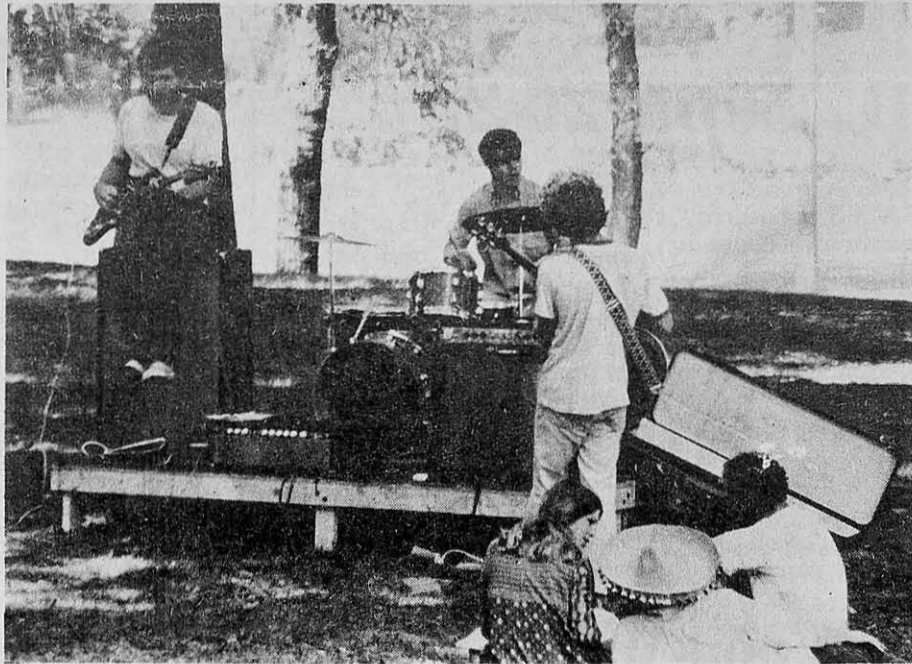


THE WELL

SEPTEMBER 18, 1970



pictures by patterson



LETTERS TO THE EDITOR

To the Editor:

May a 1921 Columbia graduate beg the opportunity of passing a helpful suggestion to your student readers who hope to influence the election of an anti-war, anti-military Congress this autumn. It is apparent that chronologically I am almost 45 years past 30, but those who know me well will attest, I believe, that in sympathies, attitudes and objectives I am well under 30.

A publication has appeared here nearby which I believe will prove useful to those of you who plan to work for a human-centered Congress in the upcoming elections. Many of you nearby have doubtless discovered the August 1970 issue of THE PROGRESSIVE MAGAZINE, founded in 1909 by Sen. Robert M. LaFollette, Sr. (408 W. Gorham St., Madison, Wis. 53703), but perhaps not those in more distant universities and colleges. I hasten to add that I have no personal or business interest or relationship in THE PROGRESSIVE in any remote way except that I share with you and THE PROGRESSIVE the passion for a world in which human beings and human values are first priorities.

Student humanists must direct effort not just at ending the Vietnam war but at the whole drift toward militaristic and authoritarian power accumulation. It is time that Congress and all of us faced frankly the basic question of whether an organized military establishment of any kind is compatible with a human-centered society in this age of super-technology.

The nonpartisan but liberal Committee for an Effective Congress in its 1970 Report asserts that we are at a crossroad of decision whether governmental policy is, in the coming era, to be constrained by the skillful, organized efforts of Messrs. Nixon, Mitchell and Agnew, supported by a \$5.8 million fund

Day Top---Self-Confrontation

In an age where confrontation is so frequent it seems strange to me that the potentially most decisive confrontation is virtually ignored. This confrontation is self-confrontation, where one confronts and encounters oneself. We are not accustomed to the concept of self-examination, of self-confrontation. Indeed, the opportunities for this confrontation are very few. Or are they? In any case, the opportunities are rarely used. As the Daytop Philosophy states in part: "We are here because there is no refuge, finally, from ourselves. Until a person confronts himself in the eyes and hearts of others he is running."

"The Concept," currently at the Loretto-Hilton Center, is an opportunity for us to confront ourselves in the eyes and hearts of others. This opportunity has been given to us by The Daytop Theatre Company, a group of young men and women who were formerly addicts.

The people in this group are not primarily actors, nor is "The Concept" primarily a play. The individuals are not as concerned with roles as they are with expressing themselves. "The Concept" does not "portray" human interaction and self-confrontation, it is human interac-

tion and self-confrontation. "The Concept" is conveyed not through people performing roles as characters, but by people. For this reason the message is conveyed directly and a very intense feeling is created not only on stage but in the theatre.

"The Concept" is very engrossing. From the very beginning one is drawn together with the people on stage. At first this is difficult, and one feels uncomfortable. But as the individuals on stage open up one finds oneself opening up too. The rapport and empathy between those on stage and those not steadily increases and reaches a fantastic, beautiful climax. A unity is established. One has made a step in confronting oneself. "Here, together, a person can at last appear clearly to oneself. . . ." (Daytop Philosophy)

You decide whether "The Concept" is a play or not, but take advantage of an opportunity to confront yourself.

james andrews

Note: "The Concept" runs through Saturday, September 19, 1970. Curtain is at 8:30 p.m. except Saturday, with two curtains at 6:30 and 9 p.m.

for a TV campaign toward a "politics of againstness" or as one Republican official frankly calls it, "active negativism"; or whether human rights and human beings are to have priority across the board. It is only a short half-step from this "active negativism" to a military-based authoritarian government.

If the values enunciated by Jefferson, Madison, Lincoln and the others like them are

to be saved, history if truly written must signally honor the students and young people who are the saving conscience of the world, steadying us as we run the rapids of change while little old men occupy seats of power and play with awesome weapons supplied by a super-technology.

I wish you well this fall.

Yours for a livable, human world,
John M. Chancellor

F-PAC Sept. 26-27

...The Fall-Peace Action Conference (F-PAC), sponsored by a broad coalition of peace-oriented organizations, will be held Saturday and Sunday, September 26 and 27.

The purpose of the conference is: 1) to further the alliance of Blacks, workers, students, and other sectors of the anti-war movement; 2) to plan activities for the fall peace offensive.

F-PAC will be held on the St. Louis University campus in

Kelley Auditorium, Lecture Hall No. 2, Room 305 of Busch Memorial Center, and Act II Coffee House.

The conference itself will be a number of workshops, recurring throughout the two-day period, centered on topics pertinent to the peace movement.

There is no charge or registration for the two-day conference and the public, especially those interested in peace and an end to the war, are invited.

Wood-Work

Richard Ullman, new member of the Webster College art faculty, is displaying his work in the Gallery of the Loretto-Hilton Center at the College through September 25. The exhibit of sculpture is titled, "Wood-Work."

Ullman attended the Cincinnati Art Academy and the University of Cincinnati. He is a

graduate of the Chicago Art Institute and studied at Edinburgh College of Art and St. Andrew's University in Scotland. He was formerly a graduate teaching fellow at Southern Illinois University where he designed an art involvement program for art appreciation students.

HISTORY OF FILM

Schedule

7:00 p.m. — 50c for non class members — Eden Library (unless otherwise indicated)

September 1	RETURN OF DRAW EGAN, 1917, starring the greatest and most authentic of all western stars, William S. Hart	
September 8	THE GREAT TRAIN ROBBERY, 1903, Edwin S. Porter, the film that revolutionized film making	Old Auditorium
September 15	TOL'ABLE DAVID, 1921 Henry King brilliantly edited American classic starring Richard Barthelmess	
September 22	Keystone Comedies directed by Mack Sennett, 1911-1920	
September 29	THREE MUSKETEERS, 1921, Fred Niblo starring Douglas Fairbanks	
October 6	FOOLISH WIVES, 1921, Erich Von Stroheim outstanding silent film director	
October 13	CITY LIGHTS, Charley Chaplin, 1931	Loretto-Hilton
October 20	ORIGINS OF THE MOTION PICTURE	
October 27	DISHONORED, 1931, Josef Von Sternberg with Marlene Dietrich	
November 3	BROKEN LULLABY, 1932, Ernest Lubitsch with Lionel Barrymore, Zasu Pitts	
November 10	KING KONG, 1933, E. B. Schoedsack	
November 17	TRIUMPH OF THE WILL, 1936, Leni Reifenstahl documentary with Adolph Hitler	
November 24	SHADOW OF A DOUBT, 1943, Alfred Hitchcock with Joseph Cotten, Hume Cronyn, Teresa Wright	
December 1	CITIZEN KANE, 1941, Orson Welles	
December 8	ON THE WATERFRONT, 1954, Elia Kazan with Marlon Brando and Rod Steiger	

Additional Screenings

September 9-12	THE RITUAL, Bergmann	Loretto-Hilton
October 7-10	Belacchio, FISTS IN THE POCKET	Loretto-Hilton
October 15-16	I'M NO ANGEL, Mae West	Loretto-Hilton
October 25-26	Kinetic Art II Loretto-Hilton	
October 31	DRACULA Old Auditorium	
November 1-2	Kinetic Art II	Loretto-Hilton
November 8-9	Kinetic Art II	Loretto-Hilton

THERE IS A DRUG RESCUE SERVICE NOW AVAILABLE TO STUDENTS

At this time complete details are not available but students will be informed of procedures once everything is decided upon.

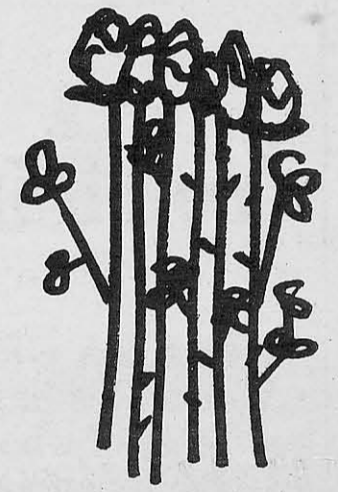
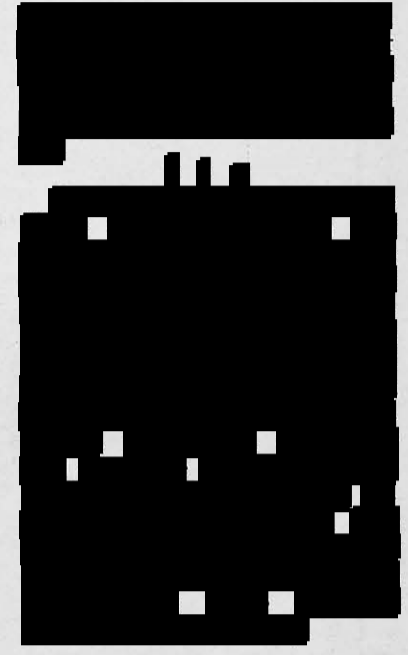
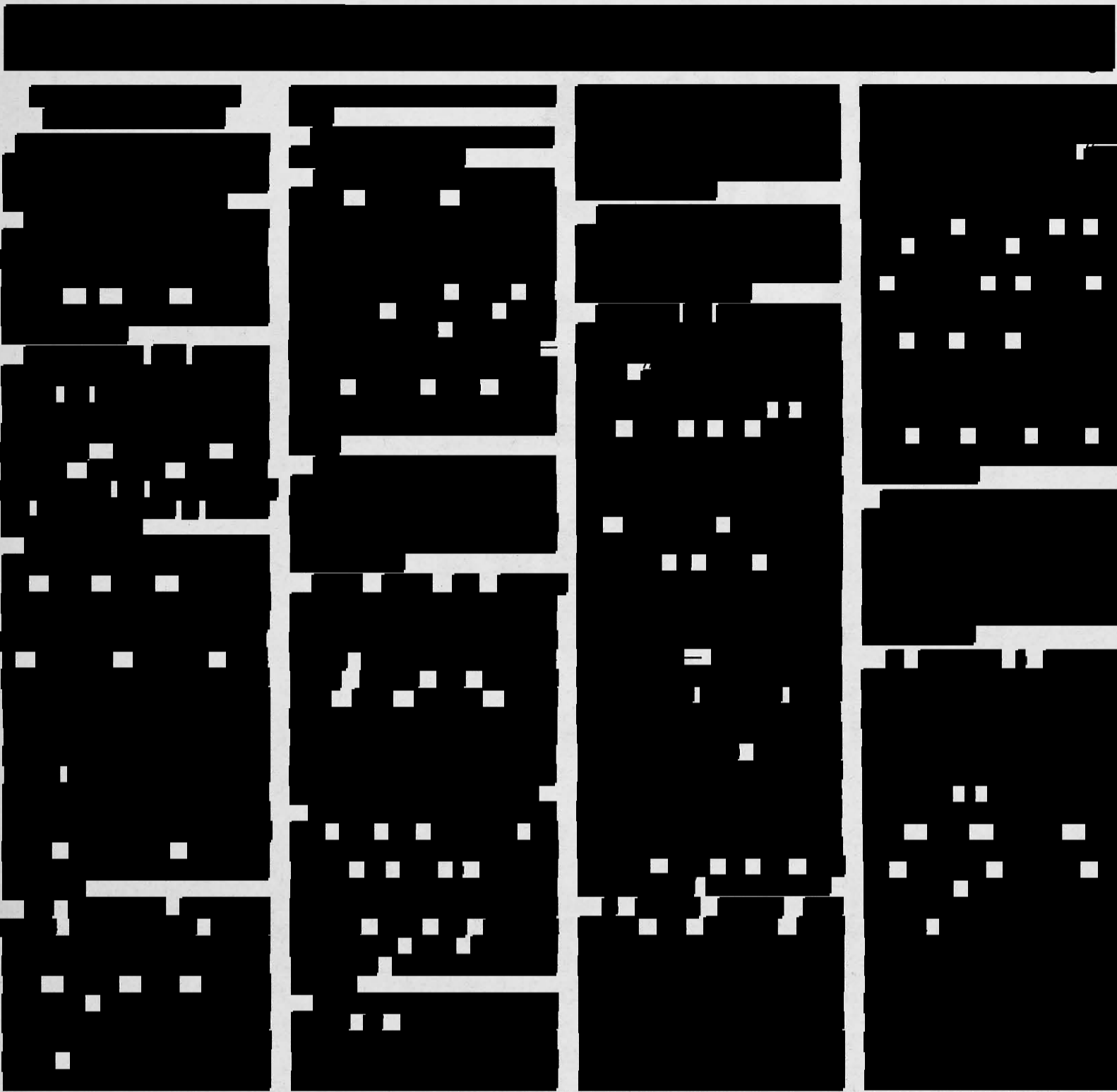
IN THE MEANTIME IF YOU NEED HELP CONTACT:
ANY ONE OF THE FOLLOWING PEOPLE:

Doug Isaac	251 Maria	John Weiss	
Earl Davis	152 Maria	Mike Goldberg	727-3192
Chris Patterson	302 Loretto	Dan Johnson	962-1268 (home)
Linda Clinton	104 Loretto		or Ext. 355
Anne Zingraff	302 Loretto	Dick Michaud	Extension 258

the WEB

editor	kathi hoener
photography	bill patterson
reviews	james andrew
staff	matt corrigan, diane mitchell, karen stoddard, lew prince, john st. pierre, wayne powers

the opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College



CLASSIFIED

Mademoiselle is coming to Webster College (?) Monday September 21 in the Oregon Room.

to whom it concerns: thanks for a very merry un-birthday.

g.p. happy birthday.

marge and nick, please consider this your formal invitation to visit w. c. to see the tempest—n.e.

peggy davies, chairman of sec. and w. thomas conway, dean of students, are going to washington d.c. next week for a conference with president nixon, and other college leaders across the country.

classified ads are only 25c.

want to work for the web? contact kathi hoener.

matt corrigan is coming to the web. next week (?).

STUDENTS!

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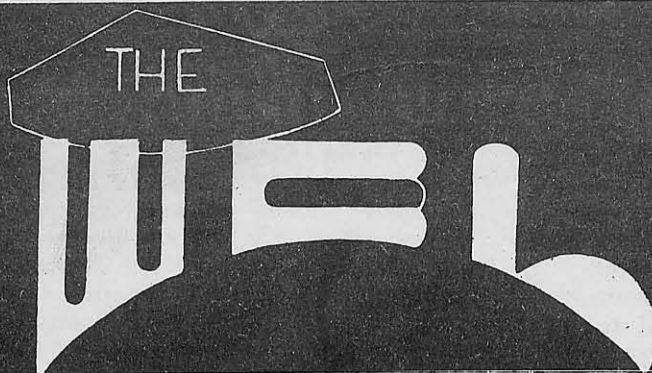
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SEPTEMBER 28, 1970

daytop people

Dr. Gerdine

Questions and Answers

(Editor's note: The following questions were asked of President Gerdine at an interview held with Web editor Kathi Hoener September 15 in Dr. Gerdine's office.)

"We are here because there is no refuge, finally, from ourselves." That is the first sentence in the philosophy of Daytop Village, a therapeutic community in New York for drug addicts. "Until a person confronts himself in the eyes and hearts of others he is running. Until he suffers them to share his secret, he has no safety from it. Afraid to be known, he can know neither himself nor any other; he will be alone."

"Where else but in our common ground can we find such a mirror? Here, together, a person can at last appear clearly to himself, not as the giant of his dreams nor the dwarf of his fears, but as a man, part of the whole, with his share in its purpose. In this ground we can each take root and grow, not alone anymore, as in death, but alive . . . to ourselves and to others."

After conducting an interview with three members of Daytop, I realized that to paraphrase their words would be to paraphrase their thoughts and emotions: an impossibility. So then here is the interview verbatim, as recorded on September 18, 1970.

WNP: I would like you to first simply talk about yourselves: how you began using drugs, and how this ultimately led you to Daytop.

Gary: My name is Gary Demontreux. I'm from Ridge-wood, New York. I started using drugs — I guess now it would be seven and a half years ago. I started off in high school because I didn't feel a part of anything that was really going on. I was into, more or less, that typical high school athletic scene—with my father promoting me to become a professional athlete and the whole bit. I was on every team possible. Then I suddenly felt that—man, I'm doing a lot of things, but I didn't know why I was doing anything—I wasn't having fun, and I saw a lot of the other guys going out and doing things that I really wanted to do. So then being the type of individual I was, and always having to be the number one person and do everything first, when I started drugs it was the same way. I had to be the most outgoing and if anybody had any type of drug, it was me. And I started smoking pot and probably taking goof-balls for the first few years. And all during that period — like a weekend scene, I wasn't really into anything heavy. When I got out of high school, I didn't really want to work and I didn't really want to go to school, so I more or less became a bum for about a year. Off and on I'd work a week here and a week there — just enough money to get high on the weekends, or to do whatever I wanted to do.

WNP: What about the draft?

Gary: Well, I had water and a loose cartilage on my knee. I had a good physical outlet. I could never be drafted, and I knew that from when I was a junior in high school, because

the doctor gave me an examination. At that time I said to myself I'd better do **something**, man. I started to **feel** I was getting bad vibes, but I never wanted to believe it. And that's your first reaction: that it's never going to be me. So I would get a job, and then I'd have it for a few months, and then I'd quit, and the same thing would follow. Then I said, well, let me take a try at college. So I went to Florida. First, I was at Miami Day Junior College, and then I went to the University. But while I was at Day — which, as it turned out, was the wrong choice in schools from the jump—I was going good for about six months. I had a partial scholarship. After about the first four or five months there—I was doing good, but then, like anything else, I didn't feel a part of anything at the college—because it was a predominantly radical college.

WNP: Was it a large college?

Gary: Well, at that time it was **huge**—it must have been about four thousand students, and that was only a junior college, but it was the type of college—it was the environment that drew everybody there. It was a freak school. So, more or less I fell right into the shit, in other words. We lived in an apartment house that was totally drugs, and again I was arrested about—I was arrested about four times—in Florida, I spent time in a prison there, I spent time in a road gang.

WNP: So then you were forced to leave school.

How does the financial picture of the college look right now? Has it improved over last year?

