



photo by Hyde

Dr. John Niccols receiving the Outstanding Faculty Member Award at the Honors Convocation. Giving the award is Miss Marsha Bassett representing the Student Senate of Lindenwood College. Dr. Niccols was chosen for the award by the students of the Lindenwood Colleges.

KCLC-FM Plans To Increase Coverage

Changes are coming to KCLC-FM on a large scale. The Lindenwood Colleges are committed to boosting the station's power over the coming summer from its present level of 10 watts to a more powerful 1500 watts.

According to station manager Bob Yuna, the construction permit is now in the works. The increase, according to Yuna, "will increase the scope of the station and hopefully provide a non-commercial alternative for listeners in St. Louis." While KCLC-FM now reached only the immediate St. Charles listening audience, it will later be able to reach all of St. Charles and St. Louis counties and also parts of southern Illinois.

While actual details are still incomplete as to whether the station will broadcast stereo or phonically remain monophonic, the station manager expects to receive much surplus equipment (tape-cartridge machines, tape recorders, etc.) over this summer from NBC. The large networks, he says, yearly update their equipment and donate the surplus to non-commercial stations. Also the addition of a production studio to the present facilities is being explored.

In discussing the present FM station, Yuna said, "We've quietly slipped into a progressive rock format." In considering the power increase he predicted that there would be "less St. Charles oriented programming and more concentration on west and north of St. Charles. Most students probably don't realize it, but it is not just all fields out there - this is the fastest growing county in Missouri." There were several points in favor of concentrating on the county, according to Yuna, and he felt the station would do well to avoid the St. Louis radio rat-race.

Yuna, regarding his own position of station manager said, "The station has expanded to the limit of a student's ability to manage it. It is a full time job now and no student can be expected to meet the needs of an expanded station." As for next year, Yuna indicated that a manager might be hired if funds became available, but added that it was not very likely.

KCLC-FM will stay on the air this summer on its usual frequency of 89.9. It will be staffed over the vacation months by students involved in a summer radio workshop.

LCII Holds 'Quiet' Elections; Posts Filled For 1971-72

In their quietest election to date the men of LC II elected Mark Weissinger to the position of Community Manager. Weissinger, a freshman, defeated the incumbent Rich Pelter, a junior, by a sizeable margin of 30 votes. He also nosed out Pat McMackin, David Levy and Bill Fakiris by at least 20 votes each.

In the day student runoff Carl Eschbaker edged Kenneth Koerner 60 to 34.

On campus hall councilmen for the coming year will be Jim Goldsby, 1st floor Ayres, Harold Russell, 1st floor Irwin, Rich Pelter, 2nd floor Ayres, Noren Kirksey 2nd floor Irwin,

Dave Levy 3rd floor Ayres, and Mike Hoff, 3rd floor Irwin.

Running the LC II Social Coordinate will be Jim Goldsby who defeated Harold Russell 65-39.

Coordinating the athletic events of the next season will be Noren Kirksey, Mark Weissinger, Phil Sommers, Peter Becker, Pat McMackin will serve on President Brown's Council of the Colleges.

Unless the faculty decides otherwise, Ed Zimmer will be attending the faculty meetings representing the student point of view.

In addition to the lengthy

slate, the ballot contained three constitution amendments thrown open to referendum. The amendments concerned election procedures and the quorums required for a town hall meeting.

Under the specifications of the amendments that passed students no longer need to petition their peers for the right to be slated for elections. Instead they need only to write a letter of candidacy to the chairman of the ways and means committee. The quorum at Town Hall Meetings was lowered to thirty per cent. Runoff procedures were adopted in a third amendment.

Weissinger Stresses Importance Of Optimizing Communication

"I feel that the LCII government stagnated a lot this year. Nothing got done. I didn't see too many new faces running for Community Manager, so Iran." Thus Mark Weissinger summed up the reasons behind his recently successful campaign for LC II Community Manager. "Considering the lack of publicity for the election the voting turnout was quite good - the general consensus is that a lot of things are going to have to be done," he added.

Weissinger sees the main problem of the LC II government as a lack of communication between it and the student body as a whole. He believes that this can be remedied. "There is a problem," he said, "in that there's lack of communication between the Community Manager and the various committees. This perpetuates the myth of the Community Man-

ager being the dominant figure in student government. I would like to incorporate actions of specific committees into Lindenwood II Life. Also I would compel - or influence - committee members, especially those on the Student Life Committee, to relay information to me or send information to the students through the Dean's secretary. It's a very simple matter - but it's been neglected over the past year."

A key element in Weissinger's plans for next year is his own personal initiative, as well as support from the student body. He wants to codify all the LC II rules and laws, particularly those governing election proceedings and the Judicial Board. About the latter, he said, "I seriously doubt whether we will be able to re-establish the power of the Judicial Board, after what happen-

ed in October. I'm very discouraged about that. I'd like to get a joint judicial code with LC I, but we've met with obstacles." Another innovation that Weissinger has in mind is a Hall Council code, which would deal with certain incidents detrimental to the community: "disturbing the peace, keeping people awake with a loud stereo, breaking things. All infractions would be judged by the Hall Council. Say, if you broke things, you'd have to pay for them. If you still broke things, you'd work a while in the library or somewhere else. If you kept on breaking things, you'd obviously have a problem and we'd refer you to the proper counselors."

He sees a strong need for LC II to disassociate itself in some ways, from LC I. "LC II

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photo by Hyde

The new LCII Community Manager, Mark Weissinger, seen talking to President John Brown.

Beta Chi Holds 9th Horse Show

A scenic and traditional ritual known as the Ninth Annual Beta Chi Horse Show took place May 1 and 2 on the St. Charles Fairgrounds.

It began at eight o'clock Saturday morning with a group of "classes" — that is, events — devoted to horses trained for jumping and the horsemanship of their riders. The riders, almost all female, wore business-like riding jackets and the traditional little velvet hunting

began. For some of these the entrants wore hunt "tack" as for the jumping contests; for others the riders wore derbies and ties as well as their riding jackets. "Saddle seat" saddles replaced the earlier jumping variety. Many of the horses in this event had their manes or tails cropped, or were covered with ribbons. The announcer had the entrants walk, trot, and canter around the ring; then they would line

ence, "If I don't feel like I'm in the Midwest now, I'm never going to feel it." Another griped, "Enough nuts come to a horse show to feed an elephant."

