

# THE IBIS

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The Lindenwood Colleges Newspaper

March 24, 1971

## Expansion Slated For Lab School

Beginning next fall, the Lindenwood College Child Development Laboratory will be extended from the nursery school level to include up to grade six.

A significant addition to Lindenwood's education department, the model school under the direction of acting chairman of the Education Department, Dr. Jane Wilhour, will give elementary education majors a chance to receive their practical teaching experience here on campus. "Requests from parents of children in the Child Development Laboratory for expansion of the school, and the desire to enrich teacher education at Lindenwood each played a role in the decision to establish an elementary school," stated Dr. Wilhour. The nursery school is located in the school chapel; the elementary school will be housed in Nicolls Hall, which is presently vacant.

"The elementary campus school will be organized in a non-graded pattern with major emphasis on individualized instruction," Dr. Wilhour continued. "Team teaching and cooperative planning will be employed by teachers. The development of creative tendencies and opportunities for learning by discovery will be stressed throughout the curriculum." The director added, "Academic departments within the college will participate in shaping curriculum in their particular disciplines to insure the optimum learning experience for children."

## Hood Resigns As Dean To Resume Teaching

Dr. James F. Hood, Dean of Lindenwood College II, has recently announced that he will resign as Dean at the end of the 1970-71 academic year. Hood will leave his present post to resume his position as Associate Professor of English History. Hood formally announced his decision at a March 17 meeting of the Lindenwood College II Curriculum Committee.

Hood stated that while he did not dislike the post he found that it interfered with his teaching. Said Hood: "If there was nothing demanding or if there were no appointment pending, I found that I would pick up a book on English History and begin reading. Hood further stated that: 'It was not a choice between bad and good, rather, it was a choice between good and good. I like being Dean but I like teaching better.'"

Reflecting on his term of office Hood stressed that he felt that it had been an "interesting experience." He went on to say that he had enjoyed working with the Men of LC II and that he had run into no insoluble problems while he has been Dean. Concerning his role of disciplinarian Hood stated:

"There have few problems this year. The Hall Council has worked so effectively and so discreetly that few cases have come up for disciplinary action. This means either, Hall Council is doing their job extraordinarily well or they have been

in collusion with the residents."

Concerning his successor Hood stated that he was of the opinion that the best type of person to fill the job would be of the "Old English School." That is to say that he wished more faculty members to be involved in the administration of the Colleges.

When asked if the selection of the Dean from within the faculty might provoke needless politicking among his colleagues, Hood replied with a definite "No." He pointed out that like himself, his colleagues were devoted to teaching and had learned from his experience that the position would be one that would remove them from their respective disciplines. "We might have to do some convincing dragging," Hood said.

John Anthony Brown, President of the Lindenwood Colleges, has commissioned the Lindenwood College II Curriculum Committee under the Chairmanship of Dr. Howard Barnett, Dean of the Faculty, to determine criteria for the selection of a new Dean and has charged them to find a candidate for the appointment and make a recommendation.

Hood has held the position since July of 1970 when his predecessor, Dr. Gary Quehl, left the colleges to take an administrative position in the east.



Dr. James F. Hood who recently announced his retirement as Dean of Lindenwood II. Dr. Hood became Dean of LCII in August of 1970 after serving as Dean for Special Academic Programs, replacing Dr. Gary H. Quehl in that post. He becomes the second Dean of LCII to resign in two years. He will return to his former post on the Faculty as Chairman of the History Department.

## Butler, Sibley Halls Searched For Stolen Articles



Security Chief Erwin Gibson in Butler during last Wednesday's search

On the night of March 17, all residents' rooms in Sibley and Butler Halls underwent a search by security chief Erwin Gibson, Dean Sandra Thomas, intercultural administrator Janice Jackson, and dorm officers. According to Chief Gibson, the residents of Butler and Sibley Halls requested the search after several stolen articles were discovered in a student's room in Sibley Hall. Thefts involving money, clothing, jewelry and other articles had been reported to the Security Office during the last two months.

Students and dormitory officers of Sibley and Butler Halls voted at 2 and 8 p.m., respectively, on Wednesday to request the issuance of a mass search warrant. The search party entered the dorms Wednesday evening and conducted a room-to-room inspection for stolen goods.

Thoroughness and method of the search varied from room to room because, according to Dean Thomas, the amount of time involved in searching e-

very room prevented anything more intensive than a spot check of different areas of individual rooms. Of particular interest to the members of the search party were any small places in the rooms where easily identifiable stolen articles such as jewelry could be hidden. She stated, "We were simply doing the best we could in an excruciating situation."

Chief Gibson stated that at no time did any occupant protest in any manner, but that more than one room was found to contain allegedly stolen goods. He added that stolen articles were retained from several rooms in Sibley Hall as evidence for the Judicial Board. Dean Thomas reported that no items were confiscated from Butler Hall.

Rooms that were unoccupied at the time were searched without the occupant's attendance. However, Chief Gibson felt that such action was justified because of the presence of the dorm officers during the search.



# Lindenwood's Security Force - A Closer Look

By ROBERT J. ADELMAN

With the advent of the 1970 academic year at Lindenwood, a new security force also came into being on campus. Gone was the night watchmen system, in its place was a new force headed by Chief Erwin J. Gibson. Since then the campus has grown used to the sight of the members of the force going about their duties. In order to familiarize the community in a little more detail, the Ibis designed a questionnaire to get some of the opinions and statistics about the force and talked to various members of the force, Chief Gibson and Vice President Richard Berg. The results of this research appear below.

Eight security men answered the questionnaire. The average age of force members replying was fifty-four years. The ages run from a low of 32 to a high of 75. Three of them were un-

der 60, the rest were older.

Question: Do you know what the Hall Councils do?  
Yes: 50% No: 50%

Do you think that Hall Councils should have sole responsibility when infractions occur inside the dormitories?  
Yes: 62.5% No: 37.5%

Do you think that security should have the power to enforce the rules inside the dormitories?  
Yes: 62% No: 38%

Do you think the Hall Council is doing their job effectively and correctly?  
Yes: 75% No: 25%

Do you think that security should ask the administration for new rules governing inter-visitation?  
Yes: 50% No: 50%

What do you think the student attitude is toward security?

Postive: 63.5% Negative: 37.5%

Five of the men who answered the questionnaire made additional comments about the security situation at Lindenwood. These statements follow:

"We need something more than our hands and a flashlight on this campus. I'm old and I wouldn't feel too good if I was to get hit on the head with a blackjack".

"We need a few more guards who can hear and see. We need some young, athletic men who aren't afraid of a bunch of St. Charles punks."

We are getting two dollars per hour. That's better than a pension and less than a lot of other things. Now our salaries are frozen. What can we do?"

We were promised a substantial raise by January. So far I haven't seen a thing. I wonder what our budget is really? We can spend an ungodly amount

for a radio and earn low wages for the convenience."

(About the radio) "I really don't know for sure. I think it might have cost \$5,000 (by the time it's all in). I think it is a joke, real hilarious."

Chief Gibson, replying in general to some points in the questionnaire, stated that the official policy of security is that officers will at all times endeavor to co-operate with the Hall Council and allow them to handle the situation. He also stated that if we were to get a report of unauthorized persons in a dorm at L.C. II, overly loud parties, etc., he would first call the dorm manager and ask him to correct the situation. If he were to receive a second call about the same situation security would be forced to intervene. They would do so with the physical assistant of the Dorm Manager and Hall Council. Chief Gibson stressed that security officers are limited at all times to the first floor of a dormitory, unless accompanied by a dorm officer. He was in agreement with the majority of the force in thinking that the hall council was performing their job correctly.

Chief Gibson also felt that the student attitude toward security was "assuredly positive". He did make a request that more cooperation be given to security, particularly in calling them about thefts, disturbances and suspicious outsiders on campus:

"Don't shake your head and walk by, call us. We're here twenty-four hours a day. We're here to help you!" For the UNINFORMED, the number of security is 723-7852.

Commenting on the possibility that security might ask for a rules change on inter-visitation, Chief Gibson said "definitely not". The question

was included because of a rumor that security men had asked for the immediate suspension of any girl seen leaving the men's dorm after hours. Gibson said that such a request had never been made.

The newest addition to the security force is also the most controversial. Recently a new radio was installed to facilitate on campus and off-campus communications. The price of the new installation aroused some comment among the members of the force and among students. Typical of some of the negative student reaction is this comment from Barton Gill:

"I'd really like to see the exact figures on the budget of security. They actually boast of spending fantastic sums for a new radio. Who needs it? I think the rumored 2-\$3,000 for a 21 mile radius radio should be used somewhere else on campus". Mr. Gibson stated that the new station will ultimately cost about \$3,500 and that the new system would be \$15 cheaper per month than the previous one.

Richard Berg, Vice President for Administration and Pub-Affairs, stated that "The new radio system which Chief Gibson was authorized to purchase costs the college \$25 less per month than the previous system that the force was utilizing". Mr. Berg, when asked the total cost of the new security system, replied:

"Figures on the exact cost of our security service are not available for publication. I can tell you that the cost of salaries, equipment, etc. comprises less than 2% of our total operating budget". He said that the increase for protection of people and property had resulted from pressure initiated by the colleges' insurance companies. The security budget for this year, according to Berg, "represents an increase of 31% over previous years."

## Close-Ups

### Fellini's Satyricon - Not Petronius'

by Jerry Kritz

"Fellini Satyricon" is the most spectacular and costly motion picture even made by the Italian director. The film is based on the "Satyricon" of Gaius Petronius, a courtier in the entourage of Nero, who chronicled about twenty volumes of satires on Rome. However, most of "Satyricon," the movie that is, comes directly from Fellini. Only three volumes of Petronius' satires survive, and these were used by Fellini as a starting point and pacesetter for the film.

As its billings say, "Satyricon" is about Rome before Christ and after Fellini. We are led through Neronian times by three adventurous young men. The film begins and ends with a wall that is covered with a series of frescos depicting events of the saga of Rome. The episodes of the film are created as the characters from the wall recount, in nightmare fashion, events from their past.

Two young men, Encolpius and Ascyltus, are friends and rivals as they compete for the affection of Giton, a young Greek boy. Early in "Satyricon" we realize that the three are homosexuals. However, homosexuality was so common in Rome during this period that it is quickly taken for granted, and our attention moves to other assorted perversions. Fellini has a million of them. The film advances as the youths ramble around pre-Christian Rome meeting characters as strange as they are. There is Eumolpus an old poet who becomes rich and dies, leaving the

stipulation that his heirs, in order to gain his riches, must first eat his body. Lichas is a ship owner who travels the seas looking for monsters and beauties for the emperor's amusement. There is also Trimalchio, a rich ex-slave with a fondness for young boys. The episodes unfold in a circus like manner before the audience. Indeed, in "Satyricon" Fellini's love of the circus can be felt very strongly as the strange painted faces parade in front of the audience. Throughout the film we get the feeling that we are involved in a hallucinatory world or a nightmare that does not make complete sense.

To the viewer unacquainted with "Satyricon" and having no knowledge of Fellini, the film seems obscure as we are pulled through a barrage of unforgettable faces and fantastic symbolism. Because of this, "Satyricon," like many of Fellini's earlier pictures, has been accepted with mixed reactions by critics and with little more than apathy by American audiences. This is partially due to "Satyricon's" complexity. It is not an easy film to watch and should be seen several times. But the devotion that "Satyricon" deserves cannot really be expected from a mass audience that prefers the simplicity of films such as "Love Story."

"Satyricon" was a myth even before work on production began. Being a lover of the circus, Fellini's showmanship got the best of him. Several strange

stories about the film were released to the press. One indicated the film would star such big names as Richard Burton, Elizabeth Taylor, Marlon Brando, Peter O'Toole, Mae West, Brigitte Bardot, Danny Kaye, Groucho Marx, Lyndon Johnson and several other modern day myths. None of these people were included in the final picture. But never the less, "Satyricon" has become a myth of the modern cinema.

And so devoted followers of Maestro continue to investigate the magical, dream-like atmosphere of "Satyricon," and it remains, at least in part, a mystery even to those who have followed Fellini's films for a long time. What seems to ring true about "Satyricon" is that it is a continuation of the ideas that Fellini has been developing in all his films. The characters would find themselves as much at home in "La Dolce Vita" or "8 1/2" as in "Satyricon". The characters are eternal. The film itself actually has no beginning or end. It is simply a continuation of all ages.

To simply witness the stunning visual impact of "Satyricon" is rewarding. To understand it in terms of its relation to Fellini and his earlier works in exciting beyond belief. It will undoubtedly be included in Fellini's package of successes, and be looked back on as one of the screen's masterpieces.

"Satyricon" is now playing at the Esquire 2 Theater.

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# LC II Curriculum Committee Spring Symposium On Meets To Discuss New Dean Women Starts At LCI

On Wednesday March 17, the Lindenwood College II Curriculum Committee met in the office of Dr. Howard Barnett, chairman of the committee, to begin the work of selecting a new Dean for Lindenwood College II. Dr. James F. Hood the outgoing Dean of Men began the meeting with a few general remarks regarding the reasons for his resignation. Dr. Hood then left the meeting.

The first topic the committee considered was the establishment of the criteria for selecting the new Dean. Barnett stressed that since the office was such a young one and has been held by two men in two years, that no clear definition of the role, responsibilities, and powers of the Dean had yet been evolved. "The successor will have no tradition to draw on", said Barnett, "therefore, it is up to us to decide what kind of man we want in this position and what we want him to do."

Following this a brisk debate arose among the members of the committee as to whether the successor was to be a member of the faculty or whether he was to be chosen from outside the faculty. Complicating the debate was the question of whether the appointee was to teach part-time or be an administrator full-time. The committee remained at odds regarding the stature of the hypothetical replacement. "I just don't see why we need a high-powered, professional administrator with 20 years experience", said one member of the committee. Before he left, Hood stated that while he preferred the role of teacher/administrator, he found that it left little or no time for financial or curriculum development. "Maybe I haven't worked closely enough or worked to develop the college enough; however, I saw my role as a low key one; to provide the harmony for the colleges to proceed."

The discussion bogged down for a while in the question of



Dean Howard Barnett, Chairman of the Educational Policies Committee which was recently charged with initiating the appointment of a new Dean for Lindenwood II

whether or not the colleges wanted the profile of their next Dean to be low and smooth or high and dynamic. "The reason that Gary (Quehl) left," cited Dr. Nichols, "was that the administration of the college did not consume all of his time." When I think of faces to fill this position", returned Mr. Carlson, "I think only of people that we cannot afford to lose as teachers."

Barnett put a lid on the argument, pointing out that the load of the Dean had been originally conceived as being divided between one half of his time being devoted to student personnel work and one quarter each going to fund raising and development.

Without reaching an agreement on this topic, the committee decided that although they were empowered to go ahead and make a recommendation, both the Student Life Committee and the Board College II should be consulted.

At this point a committee member pointed out that Walter A. Metcalf, Chairman of the Board of L.C. had stated previously to him that he (Metcalf) preferred a full time administrator for the position. Barnett commented that Metcalf's word would carry a lot of weight: "It is only natural that he should be jealous about the development of the college and should want an administrator who in addition to his personnel and curriculum work would also be a developer and a fund raiser to some extent."

Barnett called for a consensus that the committee should meet with both the Student Life Committee and the Board of Trustees, or at least as many of them as could be gotten together. "It is pretty hard", said Barnett, "They only meet twice a year and even then it is hard".

The committee then made a resolution to meet with both parties before arriving at a set of guidelines and/or, a candidate in order to these parties' individual perspectives.

Following this and some reiterative discussion the meeting was adjourned.

Lindenwood College for Women is sponsoring a spring Women's Symposia Series. The series of six lectures entitled "Women Willed to Wonder" held Sunday afternoons in McCluer living room, is designed to bring women into a greater awareness of themselves and their roles in society.

Three weeks ago, Dean Sandra Thomas assembled a group of seven LC I students and suggested that they organize a women's symposia, as had been done at many other colleges. "We were enthusiastic," recalls group spokesman Kathy Ammon, "and momentum picked up." The result was "Women Willed to Wonder."

The scheduled symposia speakers represent a wide variety of women's activities in society. In the first lecture of the series March 14, Dr. Trudi Spigel, Assistant to the Vice-Chancellor of Washington University, spoke on "A History of the Marriage Institution - Its Changes and Implications Today." We traced the history of marriage and the second-class status of women from primitive and feudal times to the present. A discussion among the thirty people attending concerning contemporary issues of marriage and sex followed.

Succeeding lectures include March 21, Anne Wilson Schaefer, clinical psychologist and expert in feminine self-awareness, speaking on "Women in Current Literature and Self-Awareness"; March 28, Miss Emily Ruth, Curator of the St. Louis Art Museum, discussing "Women as Artists, as Art Dealers, and In Museum Work"; April 18, an international panel of outstanding foreign women discussing "Women Across the World"; and April 25, Miss Venita Boyd of the University of Illinois speaking on "The Black Woman in Contemporary Times."

Kathy Ammon, heading the seven-member LC I group, hopes this symposia "is only the start; by May Day, we will have touched on just the basics, but those who were there will know a little bit more about themselves and which direction we're going." She sees the possible future establishment of related classes in the LC I curriculum and of a women's "information center" on campus.

Men are not excluded from the symposia, Miss Ammon added. Though the subject is discussed, she noted, "This is not Women's Lib."

## Hood Discusses New Independent Program

In a recent meeting, the Lindenwood Colleges Curriculum Committee voted unanimously to accept the proposal for an independent term. "The term" says James F. Hood, Dean of Lindenwood College II "is open to all upper classmen in good standing (not on probation) and will give a maximum of four credits."

The independent term was designed to give upper class students, who would have by that time declared a major, the chance to do an independent project directly related to their chosen field of endeavor.

"In order to be accepted for the term," said Hood, "students must have two faculty sponsors who are satisfied that the student has both the background and the capability to complete a project which in its complexity and size would be the equivalent of four credits of college work." Students desiring to take the program must be well versed enough in their

discipline that they can prove to their would-be sponsors that they could both produce the desired product and benefit from it." What this means said Hood, "is that if a student proposes to use an archive to complete a history project he must first prove both that he has some experience and competence in the writing of history and that the archive that he proposed to use is not closed off to all but post doctoral students. It also means that if he proposes to write the great American novel he cannot get our clearance to do so by displaying a portfolio of limmericks."

Hood further went on to say that to get the project approved requires considerable preparation and that anyone proposing to do so should get cracking right away.

Students who take the independent term have the option of taking it on or off campus and either in conjunction with an existing class or through consultation with their advisors on a periodic basis. Hood stressed that any reasonable proposal would be considered that the independent term was open to students in all disciplines.

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# EDITORIALS

## Involvement And Appointment

With the vacancy left by Dr. James Hood, Dean of Lindenwood College II, the Colleges find, for the second year in a row that they are faced with selection of a new Dean of Men. While one many whimsically speculate about the 100% attrition rate, it is pretty obvious to all concerned that both of the men who have held this position left for different and valid reasons.

John Anthony Brown, President of the Lindenwood Colleges, has commissioned the L.C. II Curriculum Committee under the chairmanship of Dr. Howard Barnett, Dean of the Faculty, to set down guidelines for the selection of a new Dean and have been further charged by the President to produce a candidate. They have been given the freedom to determine the criteria for selection.

At this juncture, the primary dilemma of the committee is whether or not to select the Dean from among the ranks of the faculty or to go outside the colleges to fill the position. The decision is complicated by the fact that the committee has yet to define the role, duties and responsibilities of the Dean of L.C. II.

Although the office has been in existence for nearly two academic years, it is still very much in the development stage. With this in mind the committee is at present arguing as to whether the dean should be a full time professional (as was Quehl) or share his time between teaching and administrative duties (as did Dr. Hood).

Due to the prevailing tight financial position of the Colleges, it seems likely that the committee will feel some pressure to select a candidate from amongst the faculty. This would enable a minimum expenditure to be made and would go some of the way towards maximizing the college manpower available. Therefore the students of L.C. II should think carefully about faculty members on the campus and begin to make suggestions to members of the committee. The involvement of students in the decision should reflect the best efforts and interests of the L.C. II student body. Obviously the job is a demanding one in unusual ways. Neither the dynamicism of Dean Quehl nor the "cooler" approach of Dean Hood has defined the post to the point immutability. It can be anything that it's occupant desires. Consequently the choice is a vital one. The men of Lindenwood should consider many things before making a recommendation - not only the immediate quality of life on campus, but also it's future development. For it is hoped that the next Dean will be in office for several years.

Dean Barnett has stated that the decision will be made before the end of the term. That means, with less than ten academic weeks remaining in the term, the time to act is truly now. Last year the Dean was selected over the summer with only a small amount of consultation with students. This year the men of L.C. II have a chance to have an active and influential voice (via the Curriculum Committee) in the selection of their Dean. We strongly recommend that they use it.

If you have an opinion or a candidate the faculty members are Messers, Bartholomew, Nichols, Carlson, Delaney and Barnett (chairman). Student members are: Pat McMackin, Paul Grundhauser, and Eddie Zimmer.

## Search Raises Question

The search for stolen items in Butler and Sibley halls this week was, by necessity, a spot check. Dean Thomas stated: "We were simply doing the best we could do in an excruciating situation". A search by members of the Security Force and student officers, which could not be thorough for lack of time, has turned up some of the stolen items. Yet Dean Thomas has expressed her own dislike of being put in the situation of having to help students search rooms, even though the search was requested by residents of the Halls involved. Her feelings are probably shared by all the others who took part in the search.

In a small college community it is hard for members of the Administration, student officers, and even security to assume police roles because of their personal involvement with students. Further, they are not equipped or trained to deal with the police aspects of the situation. Even Security, efficient though it is in more limited functions, cannot realistically be expected to handle such a role effectively. Thus, when an action of this type has to be taken it is on the unwilling and, unfortunately, the somewhat unqualified that the burden falls.

Obviously a case can be made that the alternative to this type of operation, that is, turning such cases over to the police, is a drastic solution. But it seems clear that the way things are being done now is not just to those involved. Therefore, the student governments of L.C. I and II should take the whole problem seriously under consideration.

The first question to be settled is the one of police involvement. Do we, as students, participate in a community so different from that outside the gates of Lindenwood? If not, then, at a certain point, campus policing must become a matter for the civil authorities and the student's protection would have to diminish to the same level as that of other citizens -- that guaranteed by the Constitution of the United States. If we are very special, then guidelines must be established which quite clearly define where the responsibilities in such cases do lie. This would be a crucial point in the discussion and a difficult one to decide, but it should be undertaken if our privileged status is to remain. The dormitories are our living quarters and it is unjust to put the onus of policing action on the few who have an active public position rather than on the many who live there.

It is not the purpose or the intention of this editorial to raise any doubt about the search conducted this week, nor should it be read in any way as a reflection on any of those involved in the present case. Indeed the particular case which arose this week is only referred to as the immediate source of a much more general question: How do we, as students, see ourselves in relation to the law and what are we intending to do about that relationship? We should seek the answer among ourselves and truly accept the responsibility for it.

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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.

# THE IBIS

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## LETTERS to the EDITOR

Dear Sir;

This letter concerns the policy of the present dormitory room assignments for Lindenwood College for Women.

In the past years room assignments were made by preferential order of class entrance for the coming fall in accordance with when the student had made her room deposit.

It seems that the policy has been changed to suit certain students. The office of the Dean of Women has taken it upon themselves to assign single rooms in McCluer Hall which has accommodations for double rooms only.

There is one room which is known as the Bay Window room, prized as the best room in

McCluer; this room has been traditionally a two room suite occupied by four senior girls. The room has presently been assigned as a single room for the purpose of studying by the Office of the Dean of Women.

The other discrepancy concerns a room which is not connected by a suite but has a private bath. The room was assigned by the Dean's office to two underclassmen, for the purpose of studying. This means that any senior wanting the room will have to petition the Dean to get the room of her choice which should be hers by right as stated in the present policy.

The purpose of this letter is two-fold, asking two questions:

Why has Dean Thomas' office suddenly taken the position of assigning rooms, when previously it was on a first come first served basis as stated before in the policy? The other question asks why if a single room is necessary for studying shouldn't the Dean's office request or advise that the student move to another dorm that is equipped with single rooms. Before if a student signed up for a room without a roommate, she took the chance of getting a roommate. If the only prerequisite is that of the need for privacy to study, then isn't everybody entitled to a private room?

Name withheld by request.



# Human Resources At Lindenwood

by Tom Shearer

In a letter addressed to parents and students on March 15, 1971, President Brown again stressed the economic crisis which plagues educational institutions across the country. The letter read, in part, "The news of higher education today is making everyone conscious of the 'cost squeeze' facing colleges and universities in general and private institutions in particular. The Lindenwood Colleges face the same difficulties as most other institutions, but we believe that we have the financial and human resources to see us through this difficult period if we use them wisely."

A key word in this passage is "human". Human resources must, indeed, play an active, meaningful role in an effort to solve the problems which plague the colleges. These resources do exist at Lindenwood in every level of the colleges structure. Students, faculty and administration must work together within the structure of a meaningful power relationship among the three groups, if our rich human resources are to be used wisely.

All sections of the community must rest on a power basis which will permit meaningful dialogue, even if groups disagree. A reasonable balance of power is critical to the preservation of good relations between groups in the college. For instance, if the adminis-

tration at Lindenwood controlled a disproportionate number of important, educational, social, or fiscal policy decisions of the community, apathy about and alienation from those decisions could easily develop among students.

Since opposition to administrative decisions, limited, most of the time, to discontent and public opinion, is rather ineffective in most cases, a powerful administration and a weak student body are hardly destined to produce a harmonious relationship. The relationship it does produce, by fostering dissent among students, is hardly conducive to the wise use of human resources which will be so critical in the next few years.

To facilitate analysis, suppose many Lindenwood students felt that the administration wielded too much power. (Lindenwood is only a hypothetical example, of course). Suppose, in fact, some students fear that if they voice stiff opposition, it would mean retaliation of one form or another from the administration. In such a situation, little trust or cooperation would develop between students and administrators. Subsequent acts limiting student powers in social or judicial areas taken by the administration would only aggravate the already bad situation. Student cooperation in an effort to aid the administration could hard-

ly develop. The wise employment of all the colleges' human resources, which President Brown stressed in his letter of March 15, would be much less than what could be accomplished if a meaningful student role existed. Fortunately, this is just a hypothetical case.

An analysis of the real Lindenwood situation reveals quite a different story. Cooperation between students and administrators flourishes. Trust and mutual respect abound in the hearts of everyone. Even in opposition, students and administration communicate warmly. For example, take the Town Hall Meeting at which President Brown announced the jurisdictional limitations being imposed on the student judicial boards. As economic restrictions get tighter, the kind of mutual trust and cooperation demonstrated on that occasion will surely pay off. Students will return home after Spring Term and spend days looking for new students and donations for Lindenwood. Students all across the country and round the world (thirty-eight states and ten foreign countries, not to mention Washington D.C.) will praise this college as an ideal educational community where everyone works harmoniously, shaping the policies and programs hand in hand with everyone else, students, faculty, and administrators, alike.

# Barks From The Past

40 YEARS AGO

The closest game of the basketball tournament was played Tuesday night, March 17 between the Sophomores and the Freshmen, the final score being 10 to 9 in favor of the Sophomores. Earlier in the tournament the Freshmen had defeated the sophomores and were doped to come out victors in this one.

At the end of the half the score was held to a tie, 6 to 6. In the second half first one team scored and then the other. With only a few seconds left to play the score was 9 to 8 with the Freshmen leading. Just as the whistle blew a foul was called on the Freshmen giving two free throws to the sophomores. The spectators held their breath as Kircher with accurate aim made both of the shots good. A wild roar went up which fairly raised the gymnasium roof.

The entire game was hard-fought. The guards of both teams were playing exceptionally well

and Holtgrewe as jumping center was outstanding.

--from the  
Linden Bark, 1931

35 YEARS AGO

The junior-senior spelling lists are out again and the upper-classmen are trying desperately to become "little spelling bees". Cicero still thinks that believing as spelled "veing", and what a break that carburetor isn't on the list. Some may be having a little difficulty with politician but not Gypsy, she can spell that backwards, and picknicking she reels off. Bi should have no trouble with the ever-annoying Mississippi, it is rumored that she observed it for hours Thanksgiving vacation. We hope she won't become confused and spell Purdue, instead of Missouri.

--from the  
Linden Bark, 1936

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C.B. Carlson

C. B. Carlson, diminutive Falstaff and mustachioed father figure to Lindenwood's gaggle of Communication Art's students, has come down from his ivory tower (in the basement of the Memorial Arts Building) to get down in the muck

with the actors of Caucasian Chalk Circle. The play, slated for production on March 26 and 27, is under the direction of Mrs. Mary Ann Smith who is believed to have invoked a great deal of good ju-ju to persuade Craig to join the cast.

"I'm the whole play," admits the neophyte thespian about this debut on the Lindenwood stage, modestly. "It's kinda flipped out. I get my head cut off in the first act..Hey!.. Wow!.. Am I being interviewed?"

For years our large, silver, water tower, has stood stoic guard like a monolithic sentinel, like a space ship, looking up into the heavens for any sign of hostile activity, ready to whisk away all good Lindenwood Kiddies to the other side of the rainbow at the slightest hint of danger.

Lately, however, students of little faith (fearful of that unlikely, yet inevitable day) have taken to creeping art-like to the peak of its Olympian heights to investigate.

Dr. James F. Hood, Dean of Lindenwood College II is deeply concerned about these students. He is particularly concerned about those students who have been climbing the water tower lately.

The following is his order campus wide-and in particular to the more paranoid students of LC II regarding our escape vehicle.

"Please do not climb the water tower. If you fell off you would probably go through the roof of Sibley (hall). This would be in violation of our rules of intervisitation."

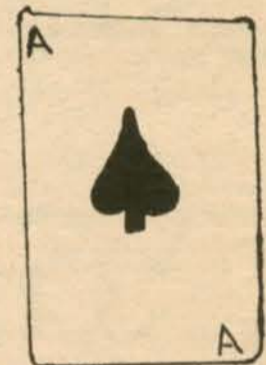
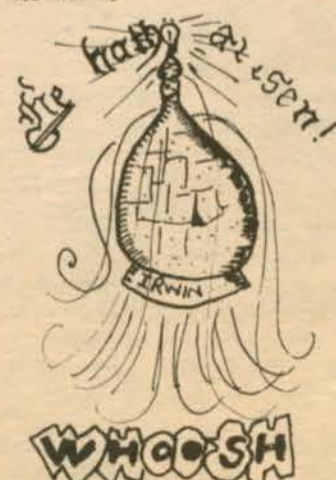
Rest easy gang, Barton Love has assured us that all is ready for our journey.



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Late one night at the bastion of happiness, Barton Love once again appeared. He rose from the depths of a storage closet and made his way up, up, up. He got so high that he finally crashed upon the attic ledge of Irwin Hall. He then lit up a starry array of blue and yellow lights. He was then crowned with a flashing, red lamp. (Bart was heard to be muttering something about McDonnell-Douglas). He was aided in his ascent by at least two outward-bound pigeons. Barton has applied for membership in the Y.A.F., the S.D.S. and the American Nazi Party. Where this leaves him, we are not sure except that he will probably remain atop Irwin until Hilda gets really gutsy and braves and 70 foot drop to see if there are any girls up there with Barton, and failing that, decides to dust him off. Well, Bart, Illegitimum non corborandum.



Shouts of pleasure, disappointment and damnation echo through the halls as yet another Bridge hand is dealt. The average number of bridge hands played by the average girl in McCluer per night is around 25-30. Tests are ignored, and papers left unwritten all for the pleasure of yet another game. Ideas of Bridge Clubs and tournaments crop up every now and then, but playing bridge for sheer pleasure always overrules.

Two girls, anxious for a few hands of bridge, left the dorm during last Sunday night's down-pour just for the feel of 13 cards (hopefully bidable) in their warm little hands.

Bridge is not only a popular time waster in McCluer but also in other dorms as well.

Now that mid-terms have arrived there will be a new theme song among these fanatic bridge players, appropriately name, A Bridge Over Troubled Gradepoints.



# Students Of All Kinds Relax And Enjoy Cotillion '71

Lindenwood's Cotillion '71, held in Stouffer's South Ballroom, Friday night, March 12, was one of the best attended and most successful social events at Lindenwood this year. The Social Council of LC I

had contracted the ballroom for an estimated two hundred and fifty guests. In reality, more than three hundred persons attended. The ballroom was, therefore, extremely crowded, and neither the num-

ber of tables nor size of the dance floor was adequate. But the LC students and their dates quickly adapted to the situation; additional tables were set up, and throughout the evening, people could be seen dancing

everywhere, in the ballroom. The eight-piece "Jay Berry Band", whose specialty was soul-rock, but whose versatility was unusual, obliged the audience with many request songs, and even accompanied Maynard Silva and his harmonica. The band's selections included hits from Santana, Sly and the Family Stone, Chicago, and other groups.

Cannon, Cathy Carr, and Toni Pitts. After the crowning, Nicole commented: "Cotillion itself is great this year. The band is terrific and I'm really happy to see so many students here apparently having a good time. And now, this year's Cotillion has a special significance for me; this was such a surprise."

One tradition observed was the crowning of the Cotillion Queen. Nicole Ghazal of Cobbs Hall was crowned queen by last year's queen, Bev Thurston. Jeanne Weber of McCluer Hall was first attendant to the Queen. The other contestants were: Farida Anwary, Sally,

Variations in attire at Cotillion were unlimited, with everything from tuxedos and top hats to shirts and jeans for men, and formal gowns to Indian dresses for women. Remarkd LC I's Sandy Sather, "It was encouraging to see so many students representing all segments of the student body."



## Book Marks

### The Sacred Wow Collapses

by Jeannie Hind

In the early 14th century a Zen Buddhist called Muso wrote a poem: Vainly I dug for a perfect sky/Piling a barrier around./The one black night, lifting a heavy/Tile, I crushed the skeletal void!"

For him a problem had been resolved, but for the others the time is yet to come when the mysterious concept of "the void" can be dealt with. In a new novel, *Be Not Content* (Doubleday & Company, Inc., 1970) by William J. Craddock, this idea of 'the void' can become a frightening goal for a San Francisco acid-eater named Abel Egregore.

"I became an outlaw motorcyclist majoring in English at San Jose State College," Abel remarks at the beginning of his narrative, and from there the reader goes on a four year trip with Abel's mind. The time covered is roughly from 1963 to 1967 and is chronologically in step with the San Francisco psychedelic movement.

The novel is one of familiar involvement for many of its readers. There are heated arguments on policemen, where it is decided that: "Cops are doomed by their own hand. They should pray to be reborn a wino." A few passages later the tone has been changed: "Okay, not all cops are bastards... Some are good people sincerely dedicated to keeping the peace ...But if you're not breaking into a house or robbing a bank or raping an old lady...You aren't likely to meet the dedicated cop. He's too busy earning his pay trying to catch crooks and keep the peace."

With Abel and his many friends most of the familiar discussions on the draft, drugs common misunderstandings of

'the movement,' and goals are mentioned, debated and forgotten in a cloud of smoke. "Where do you suppose it's all going?" receives a disheartening reply: "If we learn anything from history...then the answer is probably 'nowhere.' Aside from the chemical catalyst of LSD, we haven't really come up with anything new. There have always been small minorities of drop-outs, forsaking the obvious games of society and retreating into sub-cultures, or no-cultures to contemplate their navels. They see and say the same old truths and change nothing."

The reader will hopefully become involved in the fun and miseries in Abel's quest for Final Truth. During a heavy acid-filled hallucination of God and 'the void', Abel finds he is unable to break from his ego and pulls himself and the reader down in a frantic wave of anxiety. Mr. Craddock's first novel has the ability to rock the emotions by assaulting them with common failures.

The strength of *Be Not Content* is in the characterizations. Mr. Craddock has filled his book with names and flashbiographies of countless freaks that influence Abel's life. They make the familiar political talks and disillusionments speed by pleasantly. In a description of Jerry Garcia, Craddock in the guise of Abel writes, "Behind the guitar, a sound-god guitarist ...picking up all the separate sounds and nolding them into a sun, then dropping the sun in an explosion of discord made harmonious by the suspension of time, soaring above the scattered music and swooping down to pull it all together again in the nick of time and space to save the world."

The novel is good, but it is not meant for everybody. Its marlet is as small as the culture it depicts. There is a tendency towards drawn out episodes of trips that may mean something to Abel, but are of no consequence to the reader. I can only say that his book is highly recommended to those concerned.

## Alice Parker Memorial Lecture Dr. Germaine Brée

### Literature Today

## RELEVANCE & IRRELEVANCE

Presented by; The A.A.U.P. (Lindenwood Chapter)

YOUNG HALL March 30 7:30 p.m.



# Spring Production Caucasian Chalk Circle

## Utilizes 'Flexible Theater', Innovative Set



Linda Piper (Natella Abashwilli), and her two lawyers react to their varying fortunes during the trial

The Spring presentation of the Lindenwood Players will introduce to Roemer Auditorium a new kind of theater.

*Caucasian Chalk Circle* by Bertolt Brecht will be presented there on the nights of March 26 and 27 at 8:00 p.m. The production will be in the style of 'flexible theater' which, by its use of a stage surrounding the audience, aims at encouraging the interaction between the audience and the actors.

Mrs. Mary Ann Smith, the play's director, promises her audience "a greater involvement with the play and the actors than they are used to" in conventional theater. At present the largest visible impact "flexible theater" has had on campus is the transformation of Roemer Auditorium. Seats have been removed, platforms constructed and a bridge built from the back of the audience to the extended stage. This bridge is particularly important to the play. "It becomes a recurring motif in the play," says Mary Ann, "on it, around it and across it we work out the several plots which eventually combine to give the play its unity."

The bridge and the accompanying stages were built by Technical Crew Head Steve Gannon and his devoted assistants.

"Roemer stage would have been impossible. So we put the audience up on it and built a-



Pat Ruth (Grusha) and Bert Brown (Azdak) exchange words during the trial scene at the end of Act 3



Gwen Mueller (Cook), Pat Ruth and David Konstam, foreground, David Dwiggins, Aaron Konstam (An Ironshirt) and Tom Hergert, background, all express glee at the outcome of the trial.

nother, in front of it for the actors. It took a lot of hard work; there was one week-end when the crew didn't leave Roemer except to eat."

The play itself is one of Brecht's "Parables for the Theater." "It concerns a balance between legal injustice and illegal justice," explains Mary Ann. "It has a couple of beheadings, a hanging, a war and a revolution," adds Meryl Woolf, the rehearsal assistant, "but it also has a happy ending."

There are 64 parts in *Caucasian Chalk Circle* and the cast list numbers 26 with almost all of the players having multiple roles. Among the twenty-six are students, faculty and the son of one of the faculty (himself in the production). The full cast list reads: Jack Mueller, Rudy Lama, Linda Piper, Craig Carlson, Rob Weaver, Paul Vandervelder, Ted Williams, David Dwiggins, Bert Brown, Tom Hergert, Sal Pizzo, Pat Ruth, Kathy Gallagher, Gwen Mueller, Herman Collins, Jill Fitzsimmons, Ann Dohoney, Donna Amison, Buffy Watson, Jeff Kleiman, Diane Hicks, Aaron Konstam, David Konstam, Richard Brandenburg, Robin Quimby, Marlene Howell and Jane Bagley.

The staff of the production includes Salvatore Pizzo, assisting the director, Meryl Woolf, rehearsal assistant, Steve Gannon, technical crew head and stage manager, John Dooley, Assistant stage manager, and costume mistress Linda Swartzenberg. The production has been designated as a convocation. Admission price for non-Lindenwood people is \$1.00.



Davis Konstam as the Governor's son, the cause of much of the drama in Acts 2 and 3



Tom Hergert in a reflective mood as Shauwa



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