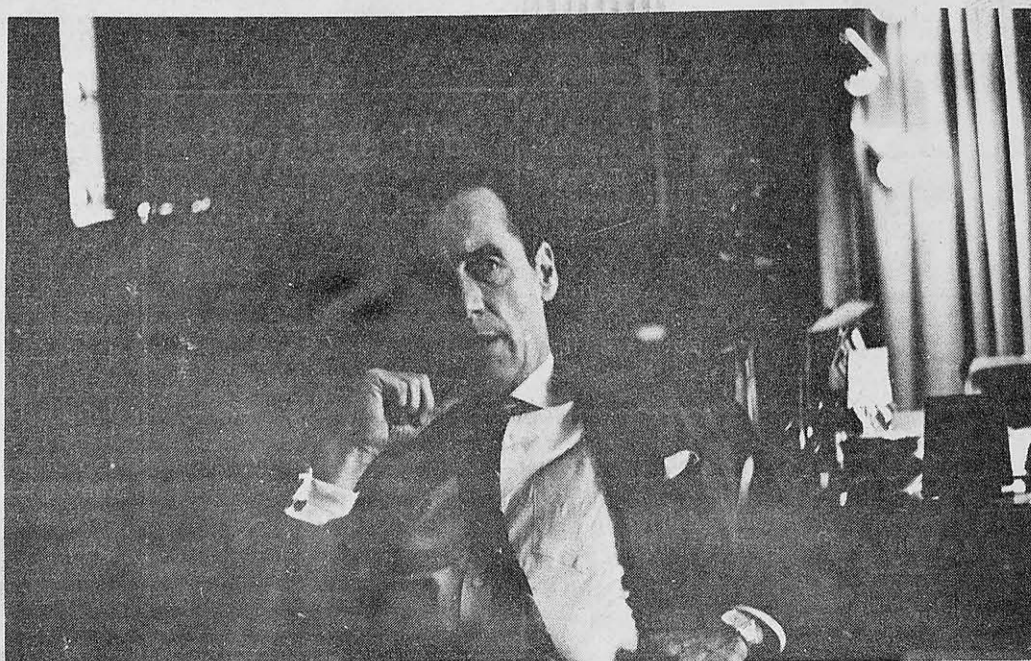
DR. GERDINE: It's improved a good deal I think. We have launched a funds campaign. We are under obligation by the Chamber of Commerce Capital Funds Review Board not to go to a public campaign until after the first of December because we are not to interfere with the United Fund Campaign. However we are able to pursue privately our campaign and this we have been doing.

The campus campaign is really quite wee organized and here we went out with the goal of raising \$300,000 on campus. That's a very large amount to ask from administration, faculty, employees, student body and alumni in the long run. As of last week we had \$196,000 pledged out of this which is getting pretty well along and of course much of the faculty was away this during the summer so that they could not be solicited. We started during a period which was, frankly, very difficult and we know that but we were impelled by necessity to go ahead. That is the summertime because so many people are away and any of our board members and people of the community are on vacation during the summer so that for all practical purposes we could only realistically begin after Labor Day which is after school had started. But we have done that. The Board (of Directors) itself has tentatively undertaken the goal of \$2.2 million that is to say the Board itself is talking about raising the money Webster College owes in order that when we go to the community the other funds we shall be asking for will be used to extend and improve the work of the College rather than burying the debts of the past. This I think is very generous on the part of the Board and is very promising indeed. When I say the Board here in this sense I mean the board members them-

selves, the firms that they represent and foundations that they may represent. So within their own family (they hope to raise the money). The strategy so far has been first to go to our own campus family, then to our own board family with the idea that we can't ask people on the outside to give until we've asked people who are closest to the institution to give to it.

WEB: Have any recommendations been made yet about the future of the Loretto-Hilton Theatre? Has the Committee you proposed last year to make recommendations met yet?

Dr. Gerdine: This committee has met several times, it was supposed to meet this afternoon but we have cancelled the meeting. We are pursuing a number of promising possibilities as of this moment and making alternative plans. I think the important thing is that we now make alternative plans to see how they will eventuate. We are setting up a series of deadlines by which certain decisions will have to be made. At this stage I am hopeful but no more than hopeful that we can open the Theatre next year. We've learned some things about the Loretto-Hilton from this year of not having the repertory in there. We have some very interesting things coming in that are brought in from the outside. There are things that we can do with the Loretto-Hilton as a center which we can and should do in addition to using it as a repertory theatre. I think that you do know or should know shortly that on October 20 the hearings chaired by Senators Fulbright, John Sherman Cooper and Ambassador Lodge will be held there on the future of the United States in the United Nations. This will be important and will focus at least this region's attention on Webster College. This is an other kind of use of the Hilton's facilities which is possible and desirable.



continued on page 3

Police - Students

by kathi hoener

There is a new education program at Webster that is something all students should be interested in and concerned for its success. The program is Law Enforcement Education Program (LEEP).

Leep is being conducted by Webster under a grant for this semester. The course teacher is Michael R. Deaver, a 29-year-old former cop, from Hazelwood, Missouri. Mr. Deaver graduated from University of Missouri at Columbia in 1966 and is now enrolled in Webster's MAT program along with teaching Psychology and Contemporary Issues at Normandy Senior High School.

There are four major objectives to this course which is formally called Contemporary Community Behavior. They are:

1. to stimulate students (police) understanding of the role the policeman plays in the lives of the community, the operation of the behavior patterns in the community and their effects on social institutions, family institutions, cus-

toms mores and traditions.

2. To involve students as active participants in learning about the patterns of behavior in their communities and to make students part of the educational establishment and to personalize educations for them by providing opportunities to discuss and study issues of vital concern to the student,

3. To develop an educational atmosphere for mutual respect between student, community, society, and educator.

4. To provide a positive outlet for student enthusiasm and to channel student spirit into profitable areas of inquiry and activity.

The main points to be brought out will focus on the two major areas of a) Youth and b) Racial Behavior with other emphasis on profile of the police, youth attitudes toward the police and enforcement, juvenile delinquency, racial dissent, and mass behavior.

(An in depth interview with Mr. Deaver concerning the class will appear in Friday's issue of the Web.)

Block Partnership

For students wanting to help change the community, Saint Louis has a poverty program which attempts to deal with the problem where it begins, in white society.

The Block Partnership Program began here three years ago as an effort to bridge racial, economic and cultural gaps.

It has begun to bridge some of these gaps. Block Partnership has also helped channel effort and money from the suburbs to county and city poverty residents, who decide what they want to do with these resources.

In initial training sessions, a Block Partnership resource group learns how they can

avoid paternalism in working with poor people. Having begun to develop an understanding of the ghetto, a resource group is then paired with an organized block group.

Usually people working in Block Partnership spend about an hour a week over a six-month period. A student's commitment depends on his desire.

Besides the work, Block Partnership can be fun and give a college student rewarding experiences outside the academic community.

To find out about joining a Block Partnership group, call Chuck Ackerson or Alex Primn at 652-9944.

masthead designed by maria burger

the WEB

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Letters to the Editor

The Coffeehouse

Dear Editor:

Walking around one weekend earlier this month, I couldn't help overhearing freshmen commenting with astonishment in their voices, something to the effect of, "God! There's nothing to do around here!"

In a way, it's true. There's a limit to how many times one can walk down to the Velvet Freeze a night. St. Louis is not exactly the entertainment or cultural center of the world, and even the Red Carpet loses a bit of its glamour after the third hour of sitting in it.

Early last year, many of us, here at Webster for the first time, experienced the same feelings of boredom, frustration, etc. The college, with the possible exception of the Loretto-Hilton Center offered no real facilities for students to

congregate for entertainment, self expression, or to just join together in an atmosphere which was conducive for communication. The halls buzzed with guitar playing, poetry and songs were being written, bands were jamming, experimental plays were being performed and rehearsed, student films were being made, and yet there was nothing to bring this conclave of talent together. As a remedy for this situation, a few of us presented a proposal in the form of a coffeehouse, affectionately named POPE KRAL'S.

In the ten weeks it was open last year, POPE KRAL'S played host to poets, jazz combos, rock bands, folksingers, experimental films, theatrical productions, seminar groups, even a 1957 "sock hop."

Last Monday, 20 students,

mainly met in the coffeehouse and volunteered their services for its operation this year. Out of these, four people will be picked to serve as chairmen for management, refreshment, entertainment, and publicity committees. These four people will compose the "Coffeehouse Board," the policy-making backbone of Pope Kral's, headed by the managing director.

This Monday, at 3:30, the group will again meet in Pope Kral's to choose committees and begin working toward an opening date. If you couldn't make the last meeting but want to help, or if you're starting to get tired of walking the corridors and watching television, come down on Monday. It's something that's worthwhile, and Pope Kral needs all the friends he can get.

—Barry J. Lutz

Vafiadis and Sophocles

The Webster College Theatre Arts Conservatory season will premiere with a production of Sophocles' "The Electra," directed by George Vafiadis. The first performance will be on September 30 and it will run through October 4. It will be performed on the main stage of the Loretto-Hilton Center, one of the few theatres in the United States built to accommodate Greek tragedy.

"The Electra" is Webster's entry in the American College Theatre Arts Festival. This is a national competition involving over 300 colleges. The plays are judged by a regional panel and the winners are eligible to perform at the festival held in Washington D.C. at the John F. Kennedy Center for the Performing Arts and the Smithsonian Institute.

The production will be the first of its kind in the United States and is the result of seven years of work by the director. Vafiadis saw a professional company from Greece perform in New York and felt that this type of theatre offered the greatest challenge and fulfillment for an actor. He travelled to Athens and studied with one of the masters of the art, Dmitri Rondiris. Vafiadis was the first American director to study in Greece with Rondiris. He then adapted the ancient acting techniques of Greek tragedy for an American audience.

Vafiadis says that the production will be totally believable, but "bigger than life" with strong emotion balanced by the necessary control. He adds that the production demands total commitment on the part of the actor and provides a unique training ground for actors in an age of realistic theatre that is beginning to return to the ceremonial.

The cast will concentrate on

the use of language, emotion, movement and song to transmit the beauty and strength of the play to the audience. The translation is by H.D.F. Kitto and the original music has been composed by a young greek, Takis Georgiou. There will be a full chorus of 14 members; this greatly increases the possibilities for design and grace as an integral part of the production.

The cast will be headed by Deborah Stern, Charles Harper, and Margaret Moe as Electra, Orestes, and Clytemnestra, respectively. Chrysothemis will be portrayed by Kathleen Locklar. Aegisthus will be played by Nicholas Kryah. Robert Jacobsen will

play Paedagogus and Pylades will be played by Michael Bono. The chorus leaders are Mary Ruprecht and Beverly Buck. Chorus members are: Louisa Abernathy, Robert Moscow, Kathleen Cummins, Rita Washington, Deborah Goldstein, Marguerite Wilhelm, Barbara Cain, Carol Hoehn, Diana Faulstich, Catherine Knell and J. Cooper Conway. Electra's attendant is Karole Chalfant.

The sets are designed by Ruth Rinklin and Thomas Dalton will do the lighting. Costumes are by Patt Moser. Tickets and information may be obtained by calling 968-0517 or coming to the Loretto-Hilton Center.

WAR?

"The St. Louis office of the National Coalition for a Responsible Congress will co-ordinate the local efforts this fall of a wide variety of groups, all of whom are working for an end to the war in Vietnam and a re-ordering of national priorities. The coalition brings together representatives of labor, business, clergy, professors and students, and others who believe that realistic political action—in the constituencies—offers the best hope for substantial change.

After a rally that will bring volunteers from all groups together canvassers will move out into the neighborhoods of St. Louis on Saturday, October 3, to collect signatures on a non-partisan anti-war petition. Each signer is asked to contribute at least 50c. Throughout the week the canvass will continue, and when completed, the business and professional community will be asked to match what the volunteers have raised. A portion of the

funds raised will be used to support a mass media campaign at both the national and local levels, opposing the continuation of the Vietnam war; another portion will go toward establishing a viable, permanent anti-war organization at the national level; still a third portion will be used to defray the expenses of local groups which will be actively campaigning for candidates who oppose the war.

We believe that America's real task lies in the solutions to our current domestic problems; that a humane society is one which concerns itself with racial justice and the elimination of poverty, and the control of environmental decay—not with the continuation of the war in Indochina. Therefore we are ready to take action now, to help unify our country around the purposes we all share." (NCRC summary statement)

Interested? Leave Name and No. in Resident Box 127.

... because there is no refuge, finally, from ourselves

continued from page 1

Gary: But I was allowed to come back to school—while I was placed on probation, I had to live at this priest's house who was in charge of a Florida drug program at the time. Then, finally, when I was forced to leave Florida—I was placed on three years probation for Florida, who in turn transferred my probation to New York State.

WNP: Was this done at your request? Did you want to leave Florida?

Gary: No, I wanted to stay—I wanted to stay, but I was fit undesirable for the state, the whole thing. They more or less told me in a nice way to leave. Either get out or you're going to do time.

As it was, I got three years probation. Before I had gone to college, I had already been arrested—I was arrested on a robbery charge—an armed robbery charge, with a knife in a drugstore. So I had that facing me when I got back, plus the three years. Then, when I came back—naturally, I manipulated my parents; you know, the whole scene—I got them to trust me again. Then I started again, back on drugs—and I knew, I knew my destiny, I knew it. I knew that I was going to be arrested again, and I knew I had to be. So, it was just a matter of time. So then when I got arrested—I got arrested for possession, I had a couple of overdoses where it was near-death: you know, the whole scene. The worst time was the last time when I got arrested. I was arrested on a burglary charge—and this one I could not get out of. That was it. It was a case where I was on probation in Florida. I was on probation in New York, and I had a robbery charge. So it was a case where I couldn't even get out of jail—on any type of bail or anything. So my parents again, you know, came and—I had already accepted the fact that I was going to do about five years—I had al-

ready accepted it—you know what I mean?—it was my reality. So when they came and told me about Daytop—they had heard from the lawyer something about Daytop—I grabbed at anything, you name it—Daytop, hospitals, or—I'd go anyplace—Alaska, to just get out. But they explained to me that this is it—and I knew that this is it for me—if I got out this time and I didn't make it, I may as well hang up. So when I got an opportunity to come—I came under pressure, naturally—I didn't want to come in the beginning because I always thought I could make it. The court scene in the play is exactly how I came to Daytop. I was—in fact, if I leave Daytop now, I go to prison for seven years—that's my reality. So in a sense, more or less, you could say that my demands to change came definitively from prison—which, for me, was good because I never changed under any other circumstances.

WNP: How long have you been in Daytop, now?

Gary: Eleven months.

WNP: And how much longer will you have to stay?

Gary: Another six months—six and a half—seven months.

WNP: The program itself lasts from eighteen to twenty-four months?

Gary: Yeah, well—I hope to make it in eighteen.

WNP: Were the burglaries and robberies you mentioned before—were they actually to support your habit?

Gary: No, that was my lunacy—I was the type of individual that would stay in like—

WNP: However, you really didn't need the money to support your—

Gary: No, no.

WNP: You were living with your parents—

Gary: Right, "Mommy and Daddy" was there, but—that's a part of the dope fiend's lunacy. People always associate

a dope fiend with—he does that—that's a part of his make-up—that's a part of their whole scene. I didn't need—in fact, when I got arrested I always had money on me—I always had twenty dollars. In fact, the time I got arrested, I had more money on me than I got on the burglary. It's just a part of—in other words, some people feel that if you take the drug away from the person, you change his personality—That dope fiend is still in you—that thing. I had to be out on the street doing something. And when I was arrested, that was the night of the moon-shot. Everyone else was inside their house watching, and I had to be out—and that's just the type of individual you are after a while. In my case, I never had any problems with home—I mean, my parents, as far as them, I nearly killed them, that's obvious—I mean, they went through more emotional torture than I did—and my sister almost wound up getting a divorce behind me. My brother-in-law is a policeman, and one time he had me arrested—in his precinct—and she took me in and he said, "Look, it's either him or me," and she said, "It's him."—so my brother-in-law backed down. She almost got divorced—I mean I never, as far as people behind me, man—my parents—I could probably murder somebody, and they'd be there—never really doing what they should have done from the beginning: throw me the hell out.—Always hoping someday I would see the real life. In fact, now they're—in other words—they're like little kids now—me being here, I call them up, it's like—In fact, they've been in Daytop just as long as I have—they've been going to parents' groups and—they're really dynamite now—and they were the typical middle-class bigots, you know—everybody's an individual, but if they move next door, let's get out. And I always was brought up like that, and I couldn't understand—I always thought I was liberal, you know, "Wow, everybody's an individual."—But the prejudice was one of something that you were brought up in. And even though you want to see it up front, your reaction right away, when you're in a clip with people is to be prejudice. Daytop has given me an opportunity to learn a lot of things about myself and other people.

WNP: Thank you, Gary. Roberta—
Roberta Jehu. I'm eighteen years old—and I come from Brooklyn—Brooklyn, New York—and I come from a pretty middle-class family. I always had all the material things that I wanted. I was, more or less, my father's little pride and joy. And as I got older, I began to feel really uncomfortable around my peers, you know—Like Gary, I never felt really a part of the people I

stayed with—even from when I was very young. And how I started using drugs, was one year I went away to camp as a counsellor—I was about fifteen—and there was this group of kids that came up for the first year, and they had some pot—and I decided that I wanted to be a part of them, 'cause I didn't feel a part of my other friends. So—I turned on. And I smoked pot occasionally up there, and then I got fired from that job for smoking pot. And I went home—my parents knew that I had smoked pot, but they didn't really think that it was any big thing. When I went back to school, I met more freaks—in school, and I sort of got more and more in with them; and it went from a very occasional think to an every weekend thing—to an every night thing—you know, I'd be smoking pot, or hash, or whatever. About six months later, I took my first—amphetamine, I think it was—and I remember—I even remember how I felt when I took it—you know—I said, "This is really a drug. I can't use the cop-out that it's a plant, and it grows, and you smoke it, and it's groovy—this is a drug, and if I take it, I don't know what's going to happen."—And like, I went through a lot of confusion during that—that step, and I even remember how I felt—I didn't really want to take it. But they were saying, "C'mon,"—and I took it anyway. And from there, you know, I went on to other kinds of pills—I started taking a lot of goof-balls—and then I started taking acid. And at that point, I started going out with a lot of older people. I was like sixteen then—I started hanging around with guys that were twenty-two, and so on. My parents hated them—you know, because they had long hair, and beards, and the whole number. Anyway, I remember once I flipped out on acid at this big 'be-in' in Central Park—and I took goof-balls to come down. I was supposed to be home at eight o'clock that night, and I didn't get home 'til four in the morning. My parents wouldn't let me out of the house, they wouldn't let me see my boyfriend—so—I ran away from home the next day. And after that, like it was really outrageous with my parents—you know, the relationship we had was absolutely nil—my father wouldn't even talk to me, I didn't want to talk to him, my mother—you know, was always a very soft person—very kind, very loving—and she would always tell me like, "You'd better look at what you're doing to yourself,"—and I never would. I thought they were squares, and they were the blame for the whole thing.—And then I met this guy,—and he was shooting dope, and—and I wasn't. I told him, you know, I put him down for shooting dope, meanwhile I was taking goof-balls.

Anyway, as it turned out, he turned me on and—I shot dope.

WNP: This was while you were living away from home.

Roberta: No, this was while I was living home.—I went back—after three days.—So I stayed with him for quite a while, and it got worse to work with him—because, more or less, my whole life centered around him—and drugs. Well, it went on and on for a while, and meanwhile—things are getting worse at school—I think I went to school seven full days out of the whole term. Eventually, I quit. Things got so bad with my parents, that I had to move out. I was supposed to go away to this place called Marathon House—oh wait, before that—before that, we had started going to this guy, Dan—he had something to do with Daytop.—We went to these groups. And at that point, both me and my boyfriend stopped getting high. We went there for about two months. About a week after that, he decided he was going away to this place called Marathon House, which is a concept similar to Daytop. I was supposed to go up there with him, but somehow I never made it. And at that point, I was living on my own, with a friend of mine. Anyway, my boyfriend went away, and like he was my whole life before that. I was on my own. I was working. I held the job for about two months. And I wasn't getting high—I was smoking pot maybe once every blue moon or so. And that's how it went from then until about eight months later, when I came to Daytop. But, even though I wasn't getting high, you know, during that whole period right before I came in,—I was—I was just so alone, and like so mixed-up, and so

continued on page 4



CONSERVATORY
PRESENTS

SOPHOCLES'

ELECTRA

DIRECTED BY
GEORGE VAFIADIS

SEPT. 30 —
OCT. 4

L. H. C.
8:00

... not alone anymore

McGovern

continued from page 3

scared. You know, I would do anything — you know, to have a guy like me — to have a guy, you know — spend the night with me. I really didn't care about myself a bit. The reason I came to Daytop—the thing that motivated me—was just that I hated myself so much — I was just infected — I was running around like a little whore — and that's just how I felt.—Right before I came in, my boyfriend came home, and he told me exactly where I was at, and he told me, "Let's go to Daytop," and I said alright. So — here's Daytop.

WNP: Thank you, Roberta. Valerie—

Valerie: My name is Valerie Tarantino. — I started smoking pot when I was about twelve years old, and I had just gotten off to junior high school. And the thing was, like I'd been in Catholic schools for eight years, and my parents were going to send me to another Catholic high. I told them no, I want to go to the public high — and most of the kids in that school were drinking, and I really don't dig that crowd too tough—and there were a few, you know, that sort of were kind of wild kids.—So I started off smoking pot — and the first time I did, I got busted — (laughter) — and my parents threw a fit — and they said they were going to send me back to Catholic school—and where did I go wrong—

WNP: What happened to you legally?

Valerie: Nothing.

WNP: Nothing?

Valerie: Nothing — I was only a twelve year old kid. So, they sent me to a psychiatrist, and — for a while, the psychiatrist was telling my parents, "Yeah, she's doing good, she just smoked a little pot, she's hanging around with good kids—" — And all this time, I was on the game to him — I was at a pretty early age. And — when I was fourteen, I ran away from home, I went to live in the village in crash pads — and a few weeks later, my father came down and got me. — I was walking around the street — (laughter) — no money, right — I was smashed out of my mind, I didn't know what the hell to do. So they took me home, you know, and — they said, "We'll give you one more chance," — you know, that famous "last chance" — so I went home and I became a speed freak, and—

WNP: How did that happen?

Valerie: I was getting high with pot, and hash, and I just —well, really how it happened was I was in the villaee one day, and a kid said, "Let's aet high on speed." — I didn't even know what it was — so we went over to some apartment in Brooklyn, and before I knew it, they had works out and everything else — and I

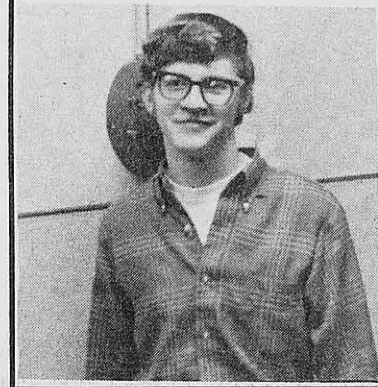
wasn't going to chicken out then. — And I started to dig that — and my rationale for using pot was, you know, it's only a weed and I'm not sticking needles in my arm — you know, as long as I'm not doing that, I'll never be a junkie, I'm not going to stand on the corner. And when I stuck the needle in my arm, I said, "Well, at least it's not heroin, you know, it's only speed." And I ran away from home again — I was living in crash pads, panhandling — that's how I got my money. And — my father found me in Central Park a few months later, and I really had gone berserk—I was dropping acid, and speed, and shooting this, and shooting that. They put me in a hospital for a couple of months — and, they thought it did the job — but the truth of the matter was, on visiting days, we got stuff up there — and we ran games on the psychiatrists. The thing, like, as far as school went—you know, I wanted to finish school, I wanted to go to art school — and I had work, I had gotten a scholarship to go to art school — and as soon as I got it, I dndn't wont it anymore — really, because I was afraid that I wouldn't be able to do it. — You know, — I never finished anything that I started. You know, I had taken piano for six years, and when I got a job teaching, I just stopped again, I was afraid, you know. Really, when I saw people around me doing better than me, I just gave up on myself. And then — I started dealing drugs, because I really couldn't support, you know, all the drugs that I wanted— I started dealing and — the cops in my town were getting pretty hip to me — you know, they were stopping me about two or three times a week — having a matron search me, and they'd follow me home in cars, and — it was really just getting paranoia. I went home one day and I slit my wrists— and my sister went like berserk, and the next day she swallowed a bottle of pills, because she really couldn't take it from me. And like I put my parents and my sister through a whole lot of changes — you know, I always told them that I loved them, but like I really didn't show it, you know what I mean: I slit my wrists, taking drugs, dealing them, — and that was just like the last straw, you know; after I saw my sister swallow pills, I just couldn't take it — it was aspirin, but like she couldn't take me taking drugs — so I left home, and I went to live with my old man, and then I started using heroin, and — it didn't take me too long to get busted — (laughter) — a very short time, I went back to Jersey a little while, and my parents had me arrested on a suicide charge. Along with that, I had possession on me; I had use of heroin, which is a

charge in Jersey — and after two weeks, I escaped — and they had that charge on me, because they came and got me the next day—and I spent six months in jail. Finally, when I went to court, I figured that I'd be free — you know, I spent half a year in jail, I mean, **after all**, you know, I only turned eighteen. It didn't turn out that way. The lawyer had connived with my parents, and they said, "Send her to Daytop." So I got up in front of the judge and said, "Listen, I don't want to go. Send me to jail." — You know, I had that attitude, you know, that I wasn't going to take anything that was good for me. And—he just looked at me and said, "Alright, five years in the state prison." He stood there with a big grin on his face—and I started crying. He said to me, "Suspended. Go to Daytop." So I figured that once I get to Daytop, I can just leave, I mean there's open doors. — They took me all the wa upstate New York. — I said, "Wow, I'm not even going to stay for this interview!" — (laughter) — and they put me on a chair, and I'm sitting on the chair with my guitar, and my laundry bag, and I'm all ready to **leave**, if somebody would only turn their back! — (laughter) — but sure enough, I made it through the interview — and a whole lot of things were pointed out to me that I never — well, I **knew** it, but I really didn't look at it and say, "Wow, this is **me**: a messed-up person." — And for the first time, I really took a look at it, and I saw how messed up I was. I was. I really couldn't leave after that. Like I was really sick of running — and that's what I had done for like the last six years. — And that's about it.

After seeing and speaking with these people, I cannot help seeing parts of ourselves in them. But, the sincerity, honesty, determination, faith, and love that they generate gave birth to feelings and emotions in myself that I never knew existed. They are truly some of the most **real** people I have ever had the pleasure of meeting.

—wnp

Photographic Memory Dept.



The recent bombing of the Math Center at the University of Wisconsin, which claimed the life of a young researcher, is one of a series of violent acts which underscore the folly of undisciplined radicalism. Bombings in various parts of the country have come with alarming frequency in recent months. These tactics and the wild rhetoric that has afflicted some revolutionary groups are apparently based on the notion that ends justify the means.

But the bombers, and other irresponsible advocates of violence, threaten all that is decent in our society. They sometimes claim to be operating as anti-war agitators. But we cannot end violence abroad by practicing it on each other here at home. Indeed, the tactics of violence only ensure a self-defeating counter-action that leads not to peace and justice but to conflict and repression.

I regret that some radical youth leaders have lost contact with both reality and their own professed idealism.

Radical theoretician Tom Hayden's recent remarks to the National Student Association Congress, as reported in the Washington Star of August 19, 1970, illustrate the point.

In glorifying the recent kidnapping of a California Judge which led to his death and that of three other people, Hayden endorses the very barbarism that he professes to despise.

In claiming that Panther leader Huey Newton was released from prison because of the guerilla kidnapers of Uruguay and Brazil, Hayden has gone beyond the limits of either reason or honesty.

Newton was released not because of Latin American kidnapers, but because an American court gave him the beneficial protection of our judicial system, and found error in his trial.

The great weakness of many American radicals such as Hayden is that their vision is limited only to the weakness of our society. Even though their own freedom depends on the American legal and political system, they use that freedom to proclaim the worthlessness of the system that makes their protest possible.

At the same time, they naively imagine that the revolutionary society they advocate would measure up fully to the lofty ideals of its architects.

Thus, the American radical all too frequently wears one set of blinders that enables

him to see only the disappointments and ugliness of our society, while another set of blinders enables him to see only the virtues of the Utopian alternatives he reads about in radical literature.

Normally, he is comforted in his blindness by the affluence and relative security provided by the system he condemns.

What I personally resent most about some American radicals is their willingness to jeopardize the chances of constructive change by flaunting their own foolish and destructive tactics. They have invited the so-called hard hat reaction to the peace effort by such antics as displaying Vietcong flags, disrupting courtrooms, shouting obscenities and other obnoxious patterns of conduct. Instead of building a broader base on the nearly universal hunger of man for peace, they seem determined to isolate the peace movement from any of effective relationship with other human beings.

This kind of reckless political action may be enjoyable for affluent youth cut off from the real world, but it is a grave injustice to those who seek an end to the war and misery. The irresponsible militant "doing his thing" at a peace rally or in a courtroom is undermining those dedicated to the long, hard effort to influence public opinion toward peace and justice.

The Jerry Rubins and the Abbie Hoffmans have done all right for themselves doing their own thing. They have made themselves into nationally known personalities complete with lucrative fees. But they have discredited in the public mind legitimate efforts for peace and justice.

I repudiate the tactics of the Jerry Rubins and the Abbie Hoffmans. And I repudiate the foolish words of Tom Hayden, spoken in praise of the California court tragedy and the Latin American kidnap killers. Their antics betray the hundreds of thousands of concerned people, young and old, who have worked and talked and walked for peace and justice. They betray the thousands of people young and old who work for candidates dedicated to a better society. They betray those in public life who have invested their lives in the cause of a more humane and peaceful society. And, they betray their own hopes for a more harmonious world based on the brotherhood of man.

GEORGE MCGOVERN,
U.S. Senator

CLASSIFIED

happy birthday lucifer
may all your enemas be met with
thanks

poppin' fresh is alive and
well at the l-h

michael, thanks, m.,p.,&k.
ticia, nice try.

all contributions the
photographic memory dept.
welcome.

GET IT TOGETHER !!!

by maggie szerner

Living in the dorm situation is a unique experience. Attempting to live in the Webster College dorms has become a bad trip. Rooms are in need of paint, re-plastering and new furniture (Veterans Village has better quality and far more quantity). Roaches party in the beds, spiders dance on the floor and residents look vainly for an administrative person to evict the nonpaying roommates. Community showers qualify as baths anytime after 10:00 p.m. as the weary student swims to the shower (no drains on the floor of course but plenty of water and dirt). But we can't overlook our fellow students and friends who place food trays in the hall, leave half of their dinner on the stove and floor of the kitchen (of course, we do have maids to clean and why should we overburden ourselves?) and lounges, well they are for relaxing—why should students have to maintain them anyway? Well, the dorm students are going to have to get it

together. We should not be subjected to lack of maintenance. Each dorm student pays \$80.00 per month for their room, we have a right to demand clean, bug-free rooms. Thus far the administration has shirked its responsibility to the dorm students. We need paint—the administration gets a parking lot. We need (and were promised) carpeting: the administration offices have carpeting. The administration works here but would any of them want to live here? Students must unite and demand that the administration improve the dorms. Bitch: Work Together—but remember we have responsibilities also. Stop living like slob. Why should maids have to clean up our crap? We can carry trays from the cafeteria to our rooms easily enough; why can't we get them back there . . . The floors are not an all surrounding garbage ditch; look for trash cans and ash trays . . . We all, administration and students, have to get off our asses and give a DAMN!

Pictures by patterson



PINK ROOM

PRIORITIES? ?

by jo kimbrough
debbie pratt

The dorms did not recently fall into their present condition. The disintegration of the dorms for the past four years is due to the lack of concern on the part of the faculty and administration, who have had numerous opportunities to alleviate the problems.

Last spring, 24 proposals were presented to the administration concerning the foul conditions in the dorms. Of those 24, only two were met.

Why is it that our living conditions remain foul? Why is it that money which could be spent to correct the conditions in the dorms is spent (\$3000) on parking facilities for the administration, faculty, and staff??? Why do the administrative offices have carpeting and air conditioning for their seven-hour day while we (students) are subjected to

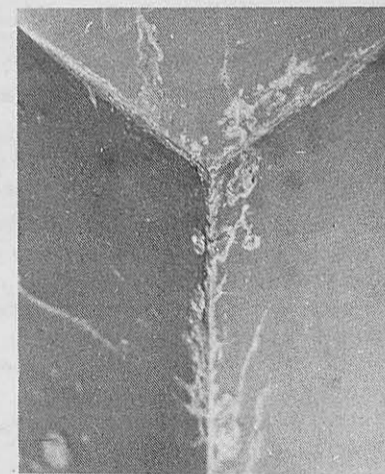
cracks in the walls, roaches and spiders, useless noise (which carpeting and insulation of the halls would correct), peeling paint, buying our own paint (which everyone can't afford), and funky furniture for 24 hours a day. Why is the surface filth so unexcusable? Why are students so funky that we can't pick up after ourselves? We give excuses to the faculty and administration by our own personal filth—in turn their excuse to us is, "Why should we beautify this school when the students just destroy it." Why should we give them excuses to give us excuses. For this reason a meeting was held Sept. 28 at 10:00 in the old Auditorium. Approximately 150-200 students attended. Where were the rest? We've got to get ourselves together. Only we can do it, and apparently only we can get the administration together.



LORETTO CEILING



LORETTO HALL



ROOM 225

Stone's Throw Will Be Harder

URBANA, Ill., Sept. 24 (UPI)—Officials of the University of Illinois wanted to make the campus look pretty, with stones set in the proper places. But they did not want the stones to be used for throwing. Today a university official told how the problem was solved: The stones were glued down.

First the stones were removed from around trees and shrubs and coated with a synthetic rosin. Then the stones were put back. Then the stones were put back. \$400 to \$500 for three small areas.

Editorial

Resident Students are living in conditions that are unbelievable. Roaches, spiders, mold on community shower curtains and in private bathrooms, poor lighting in and out of the rooms, fire escapes that have no lights. These conditions are those that should be taken care of and taken care of soon. Financial trouble notwithstanding, conditions such as these were unbelievable at the beginning of school; they are inexcusable now that we are entering our fifth week of school. Promises are made that these conditions will be repaired but when? The Loretto Hall visitor parking lot surely could have waited to be reasphalted. Maintenance must be able to find work in the dorms to do. If not, just ask any resident student, they will keep maintenance moving for quite a long time.

Who decides what gets priority as far as maintenance relates to the dorms? Beverly Smith, Virgil Morris, Bob Selmar, Tom Conway or Leigh Gerdine? Why aren't students aware of where the blame falls? No student wants to blame anyone unjustly: we want to put the blame where it belongs. The students do not know; the administration should but does it? By all indications, no. Theoretically the power structure is set up but what kind of structure is it when students feel that they have to go to President Gerdine to get any action?

Webster College is definitely something to be reckoned with. Reckoned with by the students, the administration and the faculty. Webster is in financial trouble and everyone knows it. It is also in serious trouble as far as students are concerned and many people realize it but how many people; students, administration and faculty, are dealing with it?

the WEB

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the opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College



Promises, Promises

An Administration Theme Song

by matt corrigan

The first month of school is almost over and already things are beginning to shape into the molds of last year. The dormitories are still not finished, the administration is still making promises; the faculty is still making "power moves," general statements and sending "details to be worked out" to this or that committee, where it will be bogged down long enough to give the Dean of Faculties, or the Vice President, or the President time to make "an administrative decision." The Dean's Complex is still unorganized and no one can get a straight answer from the Dean about anything. The two Residence Directors complain about the "tremendous pressure" of their jobs and the irresponsibility of students who live in dormitories that should be condemned by the public health department and by the fire department as roach, rat and fire traps. Yes, things are moving right along, as usual.

Problems of academia are ignored while another government supported project, this time one that will educate policemen from the county, is launched so that innovation continues to thrive at Webster. Department chairmen are asked to submit five year plans so that the faculty constituent assembly can decide something about priorities and where we are going—still no one can tell anyone where we are now. And most criminal of all is that the FEC wants departments to describe their programs as they exist now, and no one bothers to ask them to evaluate those programs as well.....

The maintenance department is still nowhere to be found when something needs to be done—running true to form as they have been for the last three years that I have

been here. I have often wondered who runs this school, especially after I discover that the staff of the administrative offices and even some of the top administrators had to paint rooms in the dorms because maintenance somehow bungled up the work order—and still no one lost a job in that department! The old jokes about maintenance running the school have become very believable indeed.

And where in all this are the students, well if they aren't in class, bored sometimes by them, they are out smoking dope and being bored in euphoria. But more than likely they are unorganized and unable to get themselves together long enough to make the college stop playing P. R. (ed. note: Public Relations) games with the outside community or to put an end to the never ending struggle between the powerless faculty and the inefficient administration for control over something each believes they should control, power games that keep people who are bored with innovation and afraid of educators busy enough. And the kids can't even get it together long enough to realize that they have been manipulated and lied to by some very fair and honest administrators, who unfortunately sometimes can't see beyond their own nose.

And the kids are told about responsibility: they are told by Admissions, by the Dean, by the faculty and sometimes by the ever present Board of Trustees. And then they are asked to help decide what the cafeteria menu should include. And the kids are told about responsibility and that there is no money to finish the dorms or keep the Red Carpet open or to hire new faculty; just

money enough to build a parking lot, for faculty/staff and presidents and directors of something or other. And the kids are told they are needed to help make priority decisions, but few department chairmen go out of their way and ask kids what they think or want from a department—student input is left to committees that have yet to work, committees which ultimately leave every decision to the administration.

Maybe what I want to know in all this is when are people here going to open their eyes. When is the administration going to see that kids who are unorganized become a lot more difficult to control when they find themselves sick of being lied to—there is more than "just talk" about a strike to get something done about the dorms? When are the faculty going to see that the problems they have in getting themselves together are multiplied many times over when speaking of students organizing? When is the faculty going to become aware of the fact that "the consensus" is a non-existent concept among a student body and so faculty's questions about "what do students want" can't contain hidden clauses related to quantity and how many? And last, when are the kids going to see that they are adults who need not be manipulated, who can solve their own problems of security, who should and can demand that the dorms be redone or else vacated, and who should make the faculty and administration listen to what we have to say about what our lives are like (not what they should be like...) especially when we have to deal with adults who seem to know little more about solving problems than we do!

Fists in my pocket

"Fists in the Pocket," a provocative film directed by brilliant young Italian director Marco Bellocchio, premieres at Loretto-Hilton Center Wednesday, October 7.

Bellocchio, at twenty-seven, is considered one of the most inventive and courageous film prodigies of the Twentieth Century.

When "Fists in the Pocket" was introduced to the New York, Cannes, and Venice Film Festivals, rave responses resulted in the consensus of masterful direction, flawless and sensitive acting, and superb camera work. The film was considered to have introduced the virtuoso technique and fertile mind of one of Europe's most exciting new directoral talents.

According to Pauline Kael, "Fists in the Pocket" must surely be one of the most astonishing directorial debuts in the history of movies."

"Fists in the Pocket" is the second of two major film epics exclusively presented this season by Loretto-Hilton Center through its membership in the Janus Concert Society.

Janus Concert Society was organized to enable universities, art centers, and museums to present two quality first-run films each season.

A prelude to "Fists in the Pocket" is an added motion picture experience of three exceptional short subjects.

"Worek" is a study in visually appealing stop-motion photography executed by in-

ternationally acclaimed Polish director Tadeusz Wilkosz.

The award-winning Zagreb Films of Yugoslavia presents "Striptease," an animated 'anti-commercial.'

"Ceremony," an additional Yugoslavia-Zagreb film shows six people grouped in front of a wall as posing for a photograph and the disruption of perfection as the camera shifts its position.

The films will run through Saturday, October 10 with shows at 7:00 and 9:30 p.m. each night. Admission is \$1.75. Tickets are available at the box-office at Loretto-Hilton Center, 130 Edgar Road. Loretto-Hilton Center is located on Webster College campus in Webster Groves.

Electra Not To Be Missed

by james andrews

One of the most ambitious projects ever to be undertaken by the Theatre Arts Department is the bringing to the stage of Greek Drama. This project has been successfully completed in the production of Sophocles' "Electra." The production is remarkable. Director George Vafiadis has adapted the acting techniques of Greek tragedy for American theatre but has maintained its powerful impulse.

Charles Harper as Orestes is fantastic. His highly professional portrayal perfectly balances the heavy emotion and disciplined control of Orestes.

Deborah Stern appears anxious in the role of Electra, and consequently at times overplays it. However this only slightly detracts from her effective handling of it.

Kathleen Lochlar as Chrysothemis is good, though she falls short of developing the contrast between the somber character of Electra and the lighter character of Chrysothemis.

Margie Moe as Clytemnestra performs well, although her role is not open to a great deal of individual artistic interpretation.

Robert Jacobson, Michael Bono, and Nicholas Kryah offer strong supporting perfor-

mances, in their respective roles of Paedagogus, Pylades, and Aegisthus.

The most outstanding aspect of the production is the chorus. The entire chorus is incredibly well put together. Its precision in motion and perfection in projection are exceptional.

The chorus is an integral part of Greek drama. It serves to intensify the emotions conveyed by the main actors, expound upon details not covered by the main actors, provide a link between the main actors and the audience and generally to hold the play together. To accomplish these tasks the chorus must be a strong, disciplined unit.

The chorus is just that. Its precision and perfection enable it to heighten the dramatic effect of the play and bring the audience into that drama.

One final aspect of this play which bears note is the music. Takis Georgiou has captured the essence of this drama in music which perfectly prepares the playgoer for this different type of drama.

In conclusion, "Electra" is a unique opportunity for us to see Greek drama, and to see it well done.

Fish to manage Kral's

The newly-formed Pope Kral organization is working toward its 1970 opening date of October seventeenth, under the direction of Managing Director Eric Fish.

"What we are trying to do this year, says Fish, is to form a workable student center where kids can come to unwind and relax while at the same time enjoy good entertainment.

The coffeehouse will be run by four committees: the Refreshment Committee under chairman More Earley; the

Publicity Committee headed by Sandie Sherman; the Entertainment Committee chaired by Vickie O'Neal and the Managing Director's Committee. Barry Lutz, as Artistic Director, will coordinate special events and entertainment. Sherry Klein serves as secretary/advisor for the Coffeehouse Board.

It was decided that the first auditions would be held on October fourth and sixth in Pope Kral's with publicity directed at both Webster and other colleges in the St. Louis area.

Reconcile—Lead—Explain

(Ed. note: the following are the recommendations made by the President's Commission on Campus Unrest)

Far more important than the particular recommendations of this Commission are the underlying themes that are common to all:

Most student protestors are neither violent nor extremist. But a small minority of politically extreme students and faculty members and a small group of dedicated agitators are bent on destruction of the university through violence in order to gain their own political ends. Perpetrators of violence must be identified, removed from the university agencies of law enforcement.

Dissent and peaceful protest are a valued part of this nation's way of governing itself. Violence and disorder are the antithesis of democratic processes and cannot be tolerated either on the nation's campuses or anywhere else.

The roots of student activism lie in unresolved conflicts in our national life, but the many defects of the universities have also fueled campus unrest.

Universities have not adequately prepared themselves to respond to disruption. They have been without suitable plans, rules, or sanctions. Some administrators and faculty members have responded, irresolutely. Frequently, announced sanctions have not been applied. Even more frequently, the lack of appropriate organization within the university has rendered its response ineffective. The university's own house must be placed in order.

Too many students have acted irresponsibly and even dangerously in pursuing their stated goals and expressing their dissent. Too many law enforcement officers have responded with unwarranted harshness and force in seeking to control disorder.

Actions—and inactions—of government at all levels have contributed to campus unrest. The words of some political leaders have helped to inflame it. Law enforcement officers have too often reacted ineptly or overreacted. At times, their response has degenerated into uncontrolled violence.

The nation has been slow to resolve the issues of war and race, which exacerbate divisions within American society and which have contributed to the escalation of student protest and disorder.

All of us must act to prevent violence, to create understanding, and to reduce the bitterness and hostility that divide both the campus and the country. We must establish respect for the processes of law and tolerance for the exercise of dissent on our campuses

and in the nation.

We advance our recommendations not as cure-alls, but as rational and responsive steps that should be taken. We summarize here our major recommendations, addressed to those who have the power to carry them out.

For the President

We urge that the President exercise his reconciling moral leadership as the first step to prevent violence and create understanding. It is imperative that the President brings us together before more lives are lost and more property destroyed and more universities disrupted.

We recommend that the President seek to convince public officials and protestors alike that divisive and insulting rhetoric is dangerous. In the current political campaign and throughout the years ahead, the President should insist that no one play irresponsible politics with the issue of "campus unrest."

We recommend that the President take the lead in explaining to the American people the underlying causes of campus unrest and the urgency of our present situation. We recommend that he articulate and emphasize those values all Americans hold in common. At the same time we urge him to point out the importance of diversity and coexistence to the nation's health.

To this end, nothing is more important than an end to the war in Indochina. Disaffected students see the war as a symbol of moral crisis in the nation which, in their eyes, deprives even law of its legitimacy. Their dramatic reaction to the Cambodian invasion was a measure of the intensity of their moral recoil.

We urge the President to renew the national commitment to full social justice, and to be aware of increasing charges of repression. We recommend that he take steps to see to it that the words and deeds of government do not encourage belief in those charges.

We recommend that the President lend his personal support and assistance to American universities to accomplish the changes and reforms suggested in this report.

We recommend that the President take steps to assure that he be continuously informed of the views of students and Blacks, important constituencies in this nation.

We recommend that the President call a series of national meetings designed to foster understanding among those who are now divided. He should meet with the governors of the states, with university leaders, with law enforce-

ment officers, and with Black and student leaders. Each participant in these meetings should be urged to bring with him practical suggestions for restoring trust and responsibility among those whom he represents, and commit himself to continue this process of national reconciliation in frequent meetings throughout the school year.

For Government

We strongly urge public officials at all levels of government to recognize that their public statements can either heal or divide. Harsh and bitter rhetoric can set citizen against citizen, exacerbate tension and encourage violence.

Just as the President must offer reconciling leadership to reunite the nation, so all government officials—at all levels—must work to bring our hostile factions together.

Like the President, the governors of the states should hold meetings and develop contacts throughout the school year to further the cause of reconciliation. Like the President, other federal, state, and local officials must be sensitive to the charge of repression and fashion their words and deeds in a manner designed to refute it.

We urge state and local officials to make plans for handling campus disorders in full cooperation with states to establish guidelines setting forth more precisely the circumstances that justify ordering the Guard to intervene in a campus disorder.

We recommend that the federal government review all its current policies affecting students and universities to assure that neither the policies affecting students and universities nor administration of them threatens the independence or quality of American higher education. At the same time government should increase its financial support of higher education.

We urge public officials to reject demands that entire universities be punished because of the ideas or excesses of some members, and to honor their responsibility to help preserve academic freedom.

We recommend that the Department of Defense establish alternatives to ROTC so that officer education is available to students whose universities choose to terminate on-campus ROTC programs.

We recommend greatly increased financial aid for Black colleges and universities. All agencies of government that support such institutions should massively increase their grant

(Continued on page 4)

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deal with campus disorders; firmly and justly

(Continued from page 3)

to enable these colleges to overcome past shortcomings.

We support the continuing efforts of formerly all-white universities to recruit Black, Mexican-American, Puerto Rican, and other minority students, and we urge that adequate government-sponsored student aid be made available to them. We recommend that in the process of becoming more representative of the society at large, universities make the adjustments necessary to permit those from minority backgrounds to take

maximum advantage of their university experience.

Bombing and arson pose an increasing threat to lives and property on campus. We urge prompt enactment of strict controls over the sale, transfer, and possession of explosive materials. Such statutes are needed at both the federal and state levels.

For Law Enforcement

We have deep sympathy for peace officers—local and state police, National Guardsmen and campus security officers—who must deal with all types of campus disorder. Much de-

pends on their judgment, courage and professionalism.

We commend those thousands of law enforcement officers who have endured taunts and assaults without reacting violently, and whose careful conduct has prevented violence and saved lives.

At the same time, we recognize that there have been dangerous and sometimes fatal instances of unnecessary harshness and illegal violence by law enforcement officers.

We therefore urge that peace officers be trained and equipped to deal with campus disorders, firmly, justly and

humanely. They must avoid both uncontrolled and excessive response.

Too frequently, local police forces have been undermanned, improperly equipped, poorly trained, and unprepared for campus disturbances. We therefore urge police forces, especially those in smaller communities, to improve their capacity to respond to civil disorders.

We recommend the development of joint contingency plans among law enforcement agencies. They should specify which law enforcement official

is to be in command when several forces are operating together.

Sending civil authorities on to a college campus armed as if for war—armed only to kill—has brought tragedy in the past. If this practice is not changed, tragedy will come again. Shoulder weapons (except for tear gas launchers) are very rarely needed on the college campus; they should not be used except as emergency equipment in the face of sniper fire or armed resistance justifying them.

(Continued next issue)

CLASSIFIEDS

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* * *

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* * *

nick . . . give up.

* * *

w.n.p. don't pull your stitches, it might prove embarrassing.

* * *

"there are things that are known and things that are unknown; in between are doors" (the doors).

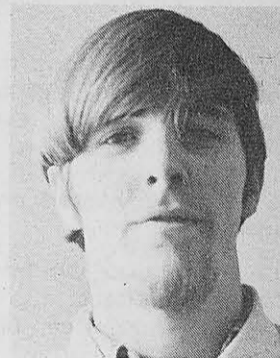
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hi friend.

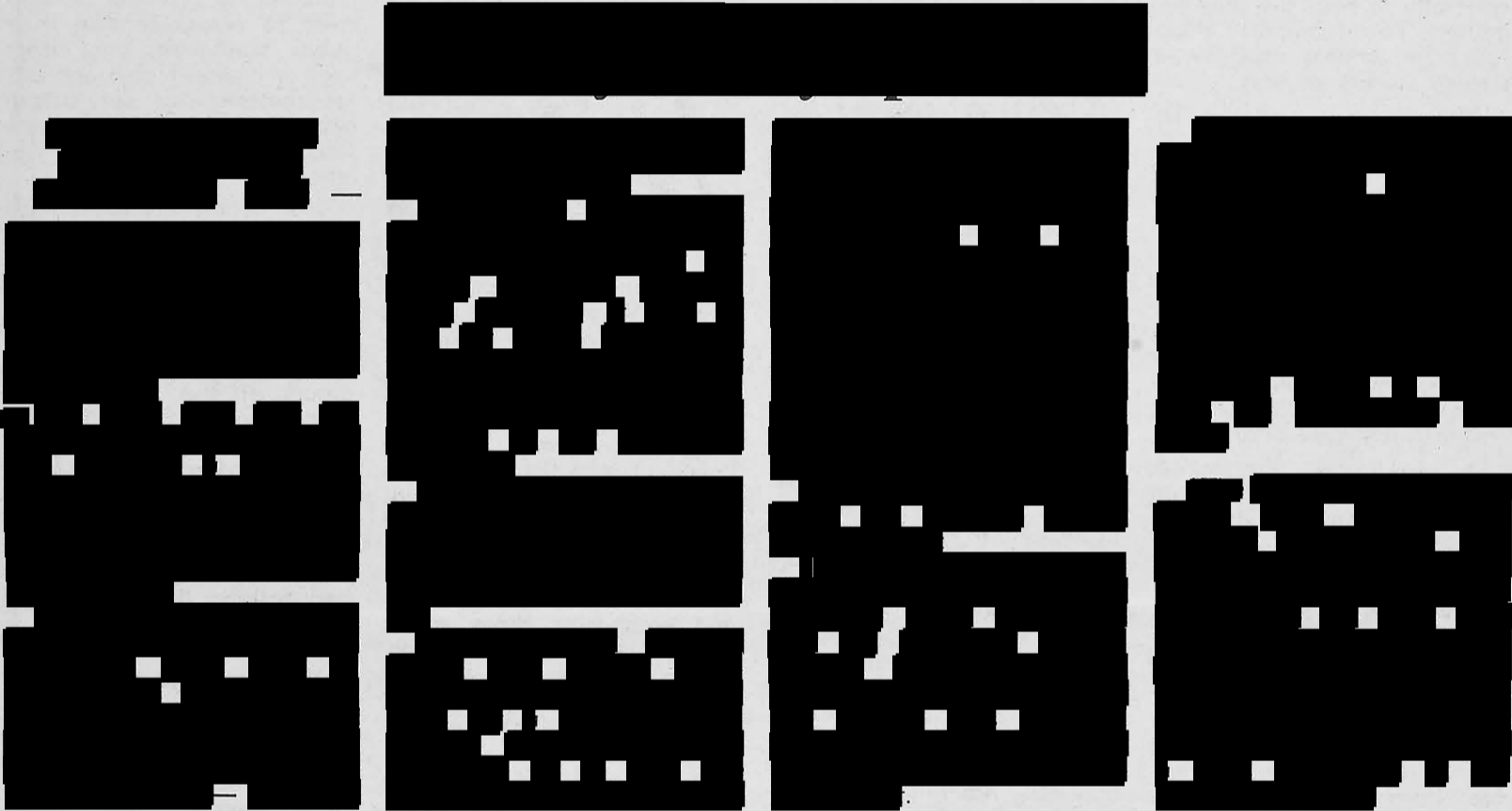
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the WEB

webster college
st. louis, mo. 63119october 16, 1970
vol. xlix, no. 4

ELECTION '70

Danforth

In a series of commencement addresses which were given at various schools throughout the state of Missouri last spring, Attorney General John C. Danforth stressed a theme of constructive involvement by our younger people in helping solve the nation's problems, and outlined his approach to "bridging the gaps" in our country.

Danforth perhaps summed up the thrust of his messages to the many 1970 graduates he addressed when he told a Drury College commencement audience, "Those of us in government must convince the new generation that orderly change is possible, by showing more response to its desire for a better world."

Only the day before, Danforth had told an audience at Lindenwood College that "we must come to terms with the great problems that separate us . . . face them honestly . . . and in the process be prepared to accept the terrible cost to our national sense of decency, for continued failure to find solution to these problems."

In the ceremonies on the beautiful Lindenwood campus in St. Charles, Danforth had said that this nation "will have to begin to give our support to those among us who are prepared to bring about meaningful change. We are also going to have to re-examine every one of our institutions of government to determine where reform or re-structuring is appropriate, in order to make them more adaptable and responsive to our present needs."

Danforth has been telling the state's youth that he does "not think it is an impossible dream that modern man will begin to learn the hard lessons of history."

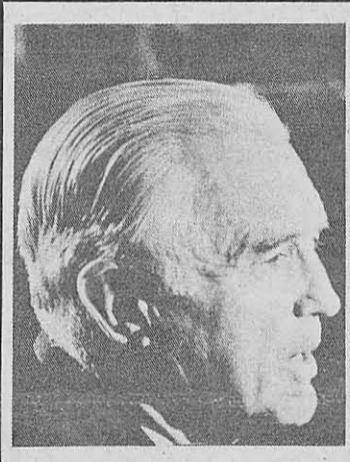
In this campaign for the U.S. Senate, the 34-year-old Attorney General has been stressing that he believes the majority of today's youth are concerned, sincere Americans, who only want to help change their country for the better. He has also pointed out that he does not believe in lumping all dissenters into one grouping.

"Some are simply not interested in constructive change, or in improving the existing system. The SDS would have you believe that once the system begins to crumble, 'beautiful things happen'. They argue that any structure, be it a college or university or a political or economic system, impedes the exercise of individual freedom and that it must therefore be destroyed," he has said.

"Many dissidents who resort to disruptive tactics say: 'We tried working within the system,' but most have not in fact tried very hard, and certainly not within the **political** system.

"But the majority of our youth today is not made up of destroyers; it is composed of young people who are committed to society and who want to see society change for the better."

(continued on page 2)



Symington

Senator Stuart Symington, who is currently campaigning for reelection to the U.S. Senate, spoke last Thursday evening at St. Louis University. The Senator briefly read a prepared text and answered questions from the near capacity crowd at Busch Memorial Center.

Asked about the proposed supersonic transport airplane (SST), the Senator stated that "The evidence is becoming very clear that there could be a real environmental problem."

Many of the questions centered around the U.S. military and our commitments abroad. The Senator said "Not many Americans realize that we have 375 major military bases abroad, and we have over 3,000 minor installations . . . America has become a baby-sitter for the world and there doesn't seem to be much reason for it."

He added, "If I thought it was right from a standpoint of our national security, of course, I would do whatever is right."

The Senator went on to say, "It's rather interesting that 75 cents of every dollar the taxpayer pays in America is for past, present, and future wars."

Symington felt that these were particularly disturbing facts, considering that, "We have 24-million people in the United States living below the poverty line."

When asked about the prospects for a volunteer army when the current draft law expires next June, the Senator said, "I voted for the volunteer army and I intend to vote for it the next time it comes up. I think we're going to get it."

Symington told the group at St. Louis University that the population explosion represented a grave threat to man's existence on earth. He said it is "a question that has a great many facets to it including religious facets."

The Senator added, "There is only one thing I do know — if we don't take care of the population growth, the population growth is going to take care of us."

Symington told the youthful gathering, "I've had a wonderful life in this country. I enjoy my work and I enjoy everything that this country has given me. I hope we maintain it and carry it on, so that you will have the same kind of wonderful life that I did."

Senator Symington concluded with the statement that "If you'd ask me tonight what is my greatest hope in the world, I'd say with the most complete sincerity . . . let's stop the killing and let's have true peace."

in focus

Arthur

wayne n. powers

Arthur Rosenberg is twenty-four years old, and is the Assistant Professor of Theatre Arts as well as Supervisor of both Voice and Speech and Acting here at Webster. His credits before coming to Webster include the High School of Performing Arts and the Stella Adler Studio, both in New York; Summer Stock engagements at the Rabbit Run Theatre in Ohio and with the Peterborough Players in New Hampshire. He has also earned a BFA from Carnegie Tech.

At my request, he consented to an informal interview for the WEB. The date was set for the evening of October 5th, and we met at Arthur's apartment over our common ground: a fine bottle of scotch. However, as the interview went on, and the level of the bottle went down, the interview became so informal that, to protect the innocent, the latter portions of this interview were extensively edited. So then, I present to you our sober words—the rest I leave to your imaginations.

WNP: Since you have become Supervisor of the acting program, what significant changes have you made?

ARTHUR: Well, the first thing—we never had an acting curriculum at all. Every acting teacher was free to teach the history of acting to the students. So that meant that the Freshmen students could learn "style" and the Sophomore students could learn "style"—I'm just picking one thing out of the air—somebody could teach musical comedy when they wanted to. So there was no continuity. In Speech there

was continuity—in the first year you learn sounds, in the second year you work on speeches, in the third year you do dialects, and in the fourth year you have appointments. But (in acting) there was never a step-by-step approach. What we have now is—the first year is fundamentals and improv, the second year is scenes and characterization, the third year is style, and the fourth year is final needs: audition prep—that kind of thing.

WNP: So, in other words, the entire acting program was

created from scratch—there was no existing program for you to change.

ARTHUR: There was never a unified idea behind it. Now that there's a unified idea, there are things like critiques; there are acting coaches on all the shows—things like that.

WNP: As far as you know, is the faculty carrying out the program as planned?

ARTHUR: Yes. Now the first quarter is being devoted—in the Sophomore, Junior and Senior years—to catching everybody up.

WNP: Would you say that the acting program is now designed more in the fashion of a professional acting school?

ARTHUR: Yes, it is—your words: "more in the fashion of . . ." It's not a professional acting school. It can't be—but it's as professional as possible within the limitations we have.

WNP: The reason I asked this is that, in the past, the administration of the department was always very careful to avoid the word "professional."

ARTHUR: The problem is that everyone is afraid of the word

"professional." I don't understand how you can teach piddlers in acting—how you can say that this is an unprofessional class for beginners. I think that in theatre—I know nothing about anything else but theatre—but I think that the only way to do theatre is to do it. I can't see having four years of conservatory unless it's professional. Now the only thing that's not professional about our program is that it doesn't grant a BFA—you're not there for so many hours a day, but the way in which it is taught should be just the same as a professional school.

WNP: Then, the goal of creating a 'well-rounded theatre person,' which was the previous concept of the department, no longer exists.

ARTHUR: We still want you to be a well-rounded theatre person, but who is specifically an actor. This whole idea of going on to graduate school—that was the presupposition of the way the department used to be—but the kids weren't doing that anyway—they were going to New York. So now

the department is geared so that you are prepared to enter graduate school.

WNP: How does the absence of a professional repertory company relate to the acting program this year?

ARTHUR: I think it's helping it. I think it's the best thing that could have happened to the department. We now have the time to teach. We now have the time to make the classes good—nobody has a conflict of interests. I'm still not convinced that a repertory theatre and a college, working together, can work together without the built-in conflicts of time. I'm not so sure that all the members of the faculty in the department should be in the rep.—maybe just a select few. I think the best thing that ever happened to the department is that we have a year to get it together and forget about the rep.—we were never ready for it. The department started, in my opinion—somebody said to somebody, "If you set up a theatre department, you can have your own the-

(continued on page 3)

Danforth

(continued from page 1)

Jack Danforth thinks that perhaps what he calls the "relevance of order" has been missed by many people.

"It is clear that a new national commitment to the system is necessary. This commitment must not only be to a reordering of this nation's priorities, involving a concerted attack upon the great social and economic problems confronting the country, but a renewed commitment to making the system itself work.

"The American democratic system is the greatest collective process ever devised by the mind of man. Incorporated in our system throughout its history has been the message of hope—hope to people throughout the world. And now, today, the message must again be one of hope, hope for change, hope for improvement, hope for those within our nation. And to give substance to that hope will require a new commitment from us all."

una-usa

Both the UNA-USA and the President's Commission for the celebration of the 25th Anniversary of the United Nations are very much pleased with the cooperation Webster College place for the commission hearing on October 20th. Webster students, faculty and administration are cordially invited to attend both sessions at the Loretto-Hilton Center and the luncheon in the dining room. There is no charge for the tickets for the Hearing and they may be picked up in the Dean of Students office on a first come first serve basis. Reservations for the luncheon should be made by check to

the UNA-USA 6368 Delmar Boulevard, St. Louis, Missouri 63130. The charge for the luncheon is \$2.50 per person. Please include the fact that you are a member of the Webster College community in making your reservation since a block of luncheon tickets has been set aside in the name of the College. We hope that many of you will be able to attend all or part of the day's events.

UNA-USA
President's Commission for the Celebration of the 25th Anniversary of the United Nations

Letters to the editor

sec criticized

Dear Editor:

Last Monday night I attended the SEC meeting. I had gone to protest the action which the above group had taken, presumably representing students, concerning the matter of October break. As a student, I had expected to be listened to, and to hear what SEC members would say, because I understood the original decision had been made unanimously. I was in error in my expectations.

I found SEC members shouting each other down, found their rationale declaring the student body had been notified of their decision (made on the part of all students) vastly inaccurate. Most students were unaware that this decision was before the administration for consideration and final approval until

so informed by Dr. Kelly's memo of October 7.

I further discovered SEC meetings to be run on a grade school level. No meeting style seemed evident. It is not surprising that students who came with criticisms were unheard in the general low murmur which was present throughout the meeting.

As a student which SEC presumes to represent, I would here wish to formally criticize their decision of moving October break. The issue is not with the poor communications system which exists between SEC and students. The issue is not with tardy administrative directives. The issue is this: the making of a major policy decision affecting all students without first consulting students before bringing said decision to a vote.

Carmelita Biggie

the WEB

editor	kathi hoener
photography	bill patterson
reviews	james andrew
staff	matt corrigan, diane mitchell, karen stoddard, lew prince, john st. pierre, wayne powers

the opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College

from the
Post-DispatchAgnew Goes
Big Time

SALT LAKE CITY, Oct. 1 (AP)—The University of Utah said yesterday that it had the world's largest Spiro T. Agnew watch.

In honor of the Vice President's campaign speech in Salt Lake City, someone climbed down a sheer wall at the university's student union building during the night and converted a 4-foot-square clock into a caricature of the Vice President.

The figure was waving an American flag in its left hand and was giving a peace sign with the right, similar to the small Spiro Agnew watches. Student leaders said they had no idea who did it.

Odd Assortment
Reaches Campus

GAINESVILLE, Fla. (AP)—"You new students gathered here are the finest, most interesting and unusual ever to enter this university," Stephen O'Connell, president of the University of Florida, said as he welcomed freshmen and transfer students.

"According to the information furnished by you to the registrar," he continued, "two of you have no last names; three with men's names written in the space for sex, and three who wrote 'none,' 'plenty' and 'Wrong.' Three others reported their race as being 'last,' 'Doubtful' and '100 yards.'

"And before I go on," the president grinned, "will the young man who is 155 feet tall and weights 5-10 please stand."

(St. Louis P-D 10-1-70)

arthur, wayne, jack daniels

(continued from page 2)

atre." And, of course, that somebody took it and had his own theatre. And there was never a department. And try as hard as Peter (Sargent) tried—and Peter did try hard—to reorganize it, there was just never the time. Now there is the time.

WNP: Would you think it a good thing if the rep. returned next year?

ARTHUR: I think it's a good thing whenever there's a theatre, because actors get employed.

WNP: I mean scientifically speaking.

ARTHUR: Definitely, but with an expanded faculty. In other words, with the size faculty we have now, there's no way the rep. will work and the school will work. We're understaffed—we have thirteen, and three are part-time. With an expanded staff and a more carefully planned repertory company where all the teachers are not actors, or designers, or whatever.

WNP: Upon viewing the restructuring of the department and the redefinition of its goals, what would you like to see done that, as yet, has not?

ARTHUR: I would like the college to allow us to become a BFA granting department. I think that the most important thing we could do is to become BFA. Now, people will disagree with me—even people on our faculty who don't feel that way. But I know that there are a number of us who feel that that's the way to go.

WNP: What is the argument against it?

ARTHUR: First of all, that the student is not going to get a 'liberal' education and it is a 'liberal' arts college. My idea is that we should have a fine arts complex; with music, art, and the theatre in it. I think that this could be, financially, very beneficial to the school. But it's a question of philosophy—the college has a philosophy which it has yet to determine what that particular philosophy is. (laughter)—But they know what it isn't. They know that it isn't a school for specialization. However, it really is a school for specialization in some areas, and I wish that it would admit that—and maybe make some money. I just think that we're on the verge of something really, really great. I was surprised—we have a great deal of notoriety as a small drama school. We are certainly the best in our class. Owing to our size only, we are not in the first class but the second.

WNP: What is your opinion of the Webster funds campaign?

ARTHUR: The school keeps saying that Webster College is innovative, and that we should take risks. The funds campaign is the safest thing in the world. To me, crossing the street is much more dangerous than the funds campaign is. There is not one risk taken in

that goddam thing. They go as far as—in the slide show there is a minimum of beards and hair in that slide show—everybody's clean-cut—a lot of 'underprivileged' people. The same theme is constantly said about something on the line of 'underprivileged people—harping on that drek. They found no new way to raise money, and when you make a suggestion, they say, NO, NO — YOU DON'T KNOW HOW TO RAISE MONEY!!' They're not taking risks either. Who's taking risks?? — The poor student who's shelling out sixty bucks an hour—he's got to listen to a whole bunch of people telling him, "Take risks! Take risks!"—And nobody's doing it—the funds campaign isn't taking a risk, the president won't define the college—the faculty won't define the college—nobody's defining anything, but we turn around to the students and say, "Take risks!" — **We're not!** — We're not doing **drek!** We, in the theatre arts department **are** taking risks—we're defining the program, we dare to say that we want to be professional, we dare to say that we want a rep, we dare to say a lot of things—we're taking risks! That's why I think we're kind of smug.

WNP: Do you think that the funds campaign is misrepresenting the college?

ARTHUR: There's a phrase in the theatre: 'selective realism.' I'm not saying that it's dishonest and outright shady, it's just **so conventional.** To me, the funds campaign is just a bore. It really is boring to me. It just occurred to me that one of the first things when the funds campaign was kicked off this Summer—I was one of the 'privileged few' to be solicited. Mr. Covington's idea was that the faculty and staff have to put up money out of their pay—they have to pledge a certain amount. And it suddenly occurred to me that there's another person saying "Take risks!" — with your money and your job. A lot of the faculty felt that just by **being** here and working for the silly salaries that they pay us, which are laughably low, that we're making a sacrifice. The idea of the funds campaign was that we should take a risk—a financial risk—and then I look at them and think that they're no better off than anybody else is—they're not taking risks either.

Part of the problem is that the faculty refuses to define its goals, and so does the administration. So I can sympathize with the fund-raisers — they don't know what the hell they're selling!—because nobody will define themselves.

WNP: How is the funds campaign representing the theatre department?

ARTHUR: The one thing that I object to is that it seems to go against anything that has

to do with Webster College — they're pushing the repertory theatre, and not the theatre arts department. I haven't seen anything that I can remember about the theatre arts department. In the slide show, they talk about the repertory theatre, which is the innovative program — nothing is mentioned about the theatre arts department. I've looked at all the information that Mr. Covington passed out, and I didn't see **anything** in there about the theatre arts department—I always see them selling the now-defunct repertory theatre. It's like it's here, and that's where the money goes to—well, god dammit, the department needs the money, too!—but this is never mentioned. They never mention that the department is working to do this or to do that—it's always the repertory theatre, which happens to be 'bye-bye.' So, in short, I don't think that they're misrepresenting it—I don't think they're representing it at all!

WNP: Why doesn't the college allow the theatre arts department to advertise itself in theatre publications, as other schools do?

ARTHUR: Paranoia is what it is. They're paranoid that 'God forbid, some department should get publicity.' It's idiotic—if you're going to run a theatre arts program, that you can't audition students. We are trying to get auditions, because it's silly not to. But, in order to attract students to audition, you've got to advertise that Webster College has a theatre arts department. But we can't do that—we can't advertise. I noticed that this Summer, we couldn't advertise our Summer Theatre Workshop — so, consequently, we had thirteen students, and one dropped. Theatre is something that people want to know about — theatre has a large drawing, and we're not getting a part of it because we can't advertise it.

WNP: What do you think of Webster College as a whole...

ARTHUR: It is a hole. (laughter)—I don't understand it—I really don't. I haven't got the **vaguest** idea what Webster College is doing! I respect a lot of people on this campus—a lot of teachers—for the way they think—Tom Bikson, Bob Corbett, Jerry Perlinski — a whole bunch of people who I admire—and there are a lot of new people on the faculty this year—like Alex Calandra—who are very interesting and exciting people, and I enjoy them and their thoughts. But as far as the so-called 'structure' of the college—outside of theatre arts, and M.A.T., I can't think of one other 'structure' that exists on this campus. I don't really know what to make of it. I know that in our department, we have faculty meetings! — Raise your eyebrow!!!—and even **within**

the faculty, we have acting a certain amount. And it's faculty meetings and directing faculty meetings—everybody's meeting all the time and deciding 'what are doing?', and 'how well is this working?'. And people laugh at us! They say, "Oh, you have **faculty meetings???**" — But we can define where we're going. Then I go to faculty weekend, and the college hasn't the vaguest idea what it's doing!!!—or where it's going!!! The faculty yells at the administration, the administration yells at the faculty, everybody yells at the students. Jacqueline Grennan at least said, "**Where I Am Going,**" but we can't say that anymore—everybody's so afraid to dare admit that they're going somewhere! I just don't know what to make of it. There are a lot of extremely intelligent people in this school who aren't given the chance to teach—they're so busy worrying about where they are, and where the school is going — that they can't teach. That's really depressing!

WNP: How much of this would you attribute to the administration?

ARTHUR: The first time I met Dr. Gerdine was at faculty weekend, first semester of last year. The first thing he did at that meeting was to ask us to define the college. At that time, I was very impressed. But then I realized, this year, that what he did was he abdicated his position as president—by that first official act. He asked us to define the direction of Webster. I could understand that, because he was new here, etc. He has now been here for almost a year, and I've heard a lot of "Don't worry about this, and don't worry about that,"—but on the other hand, I see no direction—I see no leadership. I see a lot of interesting ideas, I see a **very nice man**, who I trust—but on the other hand, I see no top-level leadership of the college.

WNP: What do you define as leadership of the college?

ARTHUR: Direction. Well, somebody defined it very well at faculty weekend this year—and I think it was Jerry Perlinski—and if it wasn't then someone is going to be mad at me—but, I think it was Jerome. It's something like, "The president is the bearer of your dreams and your aspirations as a college."—and teacher's job is to find the links to get toward that dream. The president should always be like a visionary — like in the United States—the President isn't the one who enacts the laws, the President is the one who carries the philosophy—and when he gets too close in the laws, like in the Manson case, he gets slapped down. I think that the college president is the bearer of the dream. Without that kind of leadership, it's up to every-

body in the college to find their own leadership, and then we have chaos. The president is the one to bring us together—and I think that he abdicated his position right in the beginning, when he asked us to define what we are and where we're going.

WNP: Did the faculty ever reach an agreement in answering that question?

ARTHUR: Of course not! How are we ever going to get the language department, the theatre department, the English department, the philosophy department, the religion department, and all the rest of them to decide where we're going??? We're all moving in different directions. How do we get together and define our direction without leadership?

WNP: What is your opinion concerning the obvious disinterest of the majority of non-theatre students in the events sponsored by the theatre department, as shown by their very poor attendance?

ARTHUR: Not only don't the students come to our shows, but neither do their teachers. Opening night of **The Electra**, Myron Kosman represented the faculty—he was the only faculty member there. I think, the second night, I saw Sister Helen and Sister Gabe—During the course of **The Electra**, I didn't see that many teachers there — they don't go to student plays. It was funny—last year, I asked Carl Pitts, "Did you come over and see **Viet Rock?**" And he said, "I don't like rock groups." (laughter)—I don't think that the academic teachers go and see the shows, and consequently their students don't.

WNP: And yet, the students complain of the lack of social activity on campus.

ARTHUR: The reason that they're complaining so much is that their living conditions are so horrid, how can they possibly be happy? The pictures in the WEB of the dorms looked like the United Fund poster! It was absolutely incredible! I am not violent, as you found out from the strike last year, — but I wouldn't be terribly saddened if the goddam dorms got burned down. Thank God that a member of the board finally took an interest to come and see them — Mrs. May—but that's only a beginning step. Those dorms are in such terrible shape, that something's got to be done about it **today**—not next semester—not when we get the money from the funds campaign — **but today!!** — or nobody should get paid. Let's cancel classes for a week — and nobody will get paid on the faculty, staff, administration—**no one!**—and all that money will be used in the dorms. I'm not advocating that **necessarily**—because I'll lose money — but, God dam-

Arthur

(continued from page 3)

mit, **something** had got to be done. Those dorms have got to be put in a liveable condition, or just get rid of them—and have **no** dorms. It's an outrage, without question—and if anybody would have a strike, I would support it—not only would I support it—I'd march with them.

WNP: What do you think of the national administration?

ARTHUR: You mean, what do I think of Nixon and Spiro?—I hate them like poison. I think Richard Nixon is an ass—I really do. I'm not saying that Lyndon Johnson wasn't an ass either—I don't know—I'm ready for Edmund Muskie. I think that the worst thing that has ever happened to higher education is Richard Nixon and Spiro Agnew—they're anti-intellect. They're harping on the strings of the 'Silent Majority', and I think it's bullshit, I really do—I think it's the worst thing that happened to education—there's like a 'witch-hunt' now for educated people, and college professors are number one on the hook. And I think that all these commissions on everything are ridiculous. I think that commissions are fantastic, but they're not being used. And again, it's a distrust of intelligent people. However, I think that there is something to be said for the President. Although I disagree with just about anything he says, pretty much—I agree with his bullshit—"America is a great country, etc."—I agree with that, but I don't agree with what he does at all. On the other hand, one of the things he said when he took office, was that he was going to do something that President Eisenhower did—there was a country in turmoil, a country that was just about divided on any issue, and his attempt was to bring calm and tranquility to the country. He hasn't done it yet—inflation just got out of hand, riots got out of hand—things now are getting pretty bland, about now. And I think, maybe, he's just bringing a bland influence, like milk on an ulcer—and if he can do that, I admire him. He hasn't done it yet—things are beginning to slow down—the stock market is getting a little stronger, there really aren't any riots this year to speak of, campuses are fairly quiet,—people are beginning to say, "Well, that's Richard Nixon—bleech!—We

can't do anything with him . . .", and things are beginning to quiet down all over the place—and I think, maybe, what the country **does** need is a time of peace for at least a year—just **cool it!**—and I think we're getting close to that. I think Women's Lib, and Gay Liberation, and all that is just getting just so ridiculous, that we can't even take movements seriously anymore. The ultimate movement is Gay Liberation—it's ridiculous! In New York City, the Gay Lib took over the **basement** of the administration building at City College—symbolically. I think that it's just getting so ridiculous that movements are just losing their meaning—and I think maybe it's good. I'm a moderate—not politically—but my role in life is to fit in between people, I've decided. Now, the people in these movements **do** have something to yell about—**everybody's** got something to yell about. It's the world, and everybody's out for themselves, so **of course** everybody's got something to yell about—but then the Rosenberg family is going to have a movement—the Rosenbergs are oppressed, and the Powers are oppressed—every Goddam person is oppressed—everybody's oppressed—there's no one that **isn't** oppressed—college professors are oppressed—theatre arts departments are oppressed—(laughter). But until people realize that they belong to the 'family of man', rather than belonging to a theatre arts department, or a Jewish religion, or a Black culture,—that we belong to a 'family of man', and everybody's got to stop yelling for their own demands, and acquiesce to the 'family of man'. I really believe that. Women demonstrating for women is racist, and Blacks **only** demonstrating for Blacks is racist—It should be **men**, meaning men and women,—it should be **people** demonstrating for **people**—but all this separatist crap doesn't lead to anything—it just leads to further division.

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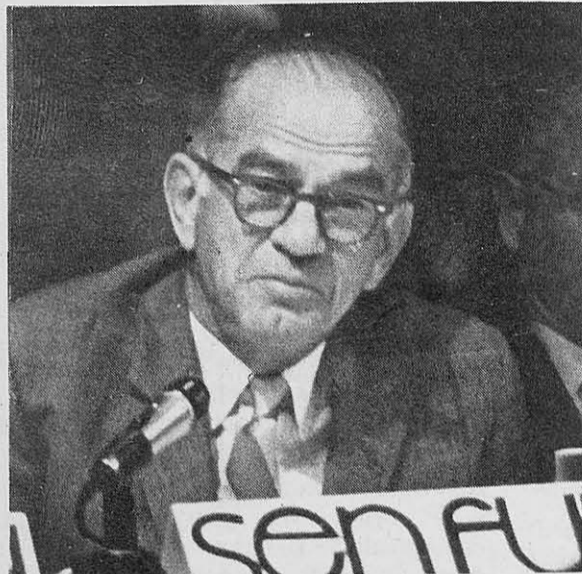
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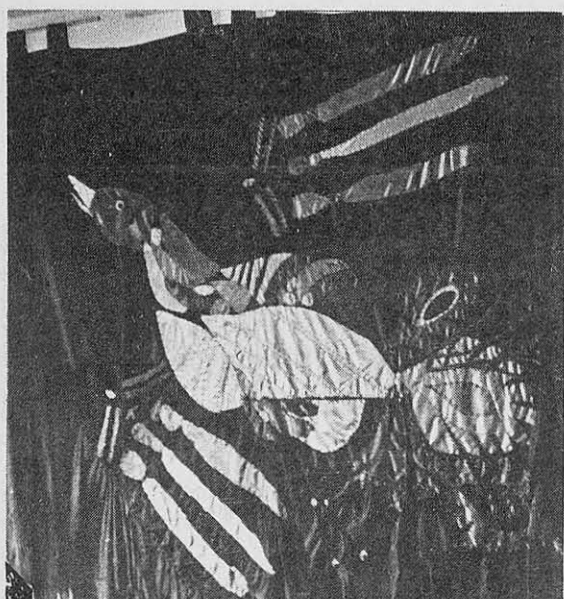
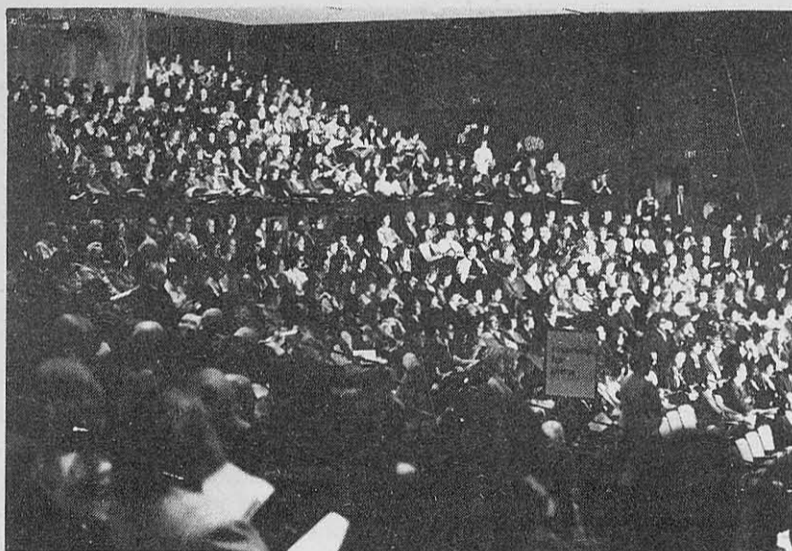


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Fulbright Chairs U.N. Hearings



SENATOR FULBRIGHT
AND
A CAST OF THOUSANDS



THANK YOU MARY JEAN LONGSBERRY

On Tuesday, October 20, the "President's Commission for the Observance of the Twenty-Fifth Anniversary of the United Nations" held hearings at the Loretto-Hilton Center.

The Commission, created by President Nixon's Executive Order of July 9, 1970, is chaired by Ambassador Henry Cabot Lodge and includes four Senators, four Congressmen and forty private citizens. Hearings were scheduled for four cities: Atlanta, Des Moines, Rochester and St. Louis.

The St. Louis hearings were chaired by Senator William Fulbright of Arkansas with nine other commission members on the hearings panel. The other members of the panel were: Dr. Ruth E. Bacon, former U.S. Minister to New Zealand; James C. Hagerty, American Broadcasting Companies, Inc.; John T. Isaacson, President, St. Louis Chapter United Nations Association; William T. Jackson, University of Virginia; Rabbi Bertram W. Korn; Benjamin M. McKelvey, Chairman of the Board, *The Washington Star*; Mrs. Mildred E. Persinger, Board of Directors UNA-USA; Mary Louise Smith, delegate to World Population Control Conference in Geneva, and Ronald F. Stowe, U.S. State Department — Student Member.

The purpose of the Commission, as stated by Ambassador Lodge, is: "We want the people of the United States to give us their criticism and constructive ideas about the United Nations so that the Commission can make strong persuasive recommendations to the President."

The Commission had submitted an Interim Report to the President which suggested that the United Nations is becoming increasingly incapable of dealing with grave issues facing the world. The Commission intends to make recommendations on the peace-keeping machinery of the United Nations, ways of reforming procedures of the institution to prevent it from becoming an ineffective debating society, strengthening international law, and cooperation in the fields of pollution, illegal drug traffic and hijacking of airplanes. The recommendations will go into a final report in May.

Although the hearings were not to begin until 10 o'clock, the pre-hearing press conference at 9:30 opened to a capacity crowd. Senator Fulbright was asked why he thought the UN Permanent Peace Keeping Force had become so ineffective. The Senator replied that the Force had never been effective in the first place because the nations of the world haven't gotten to the point of being able to cooperate with each other. The great-

est lacking of the United Nations is the spirit of cooperation among the great powers was of cooperation among the great powers was major faults of the UN. The Senator also repeated the often heard thought that "there is no rational alternative to the United Nations only the ultimate irrational alternative: war."

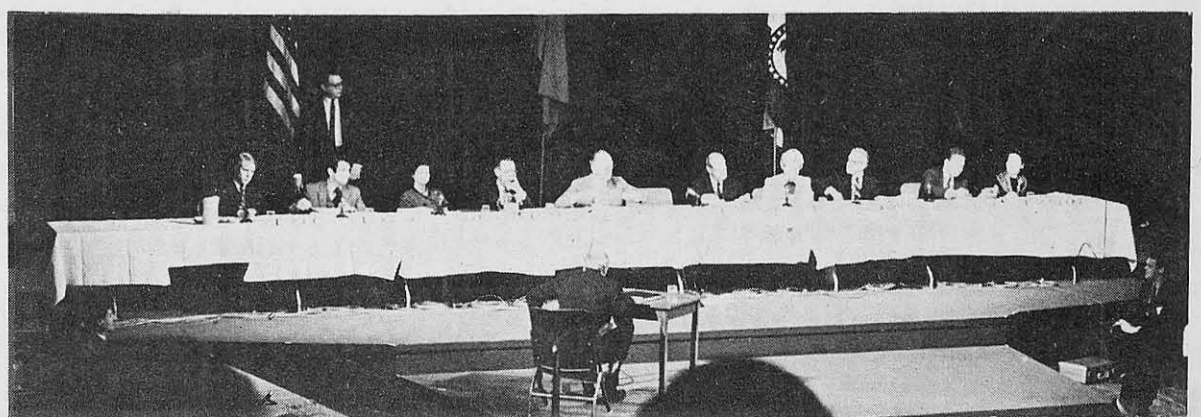
The morning session of the hearings saw some of the most prominent members of the St. Louis community testifying. These included James McDonnell, Chairman, McDonnell Douglas Corporation; David Meeker, Executive Secretary to Mayor Cervantes; Howard B. Woods, Publisher, St. Louis Sentinel, and James W. Symington, U.S. House of Representatives, Second Congressional District of Missouri.

At noon a luncheon was held in Maria Hall Dining Room with the luncheon address being delivered by Prince Souvanna Phouma, Prime Minister of Laos, who is in the United States for a State visit. The Prince is part of the coalition government of Laos.

The Prime Minister stated in his address that to obtain neutrality he was in exile for a number of years. He realizes that twenty years of war is too much for a small country with only 4 million people. The war has continued though because of Laos' war-like neighbors: North Vietnam, Red China, South Vietnam and Cambodia. In 1964, Laos was attacked by North Vietnam and the Pathet Lao (Communists). The Prince went to the USSR to request arms and received a negative response; he then went to the U.S. where the response was favorable. He then signed an agreement with the U.S. which would allow them to ship arms to Laos which would also insure her survival. The Prime Minister then stated that the U.S. did not violate the 1954 Geneva Convention because of the article in the Convention which allows Laos to seek arms to defend herself.

The Prince himself requested that the U.S. bomb Laos to stop the North Vietnamese troops from infiltrating Laos. Laos in no way whatever wants to engage in war with North Vietnam. If North Vietnam stops its aggression, the Prince will ask the U.S. to stop the bombing. The prince insists that Laos will stay on the map.

The afternoon session saw such area notables as the Honorable Doris Bass, Alderwoman of St. Louis testifying. Along with Mrs. Bass were Julius Frazer, United Auto Workers, Dorothy Helfrich, Chairman, CIRUNA Chapter, St. Louis University and Miss Eleanor Schlafly, Executive Secretary, Cardinal Mindszenty Foundation.



Letters to the Editor

Reaction to 'Arthur'

By now the intemperate remarks of Mr. Arthur Rosenberg have been largely forgotten, and little need be said about them. I am wondering, however, if he hasn't had some second thoughts about the wisdom of mixing interviews with Scotch. I wonder, too, if, before submitting to his next interview, he will make inquiries as to the taste and restraint of the interviewer. Of his many complaints only one stays with me at this time, that being Mr. Rosenberg's notion of college administrative leadership. It's an idea that has been in circulation around here for awhile, and it deserves to be exposed for the counterfeit it is.

When in the midst of turmoil and change, nations have an affinity for the forceful and charismatic leader who promises to take them to days of glory. Historians would call him "the man on horseback," and his number is legion in the past two centuries. The same sort of behavioral pattern, that of searching for the super-leader, is observable on the level of the individual. But at this level it is better described as a messiah complex. The messiah will free us from our current woes; he will establish the new Eden; he will provide milk and honey; proclaiming the new dogma he will lead his people forth from the wilderness.

In religion messiahs do not appear very often — in fact, only a few times in the history of the race, or only once, depending

upon your persuasion. In education, however, things are different. It seems every college president is a messiah, or is expected to be. If not, well, call forth another messiah, or at worst, hire a second-string messiah who will serve as stand-in.

Mr. Rosenberg's (and others) notion that a college must have as leader a person whose primary function is philosophizing about the college, and philosophizing to the college, and inspiring everybody, is manifestly unsound. A professional teacher does not require someone who "defines" goals of education or its methods. If he is really a professional in a given discipline, he well knows what goals are achievable in that discipline, and has a fairly good idea of the methods that his own abilities permit him to use. As a professional he knows that any "philosophy of a college," however elaborate and eloquent, cannot change reality, reality (for the teacher) being the day-by-day task of assisting the student to achieve higher standards of intellectual competence. In fact the professional teacher is apt to tell you that outside of insuring a humane, liberal, and generous atmosphere (no mean task), college leadership is irrelevant to the classroom. He will respectfully insist that messiahs are for religion, or for those in education whose standards or professionalism are not yet sufficiently defined.

Conal Furay
History Department

'Jaques Brel' — Alive!!

"Jacques Brel is Alive and Well and Living in Paris" is a way of life!

The lyrics and music of Jacques Brel, a Belgian songwriter living in Paris, are presented in a production which is so lively and entertaining that once you've seen it it will become a part of your life. For Brel espouses a totally human way of life, with all its comedy and tragedy, emotion and intellect. It is an exuberant, exciting, difficult, stimulating, joyous, tragic, funny, somber but always beautiful way of life — a living way of life.

Brel's "philosophy" is brought to the stage and conveyed with great feeling and intensity by the entire company. Whether singing solo or ensemble each of the four cast members is absolutely vibrant. Each of them provides high points in the show.

Stan Porter is a powerful singer and proves this many times in his solos, but particularly in "Amsterdam", his solo which closes the first act. His performance is beyond further comment. Fran Uditsky, while having a slightly weak voice, is perfect for the songs she solos. She is also an extremely entertaining

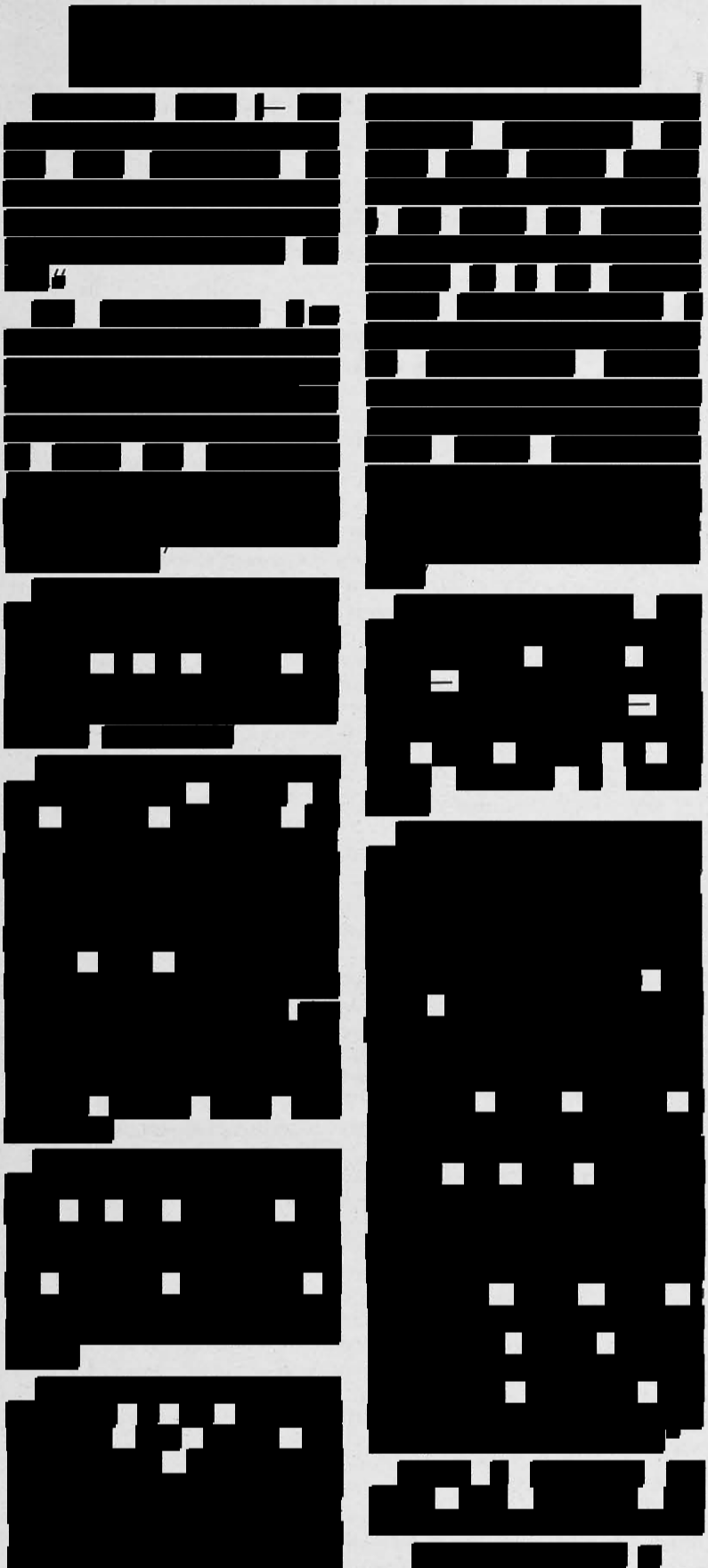
performer. "Timid Freida" is a perfect indication of these abilities. Jack Eddleman is very good, not only as a soloist but in his duets with Porter. "The Bulls" and "Middle Class" are excellent examples for each case. Joy Franz is remarkable. Her rendition of "Marieke" provided the highest high point of the show!

The music, performed by a small pit band, is definitely "live". This combined with creative yet simple lighting and stage setting, provides an atmosphere in which one feels immersed in entertainment.

In conclusion, "Jacques Brel Is Alive and Well and Living In Paris" is a quick-paced show, light, funny and sad; and always, in every sense of the word: moving — the way life should be.

Note: "Jacques Brel—" plays through November 7. Performances: Monday thru Friday at 8:30 p.m., Wednesday at 2 p.m. and Saturday at 6 p.m. and 9:30 p.m. Admission for Webster College students with ID's \$1.00!

James Andrews



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the opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College

All AAUP members are invited to hear Dr. Glenn Pedersen, state president of AAUP, who will speak on issues currently confronting Missouri colleges.

Date: Tuesday, October 27, 1970

Time: 7:30 p.m.

Place: New Fine Arts Bldg. Room 101 (Downstairs), Lindenwood College

in focus

U.N.—pathway to peace

wayne n. powers

At the U.N. Commission Hearings of October 20th, many problems were discussed. I am most pleased that they were discussed, as the first step in the solution of any problem is the recognition of the problem, and discussion of it. The United Nations is indeed 'our last best hope for peace,' and the preservation and growth of this organization will result in the preservation and growth our world and its people.

One basic problem which was not discussed at the hearings, is the multitude of technical shortcomings in U.N. procedures. In 1945, there were 51 member nations, as compared with today's membership of 126. The number of U.N. meetings held in 1960 was 27,000. This is a proverbial 'drop in the bucket' in comparison to the 64,000 meetings held in 1969. The accommodations made for the growth of the organization have been inadequate. Former Prime Minister Lester Pearson of Canada stated in May of this year, that the General Assembly is "drowning in its own words and suffocating in its own documents."

At the hearings, many witnesses proposed that the U.N. Charter be overhauled. At the present time, a change in the charter would be of little or no value. The problem which cripples the cause of world peace is the uncompromising attitudes of the major world powers. If the U.S. and Russia shared the genuine desire to solve world problems, they could and would be solved within the present structure of the United Nations. The ma-

major world problems cannot be solved, whether the U.N. Charter is revised or remains intact, as long as the governments of the world continue to use conference tables as propaganda platforms, and we are as guilty as anyone else.

As Senator Fulbright suggested, the actual problem is a basic lack of trust—between nation and nation—and between nations and the U.N.

The obstacle which continues to prevent meaningful dialogue and negotiations between the major powers is their regard for sovereignty and nationalism as being of the utmost importance.

It is interesting to note that before 1815, the people of America considered themselves as, first of all, citizens of their respective states; and secondarily, as Americans. Thomas A. Bailey notes in his book, *The American Pageant*, that after 1815, "Swelling numbers of our citizens—although probably not yet a majority of them—were coming to regard themselves as first of all Americans, and secondarily as citizens of their respective states."

Would it be impossible to extend this one step further?—so that, perhaps, a history book printed in the year 2000 might read: "After 1970, swelling numbers of our citizens were coming to regard themselves as first of all citizens of the World, and secondarily as citizens of their respective countries."

It could be within our reach—and yet it remains so distant.

—w.n.p.

are you sure you want to give your fair share?

Members of Radical Action for People (RAP), a group of workers in health, education, and welfare, have spent the last several months studying the organization of the United Fund of Greater St. Louis, Inc., and the agencies to which it allocated money. Our findings can be summarized in two sentences. 1) The United Fund does little to help the people of St. Louis, especially low-income families, to deal with their health and welfare needs. 2) The Fund was created by big businessmen and exists primarily to extend and help consolidate the power and influence of the highly integrated business community of St. Louis.

1) The United Fund fragments rather than coordinates health and welfare services in St. Louis primarily by allocating \$1,889,601.64, or about 14% of its total budget of \$13,367,451, to nine different administrative and planning agencies.

2) The United Fund has not informed the public about the goals of participating agencies or, more importantly, how the agencies really use the funds that are allocated to them.

3) A panel of 22 social workers agreed that only 34 of the 101 United Fund agencies serve primarily low-income families whose annual incomes are \$6700 or under.

4) In addition to the Fund's bias in favor of middle-income and affluent agencies, many of the agencies that are supported by the United Fund restrict their services or provide services that are primarily accessible to those of a particular religious or racial group.

5) The kinds of services provided by the United Fund agencies to the poor are for the most part designed to "colonize" them—to foster passivity, resignation, and gratitude; to acceptance of life conditions; and to divert resentment and justifiable anger into channels that do not lead to change.

HOW DO THE BIG BUSINESSMEN CONTROL AND BENEFIT FROM THE ST. LOUIS UNITED FUND?

1) Contrary to the image of the United Fund projected by the promoters of the Fund, most of its money comes from employees and not from the corporations.

2) Although employees are the main contributors to the Fund Board. The Board is a fiction or influence on the United Fund. The Board is dominated by big businessmen.

3) Employees provide the main sources of money for the United Fund, but they get little credit. The publicity goes to the businessmen who run the campaign. Since 1955 when United Fund was creat-

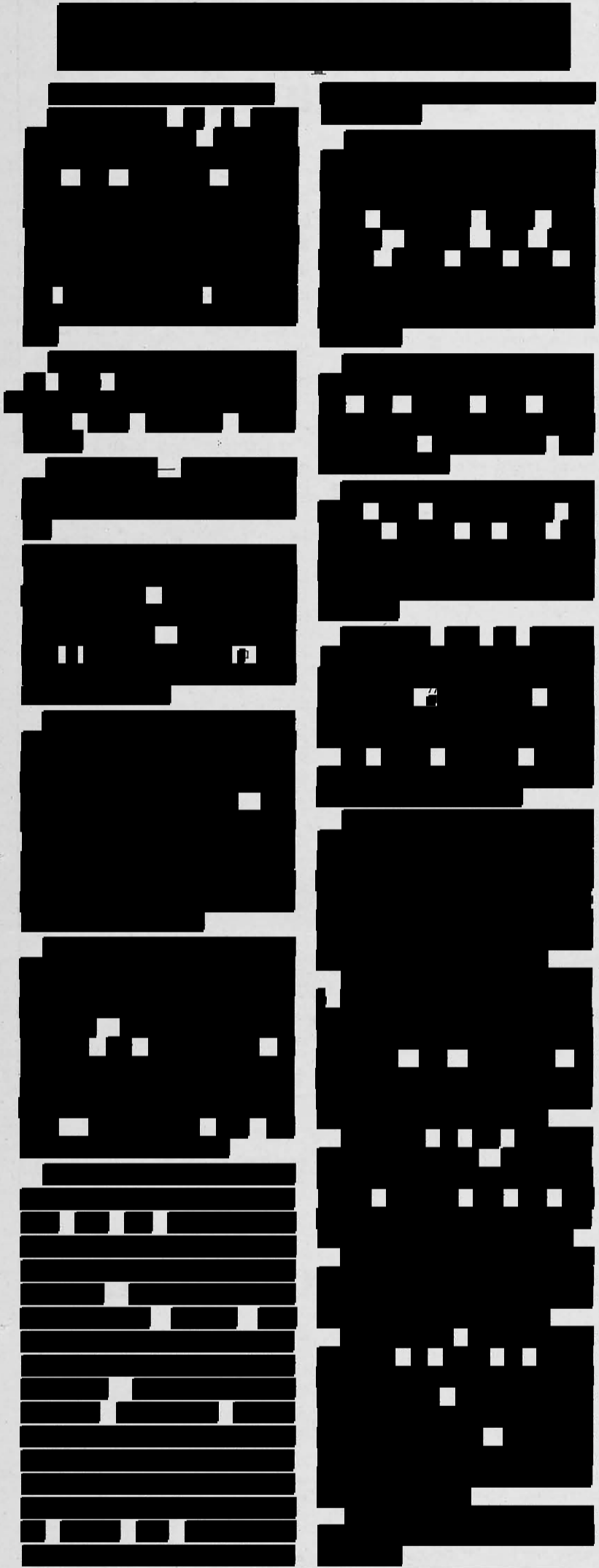
ed, all 16 of the Fund's campaign chairman and all 16 of its Presidents have been businessmen. And of course the part that businessmen play in the Fund's campaign always get plenty of attention.

4) What are big businessmen really doing? While they get favorable publicity for their "concern" for the needy of the St. Louis area, many of the United Fund Board members are helping to create the basic problems that are destroying the city. Many of them are associated with corporations that have been charged with discriminatory hiring practices by the United States Equal Opportunities Commission and many local civil rights groups, including: Anheuser - Busch, Monsanto, Emerson Electric, Southwestern Bell, McDonnell Douglas, Interco, and Laclede Gas.

5) Among other ways, the administrators and promoters of the United Fund attempt to rationalize its existence by claiming that it encourages participating agencies to be innovative. However, there is no evidence that the administrators and the promoters of the Fund even have a concept of what it means to be innovative.

For further detailed information contact: Bill Irving, Department of Theology.





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webster college
st. louis, mo. 63119

november 6, 1970
vol. xlix, no. 6

HOMECOMING

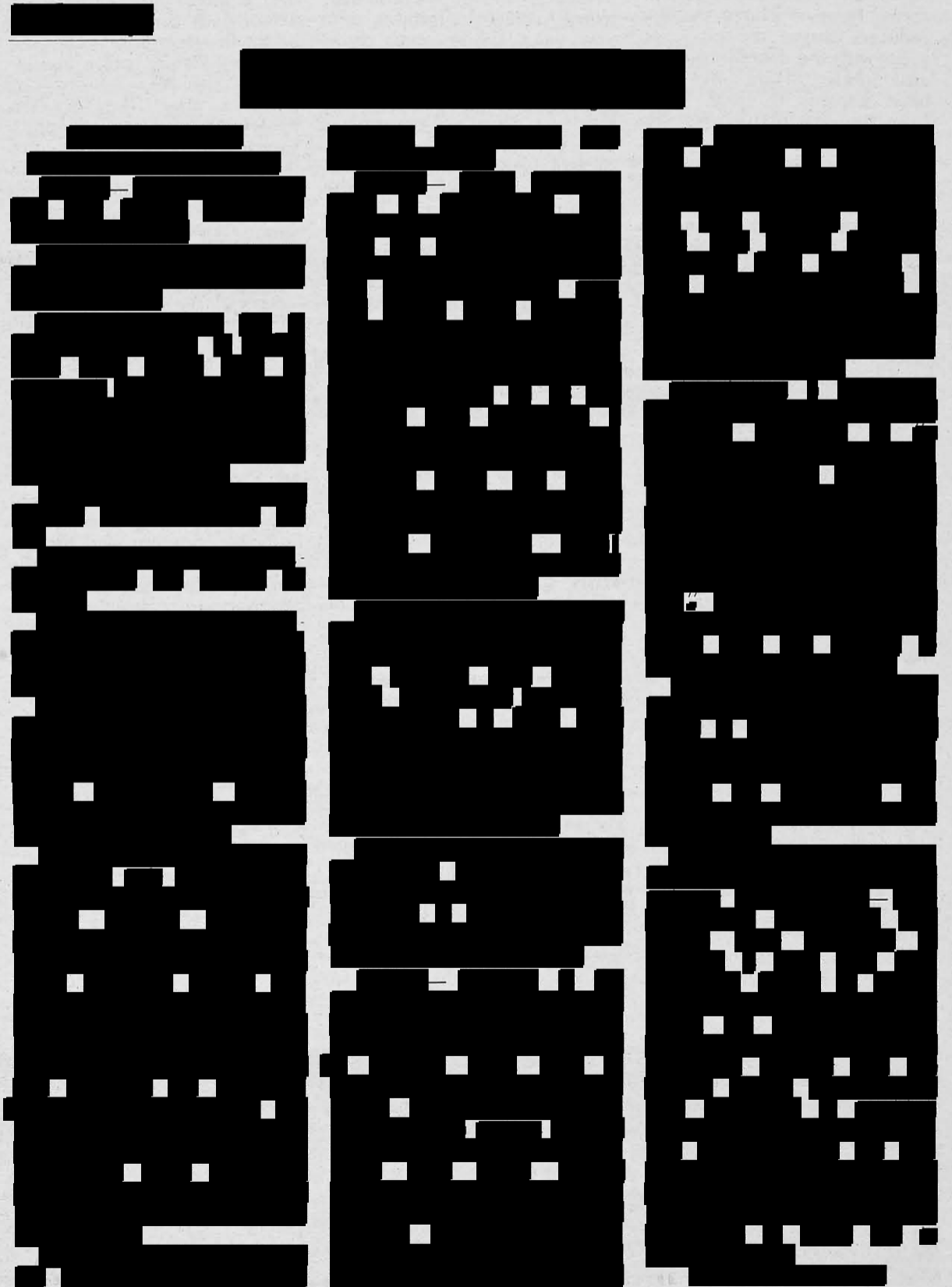
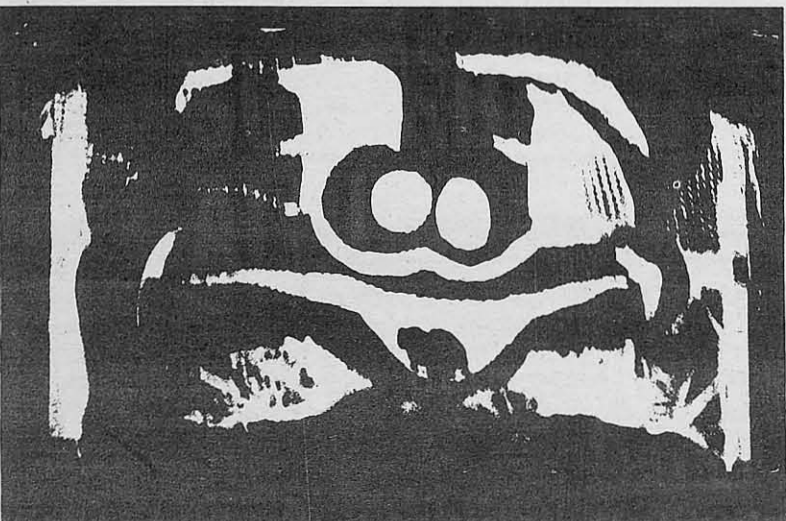
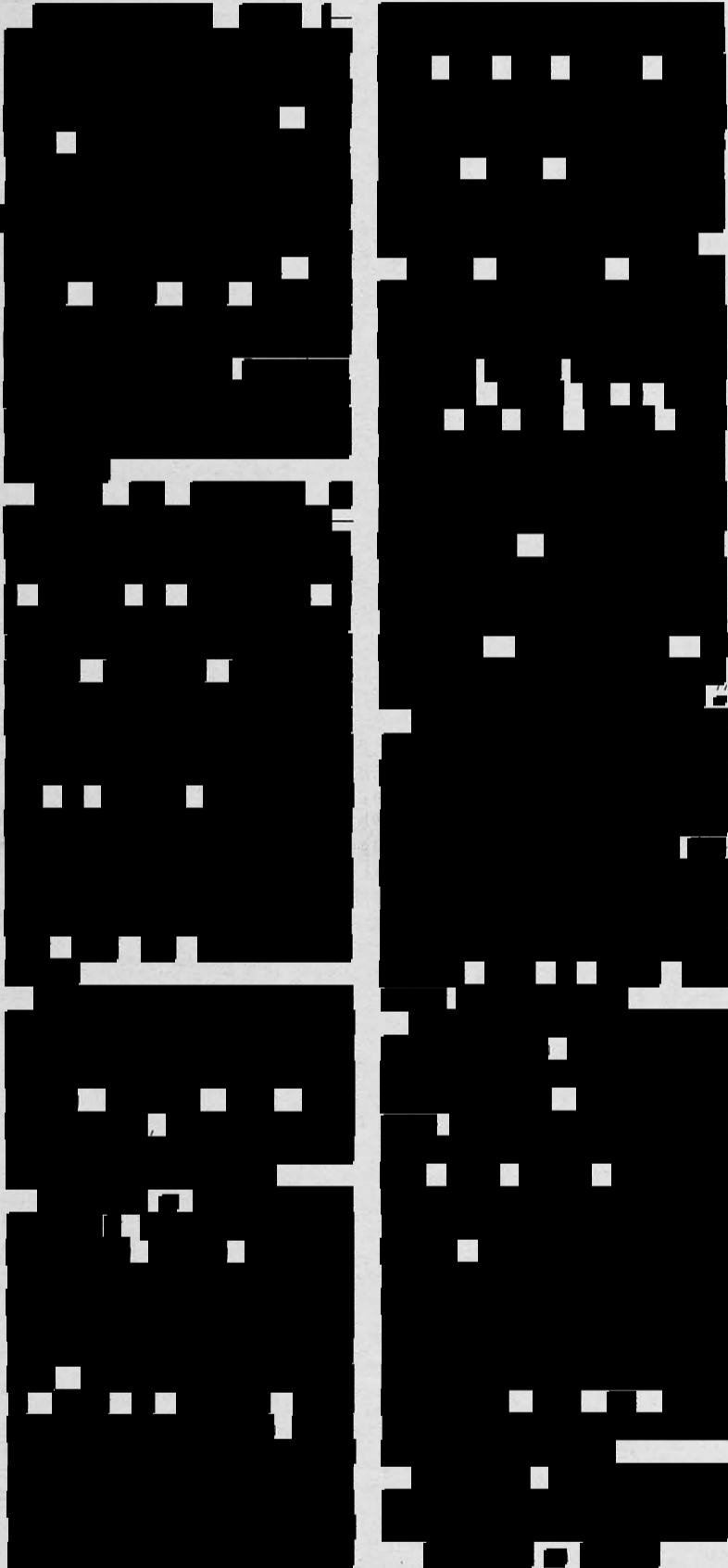
The third annual Webster Homecoming will be held tomorrow, November 7. Homecoming, the event where the guys meet the girls in a 'friendly' football game, will begin with a parade at noon. The football game will be at two o'clock on the Eden Seminary field. A masquerade dance will follow at eight o'clock in the cafeteria. Come as your favorite friend or favorite enemy.

The schedule again is:

Noon	PARADE
2:00 p.m.	FOOTBALL GAME
8:00 p.m.	MASQUERADE DANCE (CAFETERIA)



a past supporter of homecoming



Letters to the Editor

From Dr. Stopsky-Academic Theater of the Absurd

The theater of absurdity continues to intrude upon our daily lives. It becomes difficult in the academic world to differentiate between drama and reality. Scarcely a day passes, nor an issue of student newspapers appears without evidence that actors dominate the scene. Should this surprise us considering the theatrical academic performance of the past decade?

Who, but an actor, could imagine himself capable of solving any and all of society's problems? For example, during the past decade academic performers have brought democracy to Vietnam; taken billions to revamp urban education, eliminate slums, etc. . . . Seduced by money, pampered by federal officials, excited by power, our academic types have confused stage with reality. Their opportunities to perform, however, have become reduced during the past two years with the decrease in federal funds. They have also been driven in some haste from the cities by blacks who recognized the "academic hustle" for money. Who, but academic playwrights, could devise a drama which involves huge expenditures of money to "study poverty"—poor people know they are poor because they lack money.

Now that the scope of their performance has been diminished, the academic actors have turned inward to the college campus. In the new theater of absurdity, the audience (students) have merged into the play and one can no longer separate the actors from the viewers. The stage is the campus and writers diary pour out new plays.

In one recent stellar performance, a member of the Webster faculty sent a memo urging that no funds be contributed to the United Fund because it is racist (of course he didn't acknowledge that his information came from another source). This academic money hustler hops around the country as a consultant to businesses that are linked with the military-industrial complex. He takes money from John Mitchell's Justice Department, but does draw the line at giving to the United Fund. Unless we are witnessing a play, how could we explain the serious manner in which giving money to racist

groups is condemned but no consideration to the morality to **taking** money is offered?

This actor belongs to a "new class" that is emerging on campuses. From the background group of stand-ins and bit players, new stars shine forth who draw their fame, not from academic accomplishment, but from the ability to verbally dominate the college scene. The new class had gained its greatest strength from its ability to organize and rationalize crisis. "Crisis brokers" flit around the campus anxiously seeking ways to polarize groups in order to appear as saviors of the community. Notice at the next "incident" how the "crisis broker" scurries from TV camera to radio announcer; then addresses hushed students about the immorality of life. The play is on, the cameras grind, solemn promises and vows are made, eyes grow moist, candles are lit, the march is on. The crisis broker puffs down to the Dean of Students to bring assurances that "the students" are under control; then back to the students to tell them how "the administration" has been humbled. Accolades pour in to the bit player who is now a star.

Scene cuts to the fall. Since there was never any intent to perform violence, the students are peacefully back in class. They remember the golden days of the spring play. Occasionally someone recalls words about "changing America" or "working to elect peace candidates" or "not forgetting the Kent students" (was it three or four who died there? what were their names?). Our crisis broker grows anxious, eyes plead with the director for another scene of high drama.

Unfortunately, the antics of the crisis brokers are spreading among faculty members. It is the unusual faculty who does not recognize the importance of style and performance. Last week the student newspaper devoted two pages to the whining cries of one teacher who desperately sought to portray himself as a fighter for justice and students. Recognizing that the eyes of the audience were upon him, Mr. Rosenberg uttered his challenge to the world: "We, in the theatre arts department

are taking risks—we're defining the program, we dare to say that we want to be professional, we dare to say that we want a rep, we dare to say a lot of things—we're taking risks." A drama critic can only be overwhelmed by this bravado. In 1970, how dare a college teacher located in the quiet Webster Groves suburbs make any claim to "taking risks"? The theatre arts department is willing to take so many risks that they won't even take a student without an audition.

Unless Mr. Rosenberg were in a drama, how else can one interpret his dialogue? He criticizes Dr. Gerdine for not providing leadership and suggests that the college isn't giving sufficient support to Theatre Arts. Then Mr. Rosenberg announces the direction that he and a small group desire for Theatre Arts majors. How about this scenario? Dr. Gerdine announces after consultation with the faculty and students that Theatre Arts major will have greater opportunities to take courses outside the department. Mr. Rosenberg and the department applaud Presidential leadership. Or should we rewrite the play. Dr. Gerdine announces the new direction. The Theatre Arts Department complains that they were not consulted, they insist upon procedures being followed, committees being formed, etc. . . .

Where else but in a Marx Brothers comedy could one expect to find a member of a department which has plunged the college deeply into debt complain of "lack of support." Both Mr. Sargent and his assistants know full well the work Dr. Gerdine has put into attempting to develop financial support for a professional theater group. When involved with second rate melodrama, one should expect cheapness.

In order to properly understand the play, the audience should remember that comedy rather than serious drama is being performed. During the past two weeks articles in the student paper and in Mr. Rosenberg's dialogue have pointed out the inhumanity of roaches in the dormitory. Action is demanded, now! The other night I was reading several works by Mao Tse-tung and Fidel Castro; and the

image grabbed me. I see Mao writing a letter to the **Peking Web** about deplorable living conditions in the Yenan caves, after all how could anyone do serious thinking under these conditions. Isn't it the responsibility of society to provide comfortable living conditions for our future revolutionaries and reformers?

Frankly, I find the inhumane attacks upon roaches cruel. As one who spent twenty-one years as the guest of the roaches in the Southeast Bronx—together with friendly rats—I consider comments in the **Web** criticizing roaches bordering upon slander. The roaches were here before we humans and will be here after we have eliminated the human race.

I recognize that my comments are becoming snide and snotty. The play has dragged, it has become repetitious. Our performers will never separate the play from reality. They are condemned to live in endless posturing, in hurried conversations in the lunchroom, in the insufferable boredom of talk. . . . Fortunately, there are also creative people who can separate fact from fantasy. The Bill McConnells, the Don Whites, the Clarence Rudolphs, the Sister Marys, — those who are workers rather than poseurs. Here and there are some students who are "put together"; who are tired of bull. Perhaps out of these small groupings, people will find the courage to live outside the theater.

What would happen if theater ceased at colleges?

1. Faculty and students would seriously revamp the archaic and meaningless departmental organization of colleges.
2. Faculty and students would create now variations of work-study. The concept of students going to college four years consecutively would end.
3. The idiotic time schedule that presently prevents either students or faculty from learning would be eliminated. Perhaps formal "classes" as presently conceived would be replaced by students and faculty meeting for one week per month. The remainder of time would

be spent outside of college working in schools, factories, business, etc.

4. No longer would a teacher or student be linked to one institution. There would be greater emphasis upon finding resources at more than one institution. It would be possible to have two colleges sharing one campus.
5. Hiring procedures would be revamped to allow faculty appointments to people with necessary ability and skill. This would mean ending the mickey mouse credential system that dominates colleges.
6. Faculty would shut their mouths and do something to make colleges financially viable. There are numerous ways to bring money into a college without totally depending upon outside donations. A combination of donations plus college money making enterprises will give faculty and students confidence in rejecting "funny money."
7. Students would quit moaning and groaning and do something that makes sense to themselves. Students would cease requiring catharsis every three months.
8. Faculty and students would cooperate at evolving interdisciplinary means of learning.
9. Students would get off their rear ends and work at changing society. Instead of talking to workers who have every justification at telling them to go to hell, students might decide to work with the elderly which constitutes a voting bloc of twenty million.
10. A new concept of "teacher" might be created. He could be one who wanders and works at many tasks but never at a formal institution. He would be certified by the college to grant "college credit" any time, any place, in any situation.
11. Students would tell the "crisis brokers" to go to hell.

President's Forum — Tuesday, 1:00 P.M. L-H

'Brel' Held Over

The management of Loretto-Hilton Center announced today the holdover of the super-musical, "Jacques Brel is Alive and Well and Living in Paris." The charming production, originally scheduled to close November 7, will play through November 28 due to its overwhelming success.

St. Louis audiences have taken this unique production to their hearts. A one week's last season resulted in a demand for the return of the mini-musical. When it was scheduled to return, an advance box office sale was staggering.

Many have returned again and again to hear the brilliant songs of the eminent Belgian chansonnier as performed by a cast headed by Joy Franz and Stan Porter with Fran Udit-sky, Jack Eddleman, Ron Shayne and Jabie Abercrombie.

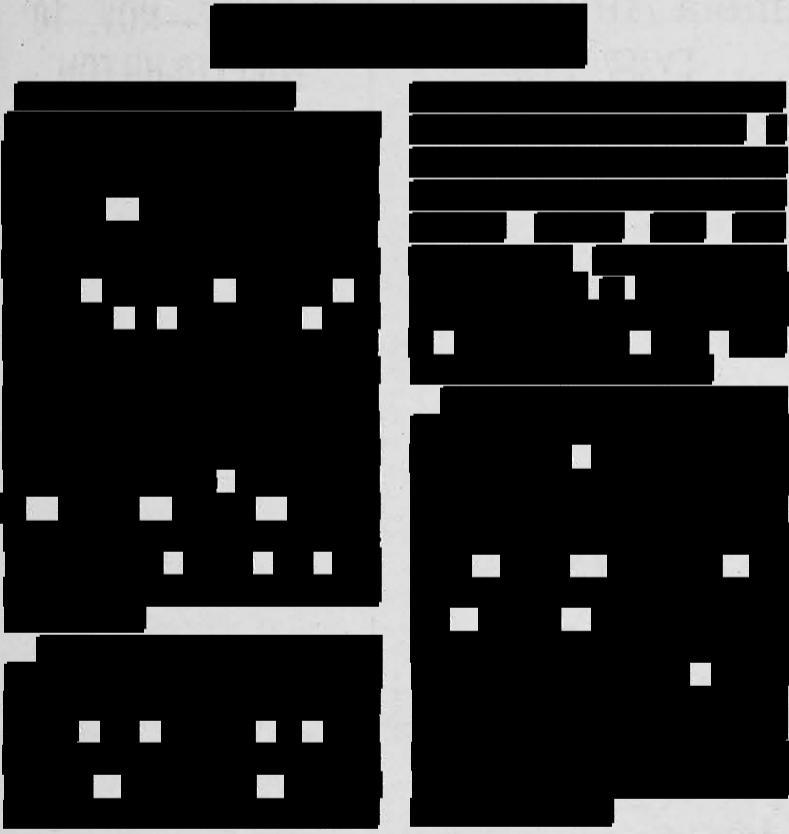
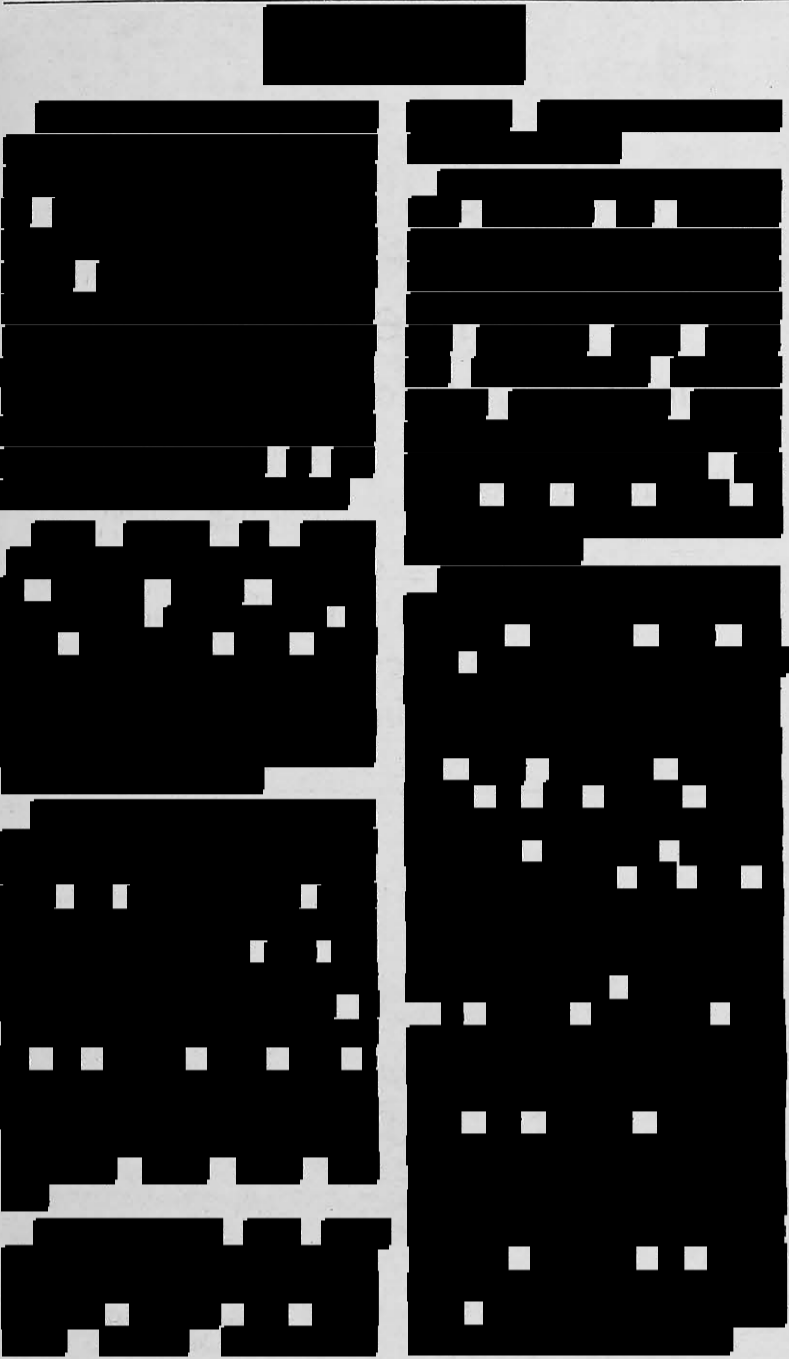
The cast of four perform with freshness and vitality the turn and lyrics that have given

Brel the title "The Voice of Paris." His songs deal with love and age and death and youth and truth and reality — in short, with the richness of life's experiences.

The production has received resounding critical acclaim throughout the world. Wherever it has played, it has received standing ovations. Opened off-Broadway four years ago "Jacques Brel is Alive and Well and Living in Paris" will soon celebrate its fifth anniversary in New York with a performance at Carnegie Hall.

Performances for "Jacques Brel is Alive and Well and Living in Paris" are at 8:30 Tuesday through Friday evenings with a 2:00 p.m. matinee Wednesday and two performances Saturday at 6:00 and 9:30 p.m.

Reservations can be made by calling the Loretto-Hilton Box Office 968-0517. Tickets are available at the Box Office, 130 Edgar Road.



CLEVELAND—The Grand Jury investigating the Kent State tragedy have indicted twenty five (25!). No Ohio National Guardsmen were indicted.

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Delightful
Superb..
A joyful
noise..

HUNTER — G

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tuned en-
semble

STANDISH —

vivid a
exciting
poetry.

BARNES - N.Y.

cynical
..Lusty
songs

HUNTER — GLOBE-DEMOCRAT

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TUESDAY THROUGH FRIDAY
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WEDNESDAY MATINEE 2 P.M.
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TICKET PRICES: \$5.50, \$4.50,
\$3.50, \$2.50

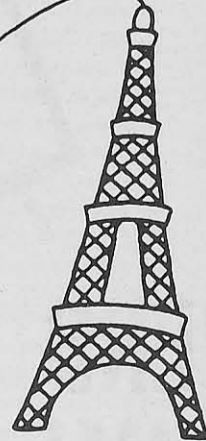
Tickets by Phone 968-0517

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Center**

on the campus of Webster College
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STUDENT STAND-BY TICKETS \$1.00

Jacques Brel
is alive
and well
and living
in Paris



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Stirring
resting
rtaining

NDISH — POST

Gay and
onderful

ENTER — GLOBE

.Stirring
assioned
Powerful
Unusually
poetic and
beautiful.

BARNES - N.Y. TIMES

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Commitment to service,
But no commitment to a career,

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4th floor ad. — that's a no-no

welcome to webster mrs. murdock

mrs. smith—where are you?

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THEATRE ARTS DEPARTMENT
WEBSTER COLLEGE

presents:

the importance of being earnest

directed by J. Robert Dietz

Studio Theatre
Loretto - Hilton Center
Nov. 4 - 8; 11 - 15

8:00 Curtain
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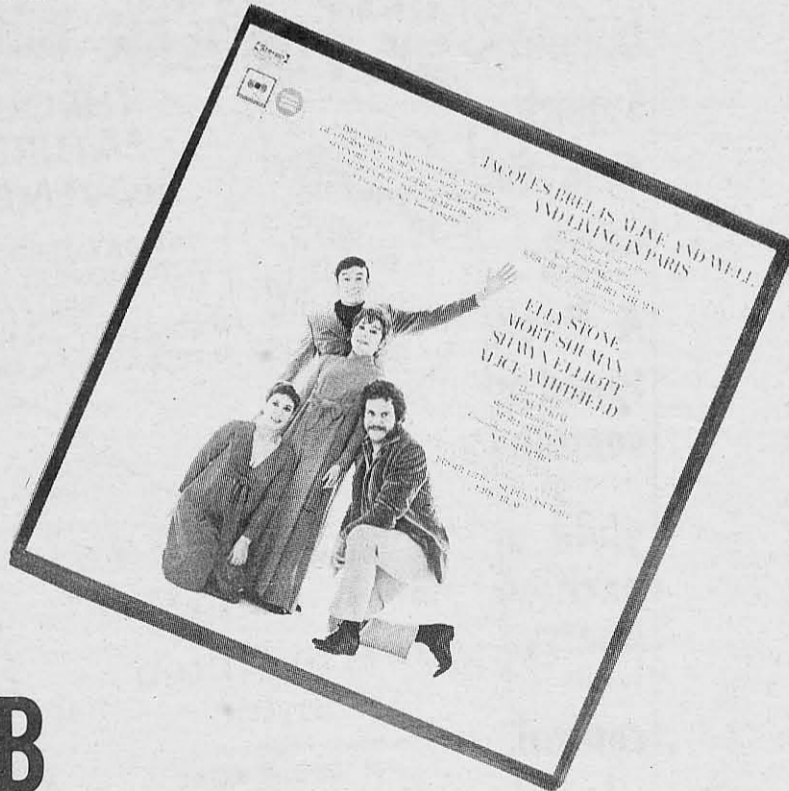
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Waterman near Kingshighway
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Third and Alby
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HOMECOMING NOV. 7

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PRESIDENT'S FORUM TUESDAY—NOV. 10 LORETTO-HILTON 1:00 P.M. EVERYONE INVITED

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the WEB

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st. louis, mo. 63119

november 20, 1970
vol. xlix, no. 7

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President's Forum

On Tuesday, November 10 at the Loretto Hilton Center President Leigh Gerdine held an open forum on the State of the college.

President Gerdine opened the forum by remarking on the fiscal projection of the college for the coming years. He stated that \$6 million is needed as a minimum to keep the college going with \$10 million being the desirable goal. The fund campaign is increasing their drive with the hope of getting Webser on a fiscally sound budget. The money will be used in a three fold plan: Renovation of the facilities already existing, unrestricted income for innovation and liquidation of the debt of the college.

President Gerdine also sees the college as a finite institution that ought not try to do everything. He stated that we need to strengthen teacher Education but that Webster College is a superior project of assimilating the Fine Arts into the Liberal Arts. He also stated that we should not confuse social involvement with education.

Dr. Gerdine also sees Webster as a future

oriented college where innovation will have a chance to grow with a new depth of knowledge. Webster College is where innovation is something new that originally was sprung from the Masters of Arts in Teaching program (M.A.T.). Too often however the innovations have come from weakness and/or have not been followed up. Dr. Gerdine feels that there are a greater number of options open for students and that we should now start thinking of innovating technologically. We should start innovating from our strengths to stop the loss of students who leave Webster College every year.

Dr. Gerdine sees a lack of challenge at Webster College from both sides of the picture and believes that we should innovate from our academic level (faculty) and with the materials we already have at the College. He sees part of the problem with the dormitory situation being that we do not have an academic life that makes living in the dorms bearable. "Hotels can be run better than the dorms."

The cafeteria will be closed over Thanksgiving break from Wednesday to Sunday. All students on a meal plan who plan to eat at the college will be served in the Red Carpet and are entitled to:

WEDNESDAY	DINNER
THURSDAY	2 MEALS
FRIDAY	2 MEALS
SATURDAY	1 MEAL
SUNDAY	1 MEAL

Editor's note: Mrs. Gerdine was in the hospital following an accident on the day of homecoming. The following note was received by Peggy Davies from her:
Dear Peggy,

Will you please thank all the students for me for the lovely bouquet of yellow roses and mums that have cheered my room all these days of my hospital sojourn. I truly appreciate being remembered in such a gracious way.

Good wishes to all.
Sincerely,
Alice Gerdine

Editorial

After years of inefficiency it was finally surmised that a representative body for students was not needed at Webster College.

Student Association was, last April, voted out of existence by its members because of its inability to be a representative force. Student Executive Committee the structure that is now operating in the student interest to the College was never meant to be representative of the student body.

Although SEC is not meant to be representative it is accountable to the students for the decisions they make that will affect the academic and social life of those students. Where is that accountability? An attempt to have a report from one or more of the several sub committees of SEC has been over and over again thwarted. One Committee disbanded. No reason, except verbally, was given to the SEC or to the students. The leadership is not to blame. At the last meeting of SEC, which is composed of thirteen members, seven showed up. Where were the other six? The number was cut down so that all meetings would be small and workable. All members are needed at all meetings. The purpose of a smaller group is so that decisions can be made and made without the month's long wait that was standard procedure for student association.

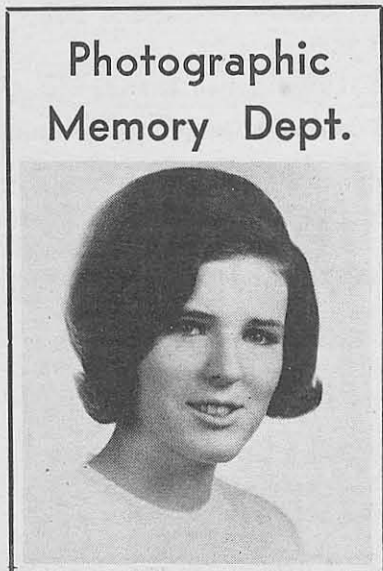
If Student Executive Committee is not going to work to make the organization some form of immediate decision making body, the students should either revamp, reevaluate the new structure or resign from it.

I would like to call your attention to the efforts of a group of Webster students to feed families in need at Thanksgiving and Christmas. These students have formed an organization, Veterans for Contemporary Urban Education (VCUE), in order to become actively involved in the educational and social problems of urban St. Louis. The membership is, at present, comprised of VAULT students—but is open to any interested person(s).

Although VCUE has long-range goals, their immediate project is to provide food and some clothing for designated families in the urban core, both at Thanksgiving and Christmas. The College Community is encouraged to aid the efforts of VCUE by bringing donations of canned food, clothing, or cash to the collection points you will see established on campus.

Questions regarding the VCUE project may be addressed to one of the following officers of the organization:

- | | |
|------------------|------------------|
| Lester Mason | President |
| Garland Davis | Vice-President |
| Clyde Williams | Public Relations |
| Curtis White | Secretary |
| Horace Rowe | Treasurer |
| Raymond Benson | Entertainment |
| Clarence Rudolph | Advisor |



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Letters to the editor

Trust is the keyword

Dear Editor:

Well, in the last couple of weeks we've heard three faculty members vent their spleen as to what's wrong with Webster, Arthur Rosenberg, the dorms, Leigh Gerdine, Bill Irving, and students, faculty, and colleges in general. The following is not so much an attempt to sell an idea, or point of view as it is an attempt to raise the level of debate—so that points of view can be discussed and action taken on them. None of the three letters really, it seems to me, dealt with the important practical questions that face the institution, namely: where do we want to go?; how do we get there?

My personal view of whether Webster should go is very much in accord with the term we use to describe ourselves in the catalogue "etc.". To me etc. means multiplicity in educational goals and methods. It means a place where each individual teacher decides the kind of things he wants to bring to his students, the kinds of methods he wants to use, and can implement them without fear of undue or nonconstructive criticism; where each faculty member sees the different goals and methods of other faculty members not as a threat on their hold on the truth (after all no single faculty member here has all the truth), but as a different and essential part of the process that will bring about more and better educated people. Etc. means a place where Dr. Stopsky could become the wandering teacher he spoke about in his letter, and where Conal Furay can be what he wants, and Bill Irving can be what he wants—as long as each respects the others rights and motivations.

There is no doubt in my mind that the

kind of place described above can exist. There is even less doubt that this would, for most students, be the best kind of place to get an education . . . the student would have a wide range of options and would not be forced to fit into any one or two or even a dozen educational molds. For the teacher it would also be a place of learning and growth, free from having to fit into any educational mold.

How do we get there? I could set up an elaborate institutional structure that would house the "Etc." college but that would be fruitless. The way to multiplicity is not through changes in structure, but changes in ourselves. While it is true that Webster has certain definite structural and procedural problems it must solve, the real thing is that we need to trust in each other. This realization on the part of faculty members that other faculty members do not undercut their effectiveness by moving in different directions. This means students overcoming their paranoia enough to trust in the good faith of those in administrative positions, and to realize that the administration is for students and approachable rationally. This means believing enough in the people we work with to set up a school that can contain ideas that rival directly our own, and letting these ideas stand or fall on their own merit and the merit of their exponents rather than on intra-school politics and power playing.

Learning to trust is difficult, and a lot of hard work and soul-searching will be necessary on the part of many. I believe, however, that this is the only way Webster can become a true academic community. It is the only way many of us will be able to stay here.

peace,

Lew Prince

soph. notes

Personality in its most obvious context of understanding the human ego being relies on the fact that who you are depends on who are you. A very advanced stage of human awareness characterized by a knowing union of the individual with the "all." That is the world that is most apparent to you (sensory), is not the deepest (most aware) level at all. Life will only present the bad things you can handle; so don't worry if you are in the middle of good/bad because all you can do is just abandon yourself to life and the flow as it comes and goes. Loaves and fishes made messy dishes (conrad hilton died with a hotel in his head) feeble minded misfortunes plague your life like a light at a closed window, (how westward traverse the plains into reality of the lives of types) or how to agree upon how people certain roles according to your reference group:

1. I am alive
2. I am dead
3. I am.....
- 4.

Sincerely,
Bill Broad

(this is the culmination of pre-easter sophomore notes '70)

thanks—u.n.

Dear Editor:

I want to thank you and express the appreciation of the President's Commission for the Observance of the 25th Anniversary of the United Nations for the excellent support and wonderful cooperation of the administration, the students, and the faculty of Webster College.

It was perfectly clear that the universal cooperation, in spite of the inconvenience we caused you, was genuine and a real indication of the kind of cooperativeness that can exist between the College and the community.

I believe the United Nations and its issues are real and substantive, and the problems are ones that must be dealt with on a straightforward and honest basis. Having the support we have from your college community made it a great pleasure to participate in this effort to establish a useful policy for permanent international peace.

Again, my warm personal thanks.

Sincerely,

John T. Isaacson



Classifieds

sissy cumquat coordination counts

barb cain — your slip is showing

for more information on above: "cat on a hot tin roof" sat., sun. & mon., 8:00 pm old aud.

p. t. isn't — but k. h. is.

m. t. — b. b. is after you. (b. c. only kidding)

hot chocolate for the chauffer

b. f. is an irretrievable square says the editor

hi thunder thighs

salmon spawn — do fish?

j. r. & j. b. — sometimes togetherness isn't all that wonderful.

d. s. & p. g. is it true what everyone is saying.

oh to find a shana maidel for the doctor's son.

knit one, pearl two, petunia, yo hoo.

m. r. — some people know it isn't a foreign country.

a. a. alabama isn't even a state, wher's mobile?

p. k. your playboy subscription is hereby cancelled.

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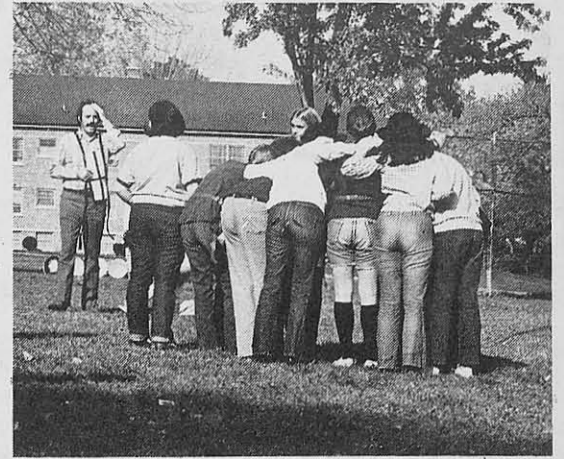
Thom. Jefferson Unitarian Church
 315 Rue St. Francois
 Florissant, Mo. 837-4556

1st Unitarian Ch. Of St. Louis
 Waterman near Kingshighway
 St. Louis, Mo. 361-0595

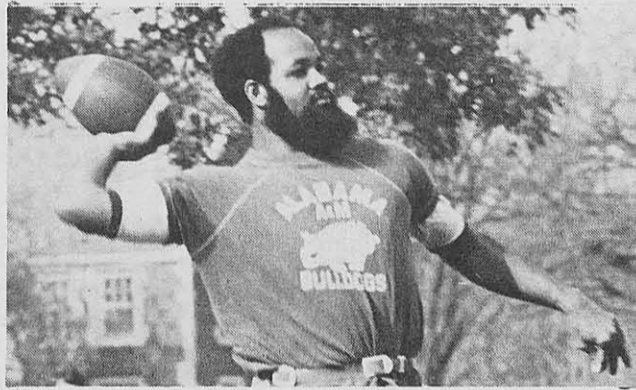
1st Unitarian Church of Alton
 Third and Alby
 Alton, Illinois 462-2462



HOMECOMING



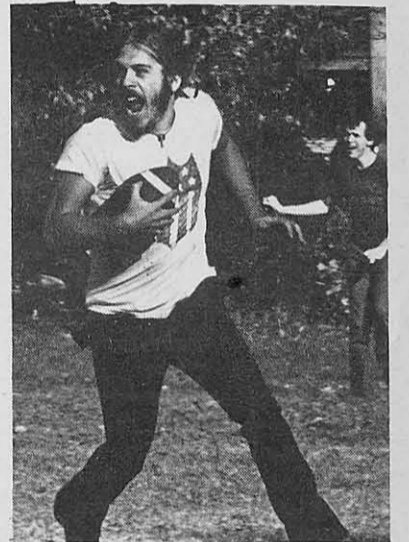
F-O-N ...



Solomon and the Bomb



One Mal Time



They're only girls, Rich



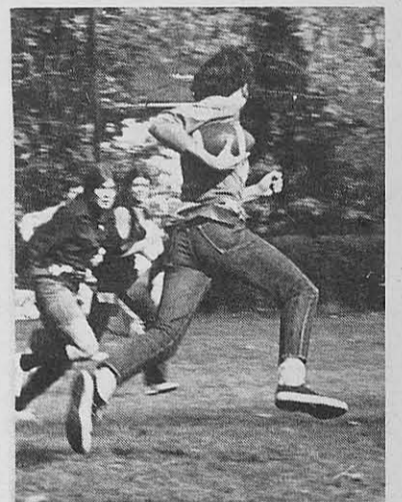
The Half-time Show



Some guys got carried away



Bobbis' ball-handling technique



Whozat



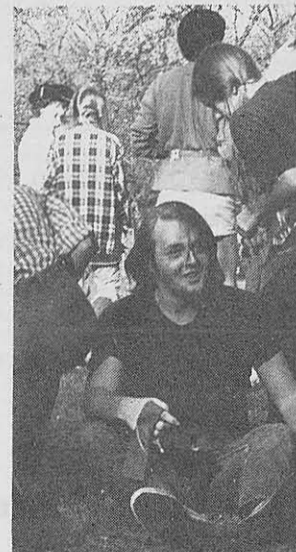
was routed



Nothing to stop the Flying Wedge



The old Hidden Ball Trick



Tackle's fun, eh Chris



except maybe ...

THE



COACHES



webster college
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Vert. File

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december 4, 1970
vol. xlix, no. 8

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DEC 8 1970

The NAACP Speaks

In the face of mounting fears and hatreds, not infrequently climaxed in violence and death, the NAACP has, with particular vehemence over the last four years, warned that separation and segregation lead inexorably to further division and hatred. The one right road is total commitment to one society — integrated and equal. Our sixty-one-year struggle to attain this goal has known many dangerous times — few more perilous than today's — and we do not intend to lose that struggle now.

Of special importance in this critical hour is the matter of integration and equality in the nation's colleges and universities — both the existing institutions and those which are about to be founded to meet the population explosion in the decade immediately ahead. We direct our attention to the campuses both of the so-called predominantly black and the so-called predominantly white institutions, with equal concern for the welfare of students in both, and with an expression of dismay over the growth of separatism and the flourishing of segregation in both.

We do not propose to waste energy in an escalation of rhetoric. In this statement, we address ourselves constructively to the nation's campuses and call for concerted action, without which the polarization of higher educa-

tion will become a principal source of further division, separation, segregation and violence in the nation.

With the National Commission on the Causes and Prevention of Violence, we agree

"that most of this violence can be prevented. . . . Our institutions and the spirit of our people are equal to this challenge. . . . