under the standard rate.

Faculty Approves BFA And Independents

At the regular meeting of the Lindenwood Colleges Faculty, held on March 3rd, three proposals altering the academic program of the colleges were approved. Two dealt with additions to the offerings of the degree program, the third revised the policy concerning convocations.

The largest change brought about by the proposals was the institution of a Bachelor of Fine Arts degree. This provides for students to take a degree in studio art. In its proposal, the Art Department stated that the offering was necessary for those who "plan to make studio art a career and were planning on entering graduate school as candidates for the MFA (terminal degree in studio art)."

One aspect of the program which drew discussion at the

meeting was the absence of a foreign language requirement in the recommendations for specifics of the program. The Art Department stated that it would "continue to recommend that a foreign language be taken through the advisory program, but does not wish it to be a general requirement."

A second innovation was adopted by the meeting: The Independent Term. This proposal originated in LC II's Curriculum Committee. Under this program, a student at LCII can study independently for an entire long semester (either Fall or Spring) and receive the usual four course credits on completion of his study.

The proposal was worded very generally by the Committee to include as many types of study as possible. It makes possible

research study on the Lindenwood campus, at another college, or off-campus. It allows for work study to be followed on an individual basis. The student wishing to take an Independent Term needs to get two members of the faculty to sponsor his course of study and have it approved by the Curriculum Committee.

The four credits given for the term need not all be taken in one subject. The proposal allows for their division in two or more subject areas. This was done to allow for the widest possible exposure of a student to types of study in his field of concentration.

The Convocation Requirement was amended by the passing of a proposal which came from the Educational Policies Committee. The present sys-

tem, requiring attendance at seven convocations in each long term and two in the January Term, was altered to a requirement of five in each of the long terms. Convocations attended in January are allowable for inclusion in either term's count.

The amendment also divided convocations into two types. All-college convocations "at which speakers or programs of primary importance are presented at Lindenwood" and regular convocations, "programs developed by students and faculty members". A student would need two of the former and three of the latter to meet the requirement. For each long term in which a student does not meet it, he will be required to take an additional credit as part of his graduation requirement.

Book Marks Defeating 'The Fat'

by Jeannie Hind

Walker Hamilton has written his first novel, "All the Little Animals" (Ballantine Books, Inc., New York, 1968) for people who like simplicity, intrigue, and innocence in eash doses. In length Mr. Hamilton's book is a novella or extended short story that takes the reader to the other side of a society gone mechanic.

Bobby Platt, the narrator of the tale, describes himself as "... not really a boy, I'm thirty-one years old. I was never a boy, not like other boys anyway and I'm not a man like other men. I'm just me." In an effort to avoid the cruelties of his step-father, "the Fat," Bobby runs away and meets a recluse, Mr. Summers, who is hiding from society on account of a murder he committed.

Mr. Summers has made it his job to bury the animals men kill on the highway. He explains to Bobby, "People can bury each other, boy, . . . but the animals have to be helped. Not just rabbits and rats, but all the little animals . . . other men kill them and I bury them."

Bobby becomes Mr. Summers' co-worker and the friendship that grows between these two men is enough to make the novel worth reading. Bobby is, however, haunted by "the Fat." He knows that he loved his mother and his pet mouse Peter, and his step-father killed them both. Bobby lives in fear that "the Fat" will separate him from Mr. Summers.

Mr. Summers hates people who have lost their human compassion for other living things and have only a love for material things. He knows that "the Fat" is an evil creature that is hurting Bobby, who, because of his retardation, has been able to remain as innocent as the little animals killed by automation. Mr. Summers knows that for Bobby to be free "the Fat" must cease to be an evil force. This realization becomes a major objective in the novel.

Mr. Hamilton has done a superb job on the characterizations. Mr. Summers, corrupt by some standards and a savior by others, is a perfect compliment to Bobby's naivete. Bobby is not a new character to fiction. He is found in Faulkner's "The Sound and The Fury" and Steinbeck's "Of Mice and Men."

Beneath the love between these two men is found a subtle commentary on the dehumanization of men from greed and progress. Their corruption is brought about by misuse of money, and a loss of authentic nature causes the dehumanization which is characterized so well in a man known only as "the Fat."

Mr. Hamilton's novel is like a good ghost story told just as the sun rises. It is captivating, frightening, and beautiful. It is a book that gladly takes away two hours of a day.

THE IBIS NEEDS TYPISTS (AND FRIENDS, TOO)
IF YOU CAN TYPE AND NEED SOME \$\$\$\$\$\$
CONTACT MIKE SEGALLA OR PATTIE MORRISON

IF YOU DON'T WANT TO DO THAT, BE A FRIEND.
READ AND SUPPORT YOUR LOCAL IBIS .

Find Your Date
By
Computer
Five Dates-\$6
ANYTIME 781-8100

Mixer Or Mix-Up?

The time has arrived for us to render our opinions on a particular element of social life on this campus. As a result of the most recent mixer, rampant complaints are echoing throughout the depths of the Lindenwood Colleges. It seems that this mixer was the last straw to break the spirits of our community. Those of us who payed their respects at the last mixer will, perhaps, know of what we speak.

Attendance has slacked off, a factor apparent to conscientious mixer buffs. One may ask himself why? Citing the experience of Saturday night makes explicit the definite lack of what some consider "danceable" music, to the confusion of whether the band would continue to play after the first hour. One person even went so far as to retrieve his stereo set from back at the dorm in case all else failed. A further, and rather amusing example of the disillusionment on the part of the students, was the presence of three young women who were protesting the unsuccessful mixer by selling tickets for 10¢ a dance to any available young man. We are reminded of high school days when the men and women were lined up supporting the walls, with only a few souls braving the dance floor. We have heard of single mingling, but this is ridiculous.

It is not our intention in this editorial to condemn just one mixer; for there has been dissatisfaction with many others. There could be more advanced publicity of mixers, by having Social Council members visit other colleges to announce upcoming events. This could increase participation and bring in a more diverse group of people. Holding mixers off campus in a more conducive atmosphere, rather than in Butler Gym, would likewise receive a more enthusiastic reception from our students.

It now seems to be time for all of us to be asking ourselves whether or not mixers are still a relevant activity, or simply an outmoded commodity? If administrators and students do not show enough interest in improving mixers, then it would appear advisable to discontinue them. On the other hand, present conditions could be rectified, partly through the suggestions mentioned above.

The social events that transpire at Lindenwood during any given year seems to suggest that we are steeped in nothingness. Mixers are the only fairly regular diversions in the year. If the necessary interest is generated, and if this problem is taken to task, something constructive could be accomplished by improving the mixers, or by disbanding them all together.

Accountability

One of the most difficult questions to answer in designing a mode of governance for a college is how to apportion the various responsibilities involved in that governance. What seems to be required is some system which would allow all members of the community to be convinced that their fights were being protected in every instance.

Ideally, then, a college should be a benevolent despotism (well-respected, of course) or the perfect democracy. Neither of these is feasible, of course. The well-respected despotism seems to be slightly out of favour these days, after the unsuccessful experiments of the past, and the perfect democracy, while laudable as an idea, is a new bureaucratic impossibility at a college and there is not equality among the constituent members of the community, as far as function is concerned, demanded by such a system.

What has evolved at Lindenwood to answer this problem is a kind of patchwork of committees, all made up of various combinations of the student, faculty, administration, trustee quadriad. The major conflict arises when a group not represented on a particular committee feels that its rights have been violated by that committee's action (or inaction), or that it has had its wishes ignored with respect to a decision.

There have been two clear cases of this kind of frustration this year. The student initiated activity concerning the workings of the Financial Aid Committee came first. The students felt that decisions had been reached by that group which affected, sometimes quite drastically, their lives. Yet there was no group involved in either setting the policy for Financial Aid, or in administering it which had student participation. The final outcome of this activity has yet to be seen, although it has been carried to the Student Life Committee of the Board of Directors.

Showing a like concern, the Administration removed the question of prosecution of drug abuse cases from the student dominated LC II Judicial Board. In doing so, the administrators stated that they did not feel that the Judicial Board had been rigorous enough in finding and prosecuting cases, therefore, they were expressing their concern over the welfare of the college in assuming that responsibility.

Both of these incidents raised a storm of controversy and created a great deal of bad feeling on all sides. Although their ultimate effect may be beneficial, in the immediate sense they were extremely divisive of the community.

Obviously, this piece by piece fighting out of responsibilities will never solve the whole problem. In itself, the process is too self-destructive and, moreover, committees and responsibilities generate at a dizzying speed and each new one raises the problem again. Something else, some new mode of governance, or some amendment of the present system, is needed.

Dr. Kingman Brewster, the President of Yale University, believes that there is an alternative. Instead of attempting a division of power by representational means, which is the major trend on American campuses, he feels that a system of accountability should be tried.

Many committees can not by their nature be made completely representational. On some, questions of confidentiality or competency in a particular area would be a precluding factor for certain of the campus groups. Others, by reason of what they deal with are particular to one group or another. Still others would or could become bureaucratically inefficient if they strived to attain it.

Thus it would seem logical not to try to enforce the doctrine of representation completely. But accountability could work in its place. At the risk of being responsible for the creation of yet-another committee (but in the hope of preventing future conflict over the creation and maintenance of a system of governance at Lindenwood) we propose that the student governments of LC I and LC II investigate the possibility of setting up a Board of Accountability in consultation with the administration, faculty and board.

This board should, we feel, be made up of all the constituent parts of the community. It would meet at the request of any individual, or group of individuals, to investigate any case of an individual who felt that a committee had treated him unfairly. This request could come from any member of the community. The board would be empowered, then to call that committee in and have them account for their actions in the particular case. If the incident involved an individual who held a certain power over other members of the community, the board could act in the same way.

The board then could sit as arbitrators of the incident and arrange a just settlement of the dispute.

The board would only work efficiently if no area of college governance were closed to it. It would be best served if the members from the community were chosen for it carefully by each constituency. But it could work.

THE IBIS

Vol. 3, No. 9

March 5th 1971

Executive Editor
David Dwigins

Managing Editor
Pattie Morrison

Business Manager
Michael Segalla

Editors

LCI, Intercommunity Affairs Carolee Ashwell
LCII, Intercommunity Affairs Bert Brown
Student, Faculty, Administrative Jennifer Soyke
Cultural Affairs Jerry Kritz
Layout, Design Rudy Lama
Photography Stephen Hyde

Faculty Advisor Mr. C.B. Carlson

Staff: Betsy Cody, Michael Hoff, Vicky Karhu, Kristi Mochow
Liz Naylor, Carolyn Osolinik, Pattie Price, Robin Quimby, John
Taylor, Meryl Woolf, Alan Zimmerman, Anne DeMarais

Published bi-monthly by the students of The Lindenwood Colleges, St. Charles, Missouri 63301. Phone: 724-9427. The views and opinions expressed in The Ibis are the responsibility of the Editorial Board and are not necessarily those of the faculty, administration, or the students of The Lindenwood Colleges.

It is the policy of The Ibis to print letters written to the editor. All letters must be signed but names will be withheld upon request. If several letters are written concerning the same subject the best will be chosen. The Ibis reserves the right to edit all letters.

Student Plays...

(Con't. from page 1)

lard. When asked why she had picked a musical she explained that she "had come to Lindenwood hoping to become involved with a musical production," but finding none she had decided to start one. She has worked on "The Fantasticks" before, but the new Fantasticks task of doing all the choreography herself.

"The biggest problem I had when starting, to put the show together," she said, "was finding actors with the right voices for the demanding parts." Betsy has asked several St. Charles High School students to help her, as well as several LC students whose final auditions have yet to be held.

If one has never seen "The Fantasticks," one may remember having heard "Try to Remember," the mood-setting song sung by the narrator of the play. "A classical romance, the musical is energetic and stresses communication between the actors and the audience," Betsy explained. "Much of the scenery exists in the imagination of the audience. Half way through the play the audience can usually 'see' the scenery as if it were really there."

"The Fantasticks" will be presented in Sibley Chapel on April 29 and 30 as well as May 1st. Admission will be \$1.50 per student.

Meryl Woolf, whom the cast of "Spoon River" knew as the energetic stage manager and director's assistant, plans to present two one-act plays by Edward Albee in the Carriage House this May. "The American Dream," and "The Zoo Story," are both outwardly rather light, but upon reading the plays it is found that both have deep meaningful messages. Meryl chose the plays basically for this characteristic. She said that she felt the message was very important but she wanted "to leave the audience not depressed, but a little worried." Neither of the plays are comedies. They ask some serious questions in light overtones.

As a director, Meryl does not

begin the production without experience. Involved in theatre productions since transferring to Lindenwood her sophomore year, she has been involved in five productions, including "I Can't Hear You," "When the Water's Running," "Shock of Recognition," "Peppermint Guiltline," and "Lovers." She feels that these have been valuable experiences. "I've learned more about intercommunication while working in productions than I have in most classrooms. I've learned so much about people - how good people are - when I've had to deal with people in tense situations."

"The American Dream," and "The Zoo Story," will be presented May 6, 7, and 8 in the Carriage House.

Another type of theatre that Lindenwood has not seen too much of this year is straight comedy. Jean Dickens, a transfer student this year, plans to remedy this situation. She is directing "A Message From Cougar," a lively comedy by American playwright Jean Raymond Maljean. The play deals with a professional obscene phone caller.

The other play that Jean plans to produce is "The Madness of Lady Bright," a story about a homosexual fighting loneliness. Jean described the story as having some very funny lines although sadness prevails through the theme of loneliness. She considers it challenging to produce a sobering play in a manner that will not totally depress the audience. She also feels that the play is written in a style that will help facilitate the production. The exciting way in which she talks about the plays seems to confirm her feeling for both the audience and the plays.

Both "The Madness of Lady Bright," and "A Message from Cougar," will be produced in Fellowship Hall of the Presbyterian Church on April 23, and 24 without an admission charge.

Finally, Paul Wagner, a day student of LC II, will present a one-man Shakespeare reading near the end of April in commemoration of Shakespeare's birthday.

Buildings And Grounds; All Things From Painting To Eyes

Moving pianos for recitals, replacing dead trees, delivering steamer trunks, and planning stage sets are just a few of the many things which are included in the domain of Superintendent of Building and Grounds Charles Bushnell, and his maintenance staff, here at Lindenwood College.

Mr. Bushnell, who has been Superintendent since he came to L.C. in 1952, briefly summarizes the duties of his department as "taking care of all the maintenance of the college inside the buildings and out the grounds." Specifically, the Building and Grounds department is in charge of providing the necessary equipment for all the functions held at L.C. - dances, meetings, lectures, doughnut sales, and recitals. For special productions, such as plays, Mr. Bushnell works with the scenic directors to arrange the sets, utilizing as much of the College's resources as possible, thus minimizing personal expense to those in charge of the production. Currently, he is working on the set for *Caucasian Chalk Circle*, Lindenwood's spring term production, going over proposed plans and assessing their feasibility.

Building and Grounds also handles all the landscaping and fertilizing of the college



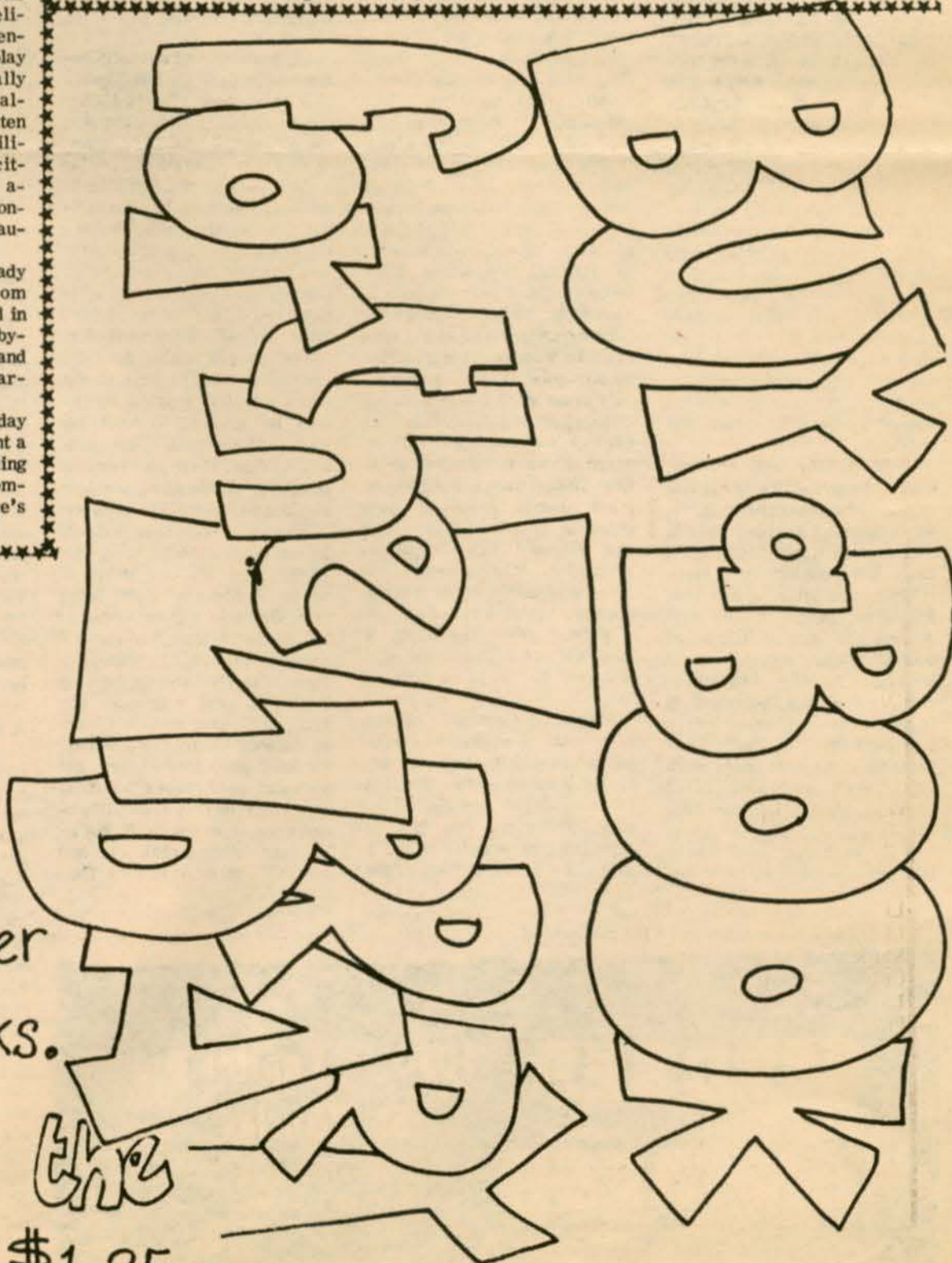
Charles Bushnell, Supt. of Buildings and Grounds (photo by Hyde)

grounds. Every tree on the campus which dies is replaced by three new trees. Sometimes these trees are purchased from nurseries as siblings and are cultivated on the college grounds. The maintenance staff is also busy in the summer since most painting and major repairs in the dorms and other buildings are done then.

Besides its routine tasks, the Building and Grounds staff has been known to fix eyeglasses, and teeth braces, and locate contact lenses dropped outside of its offices on the terrace level of Roemer Hall. Mr. Bushnell does not think this is unusual; he says, "The students are our customers; we're glad to help them in any way we can."

Every 6 packages of note paper you buy puts another book in the stacks.

Available in the Bookstore! \$1.25



Sponsored by the Minneapolis Alumnae Club

The Physical Examination: What The Doctors Look For

Most draft age males, at one time or another, find themselves in the position of taking a test to determine their suitability for induction into the armed forces of the United States. If one finds himself in this position or expects to be, preparative action should be taken as soon as possible. Army statistics show that fifty per cent of all people who are ordered to report for a physical are rejected. This does not mean, however, that the doctors who administer the physical are always going to find any disabilities.

Before one can be drafted, he must be given a Pre-Induction Physical and, according to the law, cannot be drafted until thirty days after that physical. However, if the order to take the physical is ignored, one can be drafted without it. In case it is not possible for the draftee to show upon the date specified, he can either be transferred to another area, (i.e. if the person is attending college or is away from home) he can have his physical postponed.

Physicals often seem rushed and incomplete. One may not always count on the government's diligence in finding any disabilities or making them known. Therefore, it might be of importance to those persons about to take a physical to visit their family doctor and have a complete check-up. If the doctor finds any abnormalities, he should be asked to write a letter explaining their nature to the draft board. It would be advisable to make several copies of this letter. Send one to your local board and keep the rest for future use. All letters should be sent through registered mail so one has proof that the letter was received. If a person has received or is receiving psychiatric care, he has a good chance of being rejected. The person's psychiatrist however, must write a letter to the board describing both condition and treatment.

If one is seriously contemplating intentionally failing his physical, he should begin visiting doctors as soon as possible. The draftee would then have a more complete record of disabilities, providing he has any. Allergies should be as well documented as possible since this is a very common cause for rejection. Also, as in all aspects of dealing with the draft, it is wise to get counseling before taking the physical. The St. Louis area draft counseling services were mentioned in the previous draft article (see Ibis, vol. 3, no. 7).

It is not a very good idea to take the physical while on any

type of drug. The Army's physicians have seen it all before, and have the right to detain a person as long as three days for observation.

The examination consists of three parts: welcoming and form-filling, the written test and the physical itself. During the examination one will be introduced to an Army custom;

groups mentioned are not in existence today. Groups such as the SDS, Weathermen and Black Panthers are not on the list. If a person is a member of one of the groups on the list he will be interviewed, usually by a sergeant. If association with that organization has been terminated, the sergeant in St. Louis will advise a person not to men-

everyone is told to squat and walk around. This is to see if a person's bones are all right. Many people are not ever observed during this part of the test.

The next part is the eye test. In St. Louis many might consider it ridiculous. This reporter's eyesight is not bad enough

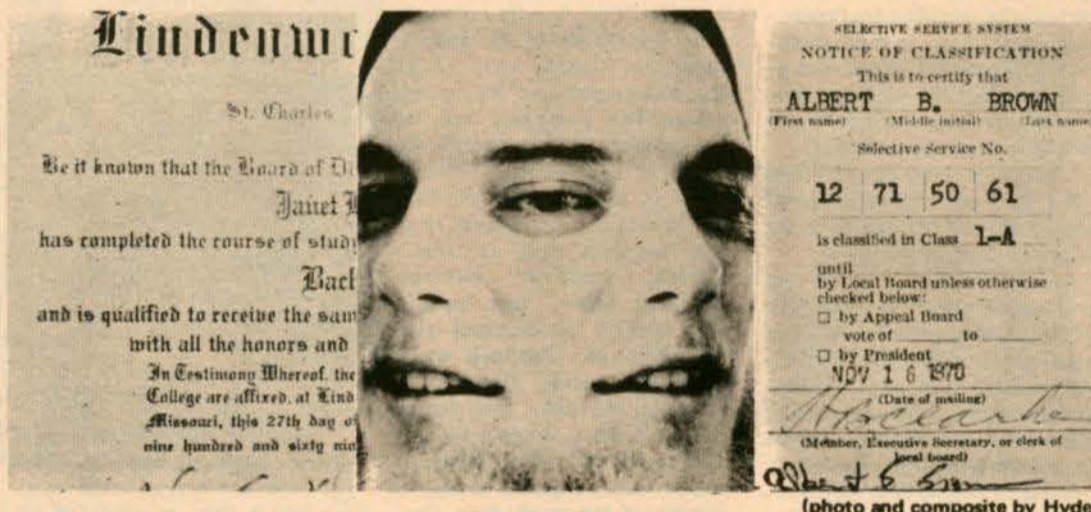
may find himself sitting in a room waiting for a very long time. Sometimes it may be sev-

eral hours. Finally, one will have his name called and then will go in for a ten to fifteen minute interview with a psychiatrist who is qualified to determine in that amount of time whether or not a person is suited for the rigors of military life. This is one section of the examination that one might fail without a letter from a doctor, although a letter always helps. Do not lie to the psychiatrist for he can usually tell if you are doing so, but explain to him your problems and their causes. The Army psychiatrist does not care about personal hang-ups, only whether or not a person can perform his duties in the Army. Any kind of a record, or even a good explanation of past failures under stress, help the draftee's chances of being rejected from military service. Remember that everything said is confidential excluding the Army's use of that information.

At last the physical is over. One reports to his last station and gets his papers stamped. In most cases, if one is not informed that he has failed the examination, it may be assumed that he has passed, although the official notification will not be sent out for a couple of weeks. On the way to the last station one will pass a sign that says in effect that the object of the physical is to fairly and impartially determine a person's qualifications for military service and if a person feels he has been treated unfairly, he should go to the administration office. Occasionally mistreatment or bad examinations do occur even by Army standards and action should be taken in such cases.

Many of the people who administer the tests are simply people who are serving their time. A person should not take out his hatred of American war politics on them. They are simply human beings who are doing what they are told and to abuse them is thoughtless. There are people in some centers however, who are less than qualified to administer the exams and one may be treated unfairly by them. If one feels that this is the case, it should be reported at the end of the physical. Keep in mind that although one is taking the Pre-Induction Physical, he is not in the Army. One is under no obligation to follow orders that are irrelevant to the examination.

If this article seems somewhat subjective and has offended anyone, this reporter apologizes. It has been this reporter's experience, however especially with the center in St. Louis, that these tests are rushed and incomplete. Army statistics show that over twenty million dollars have been spent discharging servicemen who are not qualified for military service but who were "rubber stamped" through their physical before induction. This article was not written to inform people how they can use tricks to dodge military service, but only to try to explain to those people who may not have to serve for various reasons what their rights are and what they can do to make their condition known.



(photo and composite by Hyde)

standing in line. One will find himself being led all over the building only to find that when he gets to his destination he will have a long wait in line. After the introduction one will be led into a room where he will have to take what the Army calls a "battery" of tests. There are also a lot of questionnaires to fill out. Here the usual name-dependents-relatives-type questions will be asked along with medical history and security questionnaires. On the medical history the examinee should list all diseases that are documented and be prepared to show proof of these diseases. One will be asked if he wets his bed, walks in his sleep, or is a nervous wreck. There is no harm in giving false or undocumented answers to these questions, but it will not do any good. It is this reporter's experience that in St. Louis undocumented information isn't even looked at. One will be asked if he is addicted to or uses illegal drugs. Contrary to many rumors, unless one is a bonafide heroin addict, drug use will not bring about an exemption. Marijuana is considered an addicting drug by the doctors, but it will not exempt a person from the draft. It could get one in to see the psychiatrist but it is no guarantee.

A security form must also be filled out. It consists of asking if one has belonged to any one of a number of groups that are considered harmful to the state. However, this list of organizations was compiled a long time ago and most of the

tion it. Of course one can insist on reporting his membership, but it will not exempt him from military service and he will be registered with the FBI, an honor which can affect one for the rest of his life. As an alternative to this, one may plead the fifth amendment.

Anyone who isn't mentally retarded can pass the intelligence test. A college student failing the test will be ridiculed but should realize that a high score on this test could put him behind a desk instead of a gun if he is drafted. The test has the typical connect-the-lines, follow-the-sequences, and vocabulary sections that are given in high school. Also, mechanical aptitude tests are administered. They are all multiple choice.

The people taking the test are told to strip to their shorts (if one is not wearing any he will be allowed to wear his pants. There have been cases where this alone has been enough for people to be sent into see the psychiatrist). Then one is handed a paper bag and told to put his valuables in it. His clothes are left in a locker. If anyone wonders what this looks like, there is a good scene in the movie "Alice's Restaurant" showing procedures of the physical. The first test is for anal infections and ruptures. The group is lined up with their faces to the wall and told to pull their pants down, bend over, and "spread their cheeks." Serious infections in this area will exempt one from the draft, but as in most other areas, one had better have a letter. Then

to disqualify him, but was judged forty points better than it is. This experience illustrates the importance of letters. This is followed by a test for color blindness.

The hearing test is simple, yet can be interesting. One is placed alone in a booth, given headphones, and told to twist certain dials upon hearing a sound. When the knobs are twisted it makes a line on a graph. If a person doesn't have a letter, he passes. So twist away; it will make a neat graph.

The examinee has interviews with two different doctors during the physical. The first one takes place half-way through what is supposed to be a thorough check on the diseases, etc. that have been checked on the form and anything else one thinks should exclude him from the service. The doctor seems to be very unconcerned, as each interview lasts about two minutes. One will be asked about drug use whether or not it was checked on the form. Formerly, people complaining of "flashbacks" from the use of LSD were rejected, but now drug abuse is pleaded by so many people that with the exception of heroin addiction, they are ignored. One should not say that is a heroin addict unless he is because it can be determined medically. Tracks, (marks on a person's arm as a result of the injection of various drugs), usually will not exempt a person from induction. It may cause one to be seen by the psychiatrist, but it is certainly not worth doing, since it is extremely dangerous and will probably do little good. There are a few more minor tests for blood pressure etc., and at the end there is a second interview with a doctor. This is the official that one should give all the letters to. The second doctor will then decide whether or not a person should take any more tests. Also, if one has any complaints about the physical, this is where they should be voiced. If one is scheduled to see the psychiatrist, the second doctor will direct him to the proper area. Once there, one

HEDGES 1050 1ST Capitol Dr.
SHAFER St. Charles
 WE RESERVE RIGHT TO LIMIT

A Re-Review Of Havens.. Some Other Aspects

The new, improved 1971 Havens displayed at the Wash. U. field house was not too different from the Havens that I reviewed for you lucky people in 1970. And half of you people don't even know who Ritchie Havens is, anyhow. You don't care, and never will.

Well, he's the weird-looking black dude in the Woodstock movie who beat his guitar to death and sang about "Freedom" (with a capital "F"). And since I've already reviewed Havens, and since they want a Havens article to go with Stephen's really fine photo, I'll write a few scattered thoughts about Ritchie to footnote my other article on him.

I'm now writing for the handful of people who really care about music: the spades, the freaks, and the crazy people who don't just dig it because it's a scene and they're supposed to dig it, I'm a snob, so tough shakes.

In Cincinnati during October, Ritchie Havens was playing a brand new guitar, because the cruel world had stolen his other one; or so he said. It was a virgin - the finish smooth and shiny in the lights, and the tone still vaguely reminiscent of Nash Musicland. Well, kiddies, in the few short months between Ha-



Richie Havens at Washington U. field house- style without stylization.

(photo by Hyde)

vens concerts, the guitar has aged as much as I have. The fury of the music and the power of Mr. H.'s hands had worn through the finish and had begun to eat at the wood.

And Havens seemed more used to it, not breaking as many strings or having as much trouble tuning. Somebody will probably steal this one, too, now

that it's getting nice.

At the St. Louis concert Havens's repertoire of songs had grown slightly: he dropped "Run Shaker Life" for the evening, and did only one ball-buster - "Freedom," for his ending. He also used "My Sweet Lord" to lead into "Freedom" - a nice touch.

He told his story about Super-

man again, and I guess he always tells it, but I'm not going to write it here. You'll have to go see Havens if you want to hear it, and it would do you good to see him.

He also seems to have gotten into astrology a bit, but it's hard to tell if he's really into it or just using it as an allegory. He does have a plea-

sant approach to it: that there are only twelve kinds of people, and therefore you only have to be able to live with the other eleven. It makes life, as Havens puts it, "that much simpler."

Havens's music is grand - style without stylization, loose rhythmic backing, and an indescribable voice. He builds his show carefully, letting the rhythm and power seep into you until you feel filled and warmed by it, and then drawing it out again - dramatically, taking with it all the evils of your bad mood brought on by traffic jams and President Nixon.

Havens is so majestic, yet so human, that he exceeds the false majesty of any revolution anyone is plotting, or forming. He stands well above many of his half-witted admirers, who think that "Freedom" is about bombing buildings or that Havens is good because he "strums fast." Well, kiddies, there's more to him than that; more than even an old sage like myself knows. Just think about the words of "Freedom" - it's not about freeing yourself superficially from one demagogue so that you can install another one. It's about freeing your self from the walls and petty hostilities that make men such scared, lonely animals:

"Sometimes I feel like a motherless child
Sometimes I feel like a motherless child
A long way from my home."

Faculty Focus

Douglas Hume A Theatrical Gentleman

When sitting down, Douglas Hume gives the impression of standing. His manner is a combination of the kind of crystal-clear, theatrical speech that one rarely hears anymore, and pure actor's presence. When I walked in to his office I had a very strong urge to pull myself up straight and speak in pear-shaped tones. I was also very interested in a definitely non-

theatrical pink ceramic pig that dominated the room. It had, said Mr. Hume, been given to him by a former student who had made it in the Children's Art course. I also noticed that in the office was crammed with memorabilia: pictures, playbills, and programs, the result of years in the theatre.

Mr. Hume has been teaching

Lindenwood students how to act in and appreciate the theatre for twenty-four years now. I asked him what he thought was his most satisfying experience in theatre. He smiled and shrugged. "I really can't think of one single experience, if by 'satisfying' you mean what have I enjoyed the most," he replied. "Perhaps directing the First Theatre in Monterey, California, before I came here. But really, the theatre is a lot of work and trouble."

I was impelled to ask the standard question: "If you had to do it again, would you do the same thing?"

"I don't know. It's a very all-consuming kind of life - a hard life."

Mr. Hume, who grew up in San Francisco, was part of a family which was very involved in the theatre. He told me that when he was a high school student, he had, typically, wanted to run away and join a stock company but typically, his father had said no. "Actually, though, I was never interested in acting as a professional career," he said. "It's such a competitive life, with so much insecurity. I was also aware of the banality involved ... if you're on Broadway in a play that runs for years, it can get quite tiresome."

"An actor lives from pillar to post," he went on. "You look at Broadway playbills and you see an actor's name once, then he drops out of sight.

Waiting from one role to the next... I was offered parts in film and on Broadway." Douglas Hume smiled quizzically. "I

by Betsy Cody

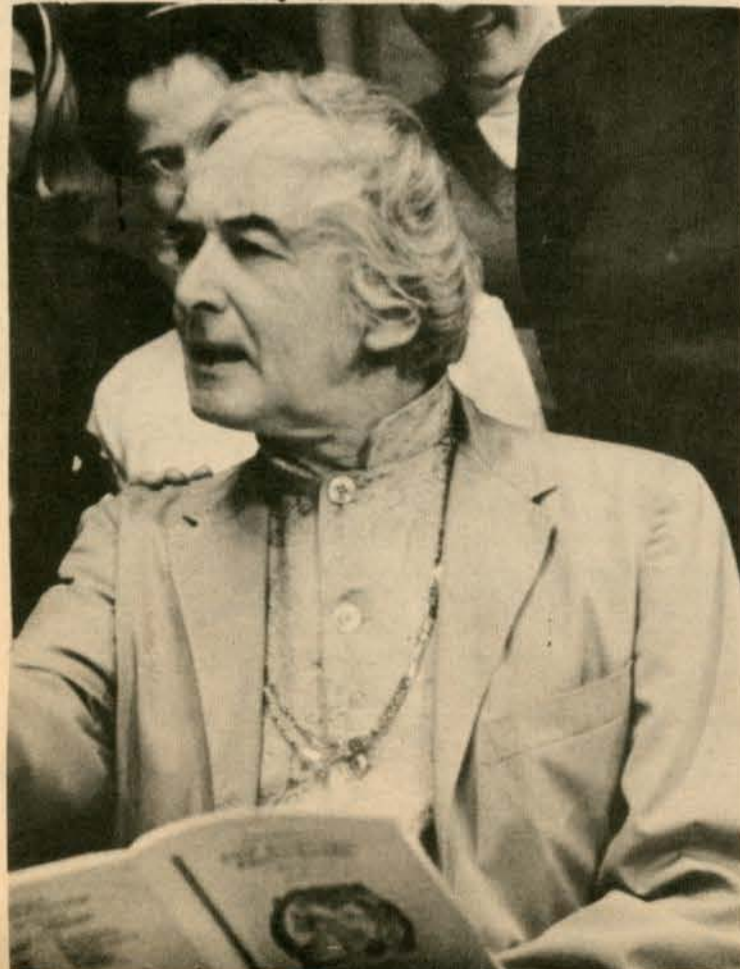
turned them down then; maybe that was wrong."