During the Advanced Hunter Seat Equitation class for Lindenwood students, freshman Cindy Willoughby fell from Star Chief and broke her shoulder, but a ribbon for sixth place was sent to her later. Another event which aroused talk among Lindenwood people was the Be-



Beta Chi members riding in the May 1st horse show

caps; the saddles on their horses had short stirrups and vertical ledges for the riders' knees to rest on during jumps. A series of hurdles was set up in the ring, raised higher or lower depending on the particular event, and horses and riders were judged according to aplomb and skill with which they took the jumps. John T. Franklin, the judge of these events, awarded a trophy and four ribbons for different classes by Lindenwood's Anne Schambye Ridenwood General.

As the afternoon began the hurdles were removed from the field and classes "on the flat"

up to be inspected and receive prizes.

As the English Pleasure Horse class lined up for the judge to examine the entrants more closely, the formerly quiet audience began whooping and clapping, banging soda cans and waving cloths. Some event brought out special horse-startling contraptions consisting of large, noisy polyethylene bags attached to the end of long wires. This was evidently a partisan attempt to get horses' attention so they would prick up their ears and look intelligent as the judge came by. Said one member of the audi-

encing Saddle Seat Equitation class for Lindenwood students, which set a school first — Pat McMackin became the first Lindenwood man to win a trophy at the annual horse show. Other Lindenwood students to win trophies in the afternoon's event were Laura Bland, Anne Schambye, Marilyn Moore, Mary Todd Wise, Linda Fitzgerald, and Susan Barklage.

Saturday evening began cloudy and turned worse. The square dance was cancelled, but apart from that the show went

photo by Kritz

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Seniors Dance And Lunch With Alums

Amidst tradition and innovation the senior ladies of LC I celebrated the spring season in May Day activities. Following an alumnae meeting, a May Dance and luncheon were attended by senior women, alumnae and administrators.

A ten o'clock meeting of the Lindenwood Alumnae Association was held in Cobbs Hall.

Presided over by Mrs. Brewer, the association discussed its functions and recruitment.

At nearly twenty strokes past high noon, eleven Lindenwood I students descended the front stairs of Roemer Hall and proceeded to the dance grounds on front campus. Garbed in what appeared to be the essence of early attic these May maids each plucked a streamer of crepe paper from the May Pole and commenced in ceremonial tribute.

Following the choreographed antics, Marsha Hollander, Pattie Morrison, Cathi Smith,

Susie Bridges, Darcie Stout, Berte Baker, Mary Collier, Sandy Siehl, Janet Acton, Ann Cruza, and Kristi Mochow pre-

sented a bouquet to Mrs. Brewer, the 1971 May Day Queen.

Immediately following the May Day dance, a luncheon was held in the Ayres Private Dining Room for Alumnae, administrators and graduating seniors. Clustered about the room were separate tables signifying the seating arrangements by the date of graduation. Such years as 1926, 1936, and up to 1971 were all represented, showing quite a diversity in the Lindenwood Ladies of yesterday and today. A buffet-style meal displaying a variety of cafeteria delicacies was partaken of by all present. Mr. Thorpe, always willing to try new ways of cooking to please his audience, went so far as to devise a special method of cooking chicken, awaiting the verdict of his innovation.



The traditional Maypole dance

photo by Hyde

Book Marks

Tom Wolfe Repeats

by Jeannie Hind

Back in 1854 a man named William Curtis wrote *The Potiphar Papers*. This was a group of satirical essays on New York's upper class. It was very popular, and much of its success was attributed to the American's love of satire. Since most people could not savor the richness of these nouveau riche they enjoyed seeing them as buffoons. It made it easier to swallow the idea of not being able to flaunt it.

A little over a hundred years later this type of satire is still being written. A young writer with a PhD. from Yale in American Studies has found that writing "faction" or facts reading like fiction, is a good way to get the American people to see themselves as others see them. His name is Tom Wolfe, and he has a new book out called *Radical Chic & Mau-mauing the Flak Catchers* (Farrar, Straus & Giroux, 1970.)

He began writing journalistic essays for magazines such as *Harper's* and *The New Yorker*. His first book, *The Kandy-Kolored Tangerine Flake Streamline Baby*, and his next novel, *The Pumphouse Gang*, were collections of these essays. These novels gave Tom Wolfe plenty of room to move his verbal machine around. He cruises from Murray the K, a New York disc spinner at WINS, to Ed "Big Daddy" Roth and his dragster the "Yellow Fang" to Marshall McLuhan and his snap-on necktie with plastic buttons.

When Wolfe decided to put out a book on one topic it proved to be his best. With *The Electric Kool-Aid Acid Test* he gained wide recognition. He picked up the young people left by Kerouac's *On The Road* and nourished them with a new road hero, Ken Kesey and his Merry Pranksters. In this novel he was not confined to short essays where the descriptions had to be kept short, concise word explosions. Here the cog word goes on the verbal machine. While it was pumping and churning away it steamed out descriptions like this: "And rrrrrrrrrrrrrrrrrrrrr those

fantastic neon bubbles rushing out of the heart square into the human squash and bursting into — SKULL MIRRORS! out of Nipponese kaleidoscope got it down Grant through a door of tessellated straw over the carvings of the Hell's Angels on the table here brought into *The Movie*"

Now Wolfe has reverted. His new book contains two short essays and is not the kind of novel anticipated from the man who brought us *Kesey* in such a fine book. "Radical Chic", the first and longest of the essays, is a bitingly funny account of a fund-raising party the Leonard Bernsteins' gave for the Panther 21.

Sigmund Freud wrote: "To make someone else comical, the method most commonly employed is to transfer him into situations wherein he becomes comical regardless of his personal qualities . . ." So, Tom Wolfe has taken the condoctor and placed him in his co-op apartment with the Park Avenue Elite, the Panthers, and a tray of "Roquefort cheese morsels rolled in crushed nuts."

The Bernsteins' have managed to have their decor described as well as being noted for having the first Panther in a Park Avenue co-op. They have managed something only the Radical Chic can do; they have held a fund-raising party and it is not tax deductible! This surely proves that the cause is greater than the cost, but is the cause the Panther 21 or the social event? The Radical Chic are the off-springs of the people from Mr. Curtis' novel. They have kept a strong line going for over a hundred years and show little sign of mutation or improvement.

"Mau-mauing the Flak Catchers," the other essay in Wolfe's ethic duet, is better. Mr. Wolfe has given himself a larger field to play; in; instead of the Park Avenue living room there is the city of San Francisco. The city's anti-poverty offices are immediately introduced as theatres where only political placards take place. It is a chess board, and the pieces are the mau-mauers and the flak catchers.

As the San Francisco blacks have learned, the anti-poverty offices do not come looking for the "hardcore blackrage bad ass furious funky ghetto youth"; they use the "Ethnic Catering Service." The blacks get a group if fiery looking ghetto dwellers and go downtown to "mau-mau" or terrorize ver-

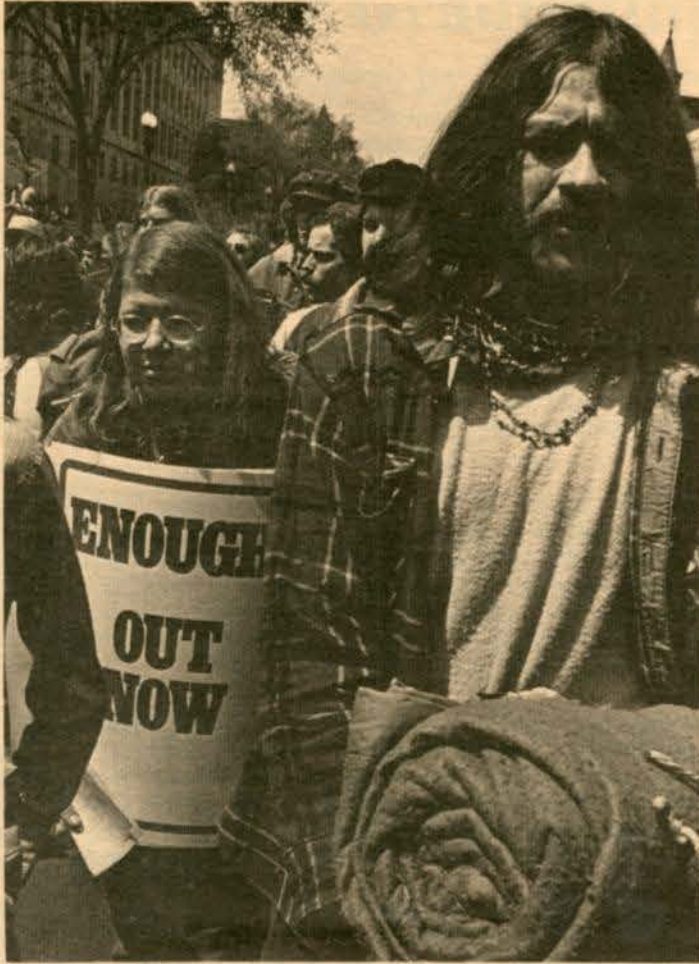
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Washington Demonstrations Attract LC Students



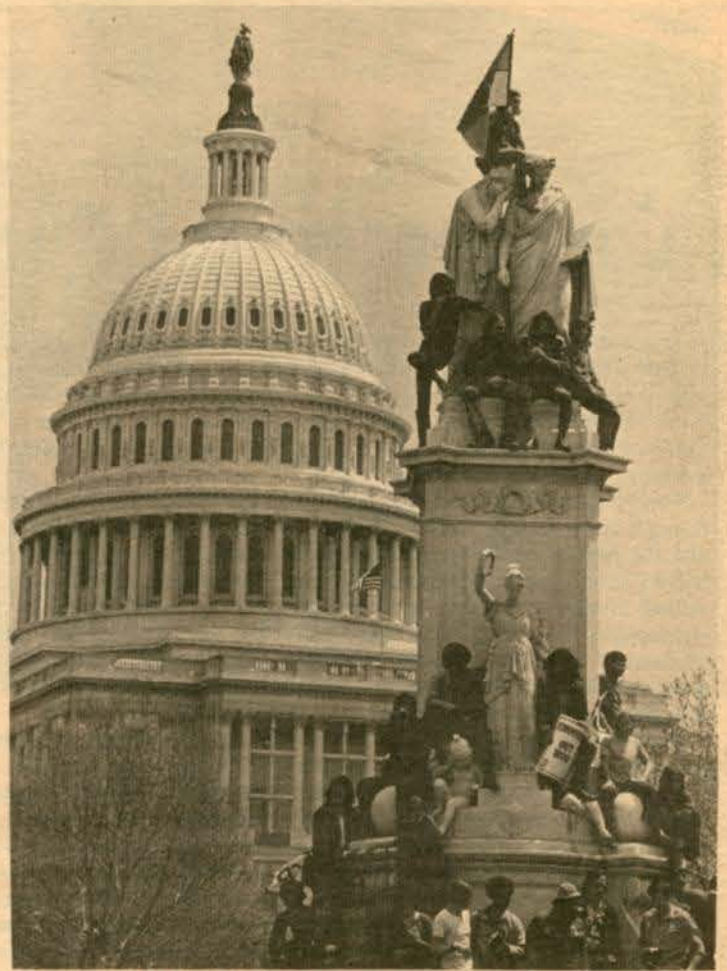
Lindenwood students Ann Demarrais (center, with sign) and Dennis Connors (far right) marching down Pa. Ave. towards the Capitol photo by Hyde

Marchers Pack Mall Grounds

On Thursday, April 22, approximately twenty Lindenwood students traveled by various means to Washington, D.C., to participate in a march and demonstration opening the spring peace offensive (April 24-May 5) sponsored by the National Peace Action Coalition.

By Saturday morning the Mall and the downtown areas of the capitol were swollen with nearly 200,000 demonstrators; students, veterans, union workers, housewives; businessmen, and other assorted citizens, all marching with a common plea—immediate withdrawal of all U.S. Forces in Southeast Asia. The NPAC brought together a diverse group of concerned people because of the coalition's broad based stand against war, sexism, racism, and repression.

The march down Pennsylvania Ave. at noon was a teeming sea of people that eventually filled the eight-lane avenue from the White House to the Capitol Building; a distance of fifteen blocks through the center of the triangular cluster of



Demonstrators waving the Viet Cong flag from the top of a monument in the middle of Pennsylvania Ave. during the height of the April 24th march photo by Hyde



Rich Pelter and Dennis Connors sharing a park bench with the D.C. police

photo by Hyde

government buildings in downtown Washington.

The march was followed by speeches from the steps of the Capitol Building. Speakers included the Reverend Ralph Abernathy, Senator Vance Harke (D-Ind.), and reknowned rock singer Country Joe McDonald, who greatly lifted spirits in the crowd by leading demonstrators in the ever-popular anti-war "Fish Cheer"

Much of the credit for the absence of major violence in the capitol that weekend belongs to the Washington Metropolitan police. The 5100-man force was divided evenly into twelve hour shifts throughout the city, and protected erstwhile pedestrians from motor traffic with unexpected courtesy and efficiency. Their benevolence, however, vanished on Monday, the 26th with the expiration of the parading and camping permits issued to the N.P.A.C. by the Justice Department.



Salutation to the photographer

The violence and mass arrests that have followed that weekend of peaceful marching have caused a predictable loss of support for the demonstrators from congressional leaders and the American people.

Parading without a permit has never rubbed well with them at all

Close-ups

Savages And Human Beings

by Jerry Kritz

Since the motion picture popularized the western, over fifty years ago, we have seen cavalry charges against the savage Indians who invariably bit the dust. The justification was easy. Everyone knows, or at least all who watch westerns, that Indians were blood-thirsty savages who had nothing better to do than to wage unmerciful war against the white man. They were also an obstacle to the white man's building of a great nation (under God, liberty and justice for all, etc.) So there could be no other solution. The savages died. There have of course been good Indians in motion pictures, but they were good only as long as they served the white man's purpose. Little Big Man deviates from this unwritten code

of the west and of the film. It is a unique kind of story that looks at the conflict between the white man and the Indian from both sides, in a sometimes sensitive, sometimes brutal and always human manner.

The film opens and closes on an interview between a young historian, Jack Crabb, one hundred-twenty-one year old survivor of the Battle of the Little Big Horn. Out of the silence we hear the old man's voice as the titles begin. There is no music. Then we see him. Jack Crabb is in a nursing home as he relates the story. He begins, "I am the sole white survivor of the Battle of the Little Big Horn." We are introduced to Crabb's life at age ten in 1861 and follow it through to the battle in 1876. The old Indian fighter

tells the entire story in flashbacks. As a boy he survived a Pawnee attack on a wagon train and was found and raised by the Cheyenne. After this he fluctuates between the world of the white man and the Cheyenne until the two collide at the Little Big Horn.

The boy's early years are spent in the Cheyenne camp. He is a warrior and earns the title "little big man" from his grandfather. Crabb is constantly between the white man's world and that of the Indian. He holds positions of frontier schoolboy, young Cheyenne brave, carnival man, gun-fighter, storekeeper, boozier, hermit and finally ends up as a cavalry mule-skinner for

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Editorials

Commencement Redtape

Procrastination seems to be a continuous practice among most of us today, no matter what it is related to. We all resort to its practice in one way or another, and either way it is a prominent facet of college life. In the particular instance we are about to mention, procrastination proved to be more bad than good. The occurrence involved this year's Senior class when the time arrived to select a Commencement speaker.

The traditional process of choosing a Commencement speaker involved cutting through such administrative red tape by way of meetings between President Brown and the Senior Officers, plus separate meetings between President Brown and the faculty board initiated to handle such procedures. As the story goes, a list was submitted from the Seniors to President Brown, concerning possible candidates for Graduation speakers. This particular list was turned over before the recess of Christmas vacation, back in December. The list of nominees was to be reviewed and considered by President Brown and the board, and returned to the Seniors within a reasonable amount of time.

Repeated trips were made to President Brown's Office to ascertain any results, the reply from above being the list was still under consideration.

Finally another meeting of the Senior Officers from both Colleges with President Brown was held in the middle of April. The Seniors were handed a completely new list of candidates, with not even one name from the original list on this new list. The Senior Officers refused to accept this list and were instructed to submit another new, and small list of names to President Brown by the following morning. The situation grew extremely confused and complex with list after list after list.

The point of starting the process for Commencement speaker early in December was to assure the Seniors a fairly large choice of candidates to select from. The question was raised again and again about what action, if any, had been taken between February and the meeting in April. Obviously nothing was done, and the point of an early start was totally negated. Procrastination to the point of hopelessness won again.

A rather embarrassing moment must have occurred for President Brown at the April meeting when one Senior asked what had been done during the months not accounted for? The reply was to the effect it took at least two weeks to receive an answer from any candidate asked to be a Graduation speaker. Two weeks were then accounted for, but what about the many other weeks?

Co-operation between the Seniors (in particular the Senior Committee) and administrators is essential in making such important decisions as to a Commencement speaker. The gap or lack of co-operation was all too obvious. We believe that the Seniors of the class of 1971 are tired of the procrastination on the part of the administration, most especially President Brown. The whole process was handled so hap-hazardly that time grew too short to have any decent choice from which to select the Graduation speaker mainly because time would not allow any fairly influential figure to be asked for fear of him or her having already accepted a speaking engagement somewhere else. What should have been a further spur for quick action is the fact that Lindenwood does not pay Commencement speakers for their services, hence any person accepting a speaking invitation here does so on a strictly personal favor basis.

Just as this less than satisfactory situation has befallen the class of 1971, (and happened to previous graduating classes) so it will continue to occur unless some decisive action is taken on the part of the Seniors that will graduate from here to move not only themselves (they seem to have gotten that together) but also those above them a whole lot quicker.

Future Merits Study

Another academic year runs down and disappears at Lindenwood. Finals, papers, graduation, plans for return and transfer now begin to dominate student concern. Elections and selections are being made to fill posts for next year. The old saw of "off with the old and on with the new" seems to sum up the prevalent mood on campus.

And this is quite right. It would be hard to find a member of the community who could point with satisfaction to the achievement of the colleges, taken as a whole, this year. It would be equally hard to find anyone whose vision has been fulfilled, particularly in the area of human relations. The various elements of the community seem to be drifting further and further apart and caring less and less about the rift. The situation has quickly and easily assumed all the permanence of a "fait accompli". So "out with the old", and as quickly as possible!

But, lest it be said that students are in too much of a hurry to dispense with the past, that students have only a very temporary view of the college and its priorities, it would seem wise to slow down a little we all put "in the new." This academic year, while lacking the dramatic highs and lows of the last one, has probably been even more disillusioning. Attitudes have been hardened, and, particularly at LC II, there seems to be an irreconcilable rift between students and administration.

So perhaps the putting "on of the new" should be delayed until students and administration can examine their goals and objectives. If some really clearcut definition of administration attitudes about the colleges, projection for their futures and objectives for the coming year were forthcoming, the individual student would then be in a better position to evaluate himself with respect to his future at the colleges. Since the political and governmental attitudes of the administration seemed to have reached a temporary limit of liberality, students should be aware that massive changes are not likely to be forthcoming in the area of campus governance. If some basic marriage between the objectives of a student and those of the administration is not possible, perhaps divorce should be tried.

To facilitate such mature consideration the administration could put out a brief statement of the type indicated above. This would enable the students to exercise most easily the obvious right of choice with little or no damage to their educational careers.

Letter To The Editors

Dear Sir:

In the main address of the 1971 Honors Day Program for the Lindenwood Colleges, Dr. John Anthony Brown presented, in appropriately modified form, a number of thoughts concerning the crisis of government in today's private college. Beginning with an impressive reference to Dostoevski, Mr. Brown stated that when no purpose is present in a college, all is permitted. Mr. Brown neglected to mention that primary in any college's "mission" is the set of priorities that dictates that college's life. With that precept in mind, it is logical to conclude that a college without priorities has little or no purpose.

The matter of priorities is of no little confusion to students who attempt to comprehend with some intelligence the decisions that are besetting our institution. One wonders where the college's priorities lie when it eliminates all part-time professorial instruction. One wonders where the college's priorities lie when one department must eliminate a recent recipient of his Ph.D because they must not increase departmental

course offerings. One wonders where the college's priorities lie when money is dredged up to pay for the acquisition of a full-time dean for Lindenwood College II, in spite of a supposedly all-college policy of eliminating any vacated position that does not need to be retained. A full-time dean for 160 students is ridiculous, especially considering the avowed intention of the administration to assign the vast majority of the student personnel work of LC II to the Community Manager. It is even more ridiculous when the number of courses that could be offered by a part-time faculty if the same money was used properly is considered.

The remainder of the president's speech concerned itself with three major difficulties facing colleges like the Lindenwoods. First, Mr. Brown mentioned the practiced reluctance of colleges to allow civil authorities to come on campus. Students seldom are able to maintain an appropriate amount of anonymity to be qualified to sit in judgement of their fellow students. The attempt to make civil procedure for the small college community is ludicrous.

It is no wonder that student judicial proceedings are seldom transcend the individual ego-trips of the student "judges." Here Mr. Brown's criticism is well-justified. However, students should be well enough conditioned to the alternatives of such an imperfect system by now. I am unsure that an administrative tribunal on a campus of less than 500 would be any more a satisfactory arrangement than the present student tribunal system.

Secondly, Mr. Brown bemoaned the invasion of the country's legal institutions upon ancient prerogatives traditionally held by the "permanent" members of tenuer were mentioned, and cases regarding student rights were alluded to. If the present administration's policies are so innovative, why aren't the tenure procedures modified to suit present conditions? If innovation is a way of life at Lindenwood, why do we have a remarkable number of non-producing professors whose major specialty seems to be academic longevity? Furthermore, if the private college

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THE IBIS

Vol. 3, No. 9

May 7, 1971

Executive Editor
David Dwiggins

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

Student Focus Leaving or Graduating

by Betsy Cody

"Everyone around here is apathetic, depressed and neurotic" - L.C. II Sophomore. Something around campus is currently busy touching students with a transferring urge. Depending on whom you talk to, Lindenwood can be either a one year, two year or four year school. Why is the mood of "I have to get out of this place" so prevalent at Lindenwood? Conversely, why do certain students stay all four years? I spoke to a number of students from both colleges. Some are planning to transfer; some are staying. A few are quite upset with Lindenwood: "There's a lot about this campus that I don't like", said one sophomore, James Simmons, who is transferring to the University of Texas next year. "All of the departments are only half functioning, because I guess I need a school with a larger curriculum; I'm thinking about majoring in French. It's a bad campus if you don't have transportation - like being on an island. I like to be able to just get on a bus and go someplace and the mini-bus . . . well . . ." (He let the sentence trail off.)

Randy Fujimoto is transferring back to his state university. When I asked why he was leaving he shrugged his shoulders and said simply, "I want to go home, man". "I really have no bitch against the school. I like the academics and I'm going to miss the pretty campus. There are some good people here too but I want to go home to the ocean and the great weather."

Financial consideration seems to play a great part in the decision to transfer. The cut-backs in financial aid have

affected a great many students some of whom would like to come back but are not sure whether or not their aid will come through. Woman freshman Martha Denny, who is going to the University of Missouri next year said: "Money is the main reason I'm leaving. I need a scholarship but my grade point average was below what was needed to get one. Also, it's hard being around people who spend a lot of money when you don't have much. You tend to spend more."

A number of freshman students I talked to were of the opinion that they would like to come back next year but would leave the year after that. Kevin Kirby put it this way: "Hell, it's too much of a hassle to transfer out. Some credits don't get accepted, etc. I figure two years at this place is enough."

I asked him what might encourage him to stay at Lindenwood. "More of a work/study program," he replied. "I'm interested in doing work in the community-getting off campus. In general, more receptivity to new ideas, plans, activities. I'm really turned off by the apathy around here."

Then there are the students who choose to go through four years here. Two LC I graduating seniors, Missy Higgins, an elementary education major, and Sandy Sather, a German major, gave me their thoughts on why they had stayed.

"Well," said Missy, "I was too lazy to transfer and I didn't feel the need for several college experiences. Also I like it here - the personal contact you get with your advisor and professors in general. The department I was in, education is good. I can see why some kids



Sandy Sather, LCI senior.

photo by Hyde

Mau-maus Radical Chic

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would transfer, especially if they're in poly sci or sociology or one of the smaller departments. I came here because I wanted to go to a small college and there's have been no point in transferring to another small similar school. I'd never go to a large university - I guess some kids like that."

Both girls agreed that Lindenwood is a haven for people that want to be themselves. "You can go to classes and back, and no one will bother you," Sandy said. "If you want a lot of friends and to know everybody, you can do that too."

Virtually all the students I talked to were in agreement on the unusual nature of the student body here. Comments ranged from: "everyone here is apathetic and neurotic", to "everyone here is fantastic-there's so much diversity."

Otherwise it's difficult to pinpoint exactly why more students choose not to finish out their four years here. Money, lack of courses, isolation - all these are factors; but the bad spirit touches Lindenwood with something else, a real lack of caring for the school. The mood of apathy and frustration is quite noticeable when you talk to students who contemplate leaving. I was left wondering exactly what could be done.

bally the man in charge. Wolfe even goes as far as to state that mau-mauing is encouraged by the offices. If it were not for these groups the anti-poverty program would have to go the ghetto and find these hardcore blacks!

The flak catchers turn out to be the targets for the mau-mauers. The number one man is usually away on business when the "Ethnic Catering Service" comes to call. So the flak catcher, who is "like the professional mourners you can hire in Chinatown", gets to sit there, be terrorized, and catch flak for the number one man.

This essay is by far the superior one. It moves at a quicker pace and Wolfe has spent less time toying with decor. One ends up wondering if the essays were written because Wolfe found the groups so readily adaptable to his satire, or if he felt the politics involved were absurd enough to point out. Whatever the reason, Wolfe's newest book is held together primarily by his unique ability to

make his words laugh at the situations at hand.

He has a way of giving the reader an image that cannot be easily forgotten. In "Mau-mauing the Flak Catchers" he writes:

"A little girl carrying a soft-top beer-style container of Fresca is about to collide with a little boy holding a double-dip Baskin-Robbins strawberry rhubarb sherbert, cone, and the City Hall lifers can envision it already: a liver red blob of sherbert sailing over the marble expanse of the City Hall lobby on a foaming bilegreen sea of Fresca . . ."

The book has met with both approval and dissatisfaction. Wolfe is probably at his best when he finds one topic and sticks to it. He found such a thing in Kesey and came up with along, beautiful book. But, a man like Kesey comes around only so often. In the meantime Tom Wolfe has chosen to let the wheel roll over those with too much or those with too little, thus leaving his reading public to chew on "Roquefort cheese morsels rolled in crushed nuts" until he finds another subject suitable for his genius.

Letter To The Editors

is going to the state asking for student aid, shouldn't the state have the right to ask that a student's career is not subject to the whims of some administrator who may not like his life style?

Thirdly, Mr. Brown referred to the problems of somehow finding a new concensus to meet with the problems besetting today's colleges. To anyone with student government experience on the Lindenwood campus this should ring a familiar, if not bitter, bell. All too often, the Lindenwood's concensus has been the mere echoing of administrative decisions which were already made. All too often, this new concensus has come to

means simply to get together, talk about it, and do it the way they wanted to do it all along.

I would hope that my observations on Mr. Brown's address are not too harsh. I am a concerned student, and I do (or did) care about the Lindenwoods. While this letter is long on questions and short on solutions, I am empowered to do little more according to Mr. Brown's rules on college decision-making. You see, I am a student - a graduating senior. Graduating seniors, as we all know, are not permanent members of the college's community.

Name Witheld By Request



Grandma (Stephen Hyde) and the Young Man (Bob Palmer) converse during a scene from Edward Albee's 'The American Dream', presented with 'The Zoo Story' on May 7 & 8 in the Carriage House. Both plays were under the direction of LC student Meryl Woolf.

photo by Dwiggins

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 students of The Lindenwood Colleges.

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Faculty Focus

Sailing To Byzantium

by C.B. Carlson

My purpose is to offer a reaction to the Lindenwood academic environment and to suggest an approach to teaching. The hope is to identify problems, offer a solution and stimulate discussion.

My classroom experience year has been unusually frustrating and distressing; my students seem like weary butterflies stuck in the mud, fluttering weakly. Books are unread, participation is minimal, classes are sporadically attended. Two students have fallen asleep on my living room rug during discussions about modern poetry; ten students neither took the mass communication midterm nor were concerned enough to reply to notes of inquiry. I sense a general student lack of responsibility initiative and maturity a wallowing, drooping malaise of the spirit.

If I am not indeed as successful a teacher as I want to be, I wonder if part of the reason involves student assumptions about what a teacher is and our common failure to define and share values and assumptions? Student definitions of my role involve at least five views and concomitant games, all of which I reflect: the teacher as cop, the teacher as electrician, the teacher as water pitcher, the teacher as

enemy and the teacher as revolutionary.

The teacher as cop constructs laws, arrests and punishes lawbreakers. Once the laws are established, academic success involves compliance and passive acceptance. Students become good citizens ~ academic criminals, reg. d by merit points or hunted down by frantic posses. Either result smothers intellectual exploration and creative freedom. I agree with Blake: "One law for the Lion and the Ox is Oppression."

A student once told me that my course did not "turn her on", and I immediately understood what she meant; she assumed that I was an electrician who know which of her buttons to push. With the teacher as electrician the student becomes a grumpy coaster, mute unmoving until all the right wires are connected. The game becomes one of hunting for parts in the dark; the risk becomes that the toaster will never toast.

The teacher as water pitcher is brother to the teacher as electrician. In this case students are water glasses filled with strange liquids. Since there is no change in the receptacle, the experience for both is mechanical and boring. The game is not to spill any liquid, even though it might bilious or the glass contaminated.

The teacher as enemy is potentially exciting, since it implies intellectual struggle and conflict, but this attitude more normally reflects itself as hostility, suspicion, of fear. The game is to see who is fastest with a failing grade or withdrawal card.

Lastly, the teacher as revolutionary, poor lad, is held accountable for pollution, administration bureaucracy, racism and the war in Vietnam. Students demand academic and social utopias and hold teachers indirectly responsible for every folly committed by man. Education becomes politicized or forgotten and W. B. Yeats is dismissed as a "male chauvinist pig." The game is to see who can become a post-office revolutionary crazy fellow or who can get to President Brown or Nixon's office the quickest.

My inability to accept any of these roles rests with three educational goals I value. First, I am concerned with students learning basic skills and concepts necessary to perform effectively in society. Second, students should learn how to learn independently - how to set objectives, how to formulate strategies to achieve their objectives and how to evaluate their performance relative to the objectives. Third, students should learn how to learn in-

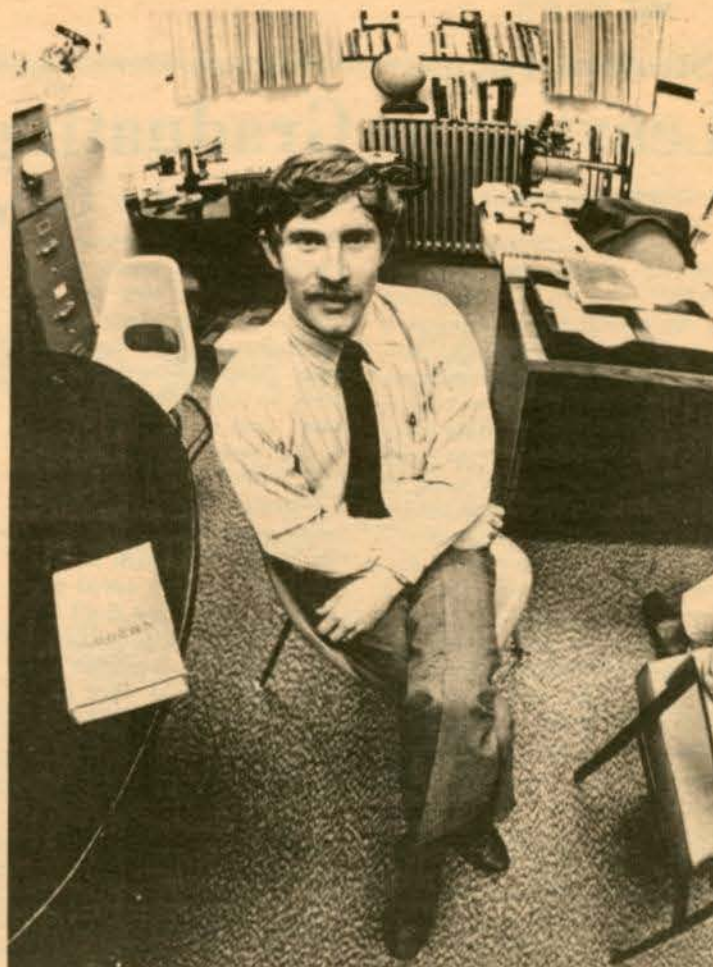


photo by Hyde

C. B. Carlson

terdependently - how to benefit from the knowledge, skills and experience of others, how to share one's own knowledge, skills and experiences with others and how to work cooperatively. Involved with all these goals, I value openness, candidness, sensitivity, effort, patience and clarity of expectations.

The advantage I see to accepting these educational goals is that they distribute responsibility equally between teacher and student. The teacher becomes a guide responsible for gaining all the understanding necessary to aid the student in arriving at his intellectual destination.

Cont. on Page Seven



Mrs. Pollok

"Fun, Games, Ping Pong, only 3200\$" proclaims the banner hanging from the abutment of the Leisure World Pavilion on the former site of Irwin Hall at the Lindenwood Colleges. When asked about the changes in status of the aged Lindenwood Landmark, a resident was heard to say: "Well you see one end of the building is 45 feet higher than the other and whenever you sit in a chair you always find yourself, in a reclining position. It's very inconvenient. The banner appeared just prior to Prospectives' Weekend and seems to have been an attempt to infuse that otherwise somewhat austere occasion with levity.

Its connived existence is questionable. Administration action appears unlikely. One high up official is quoted as saying of Irwin, "You couldn't pay me to go near the place." But time and the weather is already taking its toll and Leisure World's sign is running at its edges. What of Irwin's long time symbol and seer Bart Love? "It's all happening beneath me," quoth Bart.

The newest addition to the staff of the Lindenwood Colleges is Mrs. Eleanor Pollok, McCluer Hall's new Head Resident.

Mrs. Pollok replaces Mrs. Edna Steger, who served L.C. as Head Resident and Executive Hostess for fifteen years. This past May 1, she became Mrs. Joseph Maxwell, and resigned her position at L.C.

Mrs. Pollok a native of Webster Groves, Mo., is not entirely new to L.C. She replaced Mrs. Anthony in Irwin Hall for a short time last year, and Mrs. Steger in McCluer, last Thanksgiving. She will be in McCluer until the close of this spring semester.

Commenting on her job, Mrs. Pollok remarked, "It is delightful, especially for a person that's alone like myself. There is never a lonely moment here. I like being with young people; it's exhilarating."



HEAD

LINERS

Sitting pretty as queen of the Benefit Karate Tournament for the Officer Henke Fund, Saturday, May 1, was L.C.'s own Nancy Johnson.

Nancy, a freshman, who started taking karate at L.C. this spring, was selected to be queen by four karate instructors from Lindenwood and the St. Charles area. The judges observed the Karate classed at L.C. for several weeks before making their decision. "When they told me," Nancy commented, "I was shocked. I hadn't even known that I was being considered for queen."

As for the tournament, "It was a display of fantastic ability and enthusiasm," she smiled. Nancy presided at the tournament and presented the awards to the winners.

Nancy will be taking her test for the yellow belt in a few weeks and plans to continue in karate until she reaches the black belt.



Gary - John - Hampton - Taylor will make his collective musical debut at a concert to be given May 19th in Roemer Auditorium. The Overmind consists of John Taylor and Gary Hampton, two men of L.C. II who feel that Dr. Greenlaw should not have the whole musical scene to himself.

Gary is a former rock musician who turned down an offer to play with the noted musical group Bloodrock in order to come to Lindenwood. John turned down an equally engaging offer to sing with the Armed Forces Glee club in order to drink at the wells of knowledge.

This despotic duo will band together in order to perform a series of songs which they have written and arranged for the pleasure of music lovers at Lindenwood. Included in the program will be such local favorites as Up Yours, Spiro and The Ballad of Hester Prynne. A double arrangement of I Know You Rider will also be featured together with the unveiling of a new song which the Overmind has written entitled The Death Ship.

Also on the program will be a series of skits and scenes which John has written to be incorporated into the first annual faculty follies next fall. The skits feature Lindenwood's royalty of comedy, Ted Williams and Jeff Kleinman who will play President Brown and Dean Barnett, they will share the stage with Bonnie Blitz and Marsha Hollander. Miss Hollander will undertake the role of Dean Thomas.



Crabb Seeks Identity

cont. from page three

General George Custer. After the battle at Little Big Horn Crabb is again with the CHEYENNE and the sole white survivor, and he survives until the present when he tells his story.

Jack Crabb is a man in the middle. He grows up in a Cheyenne camp, but he is white by birth and must explore the white man's world. In this world each position he holds becomes worse than the last until he reaches the bottom with Custer at the Little Big Horn. When "Little Big Man" returns to the "human beings," the Cheyenne, he can again find some sort of dignity and happiness.

For the most part, the cast of Little Big Man is superb. Dustin Hoffman plays Jack Crabb, except in boyhood and

early adolescence, and Chief Dan George plays his grandfather. Both performances are superb. The weakest role is Faye Dunaway as a parson's wife who later turns up as a whore.

Little Big Man's director, Arthur Penn, has made his prejudices obvious in the film. For instance, when Indians attack a stage coach it is made funny, when cavalry attack an Indian village it is unbelievably brutal. Clearly Penn is concerned with the brutality of the white man and in the end of an era and a way of life in America.

Little Big Man is entertaining, touching, and an important film. Dustin Hoffman's acting under Arthur Penn's direction is superb. In short, it is a film that should not be missed.

WEISSINGER STRESSES COMMUNICATION . . .

cont. from page one

has got to be made more sovereign from LC I," he said, "as was the original idea. Mostly it hasn't happened because we have strong financial ties with the women's college."

Weissinger plans to return to Lindenwood in August to work with the new dean, familiarizing him with student government procedures. He hopes that together they can "work on long-range planning of LC II social functions and freshman orientation programs."

SAILING AND STRUGGLING . . .

cont. from page six

The student becomes a traveler, participating in or deciding on the direction of the trip and responsible to himself and to his guide for arriving successfully; both share

responsibility for the evaluation the result - to what extent and with what degree of quality were mutual expectations and objectives achieved? The game becomes an interesting journey through surprising lands in which both teacher and student grow together; it should involve dialogue, mutual concern respect and sharing. The game becomes one in which, to quote Kenneth Benne, "the pattern of authority must become one consonant with the collaboration of equals in a creative task." The task involves mutual intellectual and human growth.

I am certainly aware that many at Lindenwood are already sailing to Byzantium in their own constructions, but for those of us who are staggering I hope these educational goals might become an area of discussion and qualification, participation and possible sharing of values. If I can convince one student that I am neither cop, electrician, water pitcher, enemy, nor revolutionary, I think we both will have a chance of someday getting to Byzantium.

BETA CHI PRESENT HORSE SHOW . . .

cont. from page two

on inside on an icy cold cloudburst. This part of the show was mainly reserved for miscellaneous events - Tennessee Walking Horses, training to give an especially smooth ride; Morgan Park Horses, a special breed; a Lindenwood College Alumnae Class; an exhibition of a horse being trained for circus work; and a class of roadster ponies which were not ridden but pulled little carts behind them.

Midway through, the contests were interrupted by the circus horse exhibition. Mr. Rythm, a three year old saddle bred horse, had been trained to do twenty-five tricks and bowed, reared, balanced on a two foot square platform, walked on his knees, played dead, and sat up for his trainer, Mr. Darrel Wallen of Sedalia, Missouri.

Sunday's show was mostly devoted to saddle horse exhibitions, with derbies and flat saddles as before, and Western events - that is, much the same performance as the saddle horses except that the horses' gaits were spoken of as a walk, a jog trot, and a lope, and the entrants wore cowboy style gear - colorful Navaho style blankets under their saddles, saddles of tooled leather

with pommels, single reins, and riders in vests and cowboy hats. Lindenwood students who pulled in exceptional numbers of prizes Sunday afternoon were Mary Todd Wise, Sharon Niles, and Darcy Beintker.

The succession of contests was interrupted twice this time, once for another performance from Mr. Rythm, who did his tricks of Saturday night as well as praying for the audience and doing the hula until the wind blew his grass skirt off, and once for the traditional square dance on horseback which members of Beta Chi have done at each annual horse show. The square dance was quite a spectacle: the riders appeared in great white cowboy hats and flopping, ruffled blue chaps. Their flag bearers carried the American flag and the Beta Chi flag. As a country square dance record played, the riders "swung their partners" and "promenaded down that adle" with assurance, whooping at appropriate moments. After the dance, Anne Schambye, President of Beta Chi, presented Mrs. Fern Palmer Bittner, the director of Lindenwood's riding program, with an honorary pair of "jods" - riding pants. Then Anne rejoined the other dancers and with a final whoop they left the ring.

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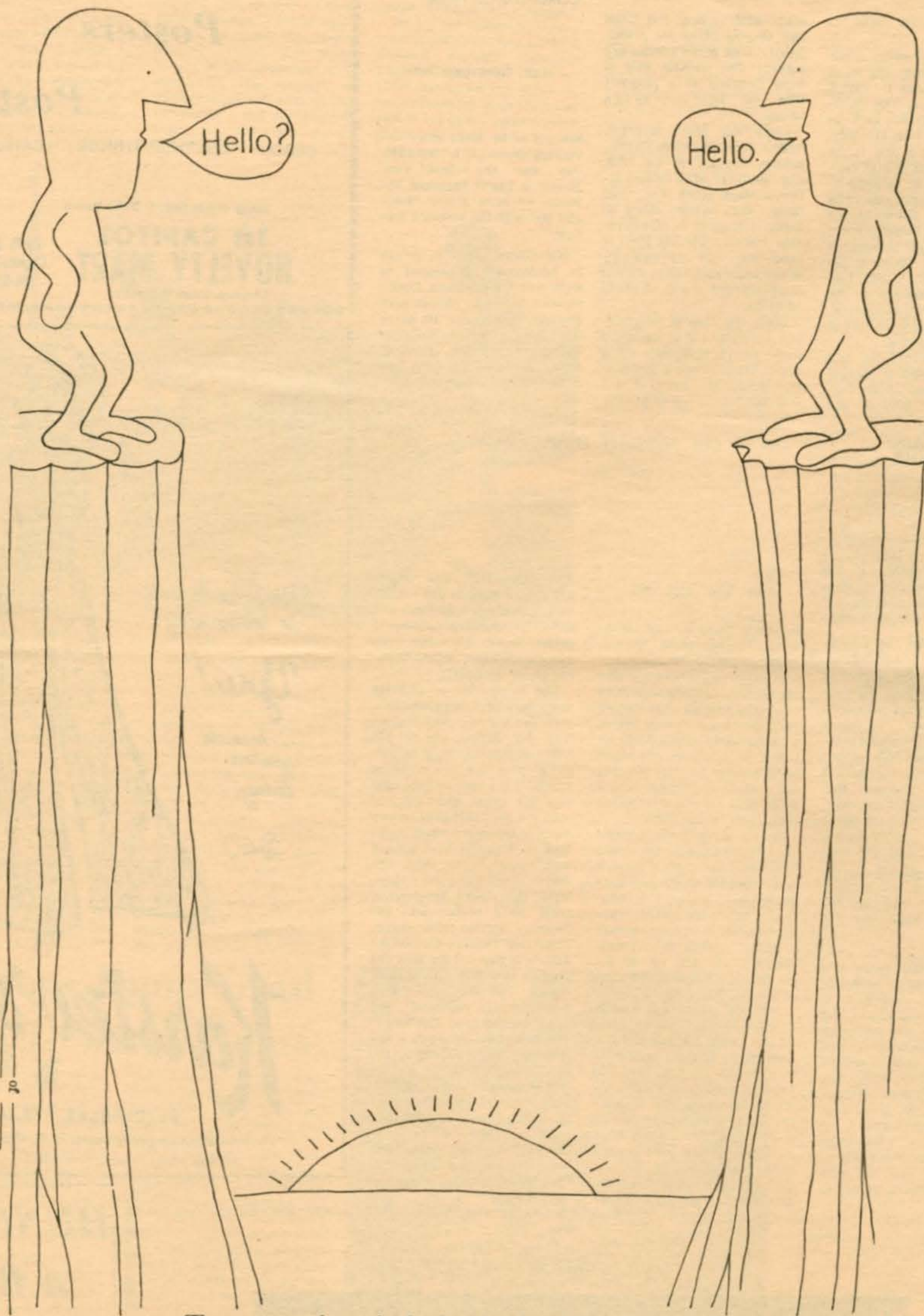
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