Lindenwood would probably have no drama department were it not for the efforts of Douglas Hume. Still, there was a time when there was an uncertainty as to whether or not he would stay on. "When I came here there were no male students, of course," he said, lighting a cigarette. "We had girls playing all the male roles, and let's face it, girls just can't play men! So I told them that I wouldn't return for my second year unless I could bring men in to act in the plays. I recruited males from the town; professor friends; students from Washington U. and St. Louis U. Eventually we got a number of men admitted on theatre scholarships, which worked out very well."

Finally I asked what was the hardest task that a director has?

"Oh, getting along with so many different types of people," Douglas Hume smiled again, this time rather puckishly. "You can stomp on them to bring them in line - but that doesn't really work. Occasionally, though, a strong word or two is necessary."

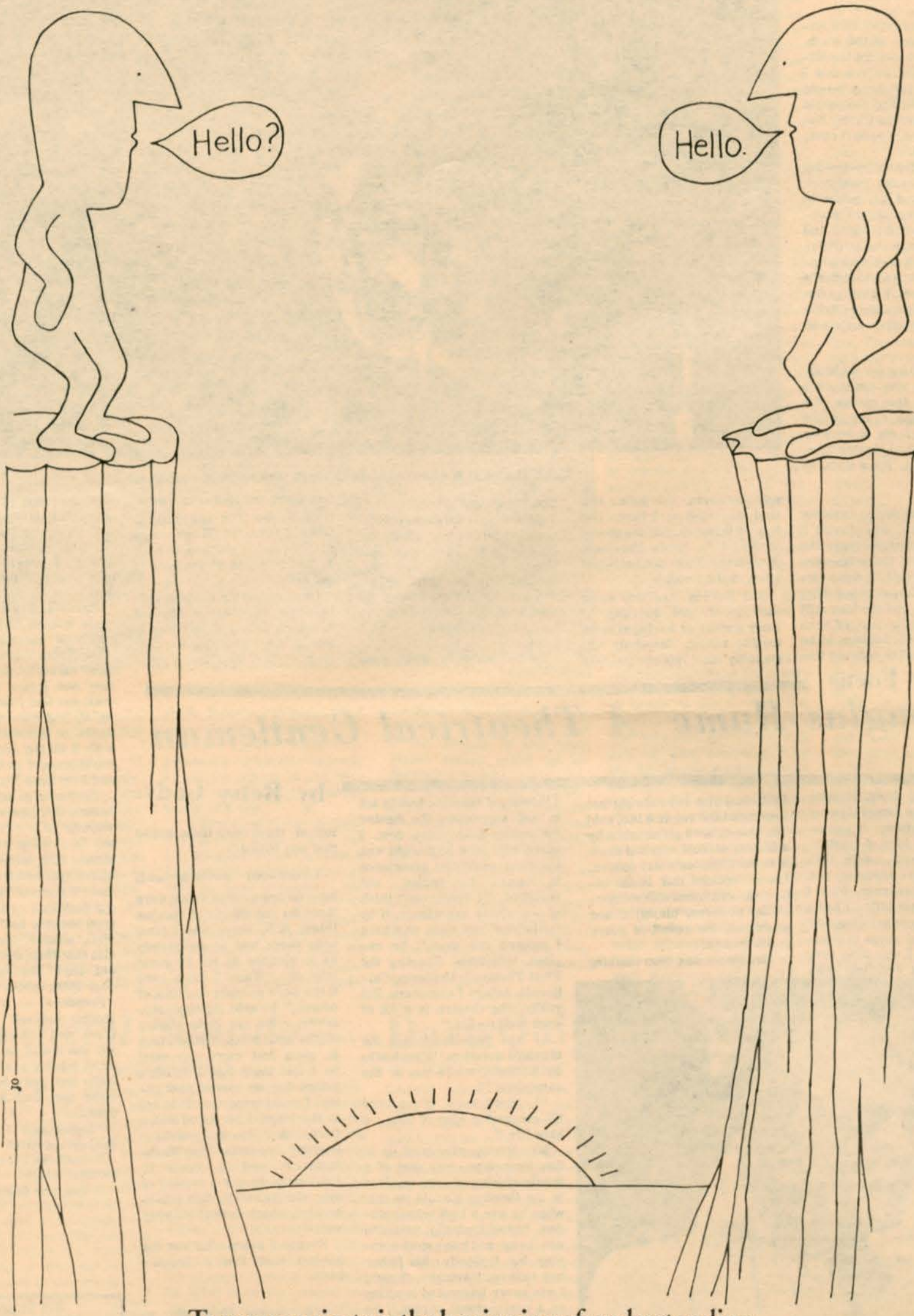
I found it very hard to imagine this gentle man speaking harshly to anyone, much less having to "bring them in line." His intense involvement in theatre would seem to be enough to generate enthusiasm and determination in any student



Douglas Hume

Art Supplies
School Supplies
Polaroids
**AHMAN'S
NEWS
STAND**

223 N Main St.
St. Charles, Mo.



To communicate is the beginning of understanding.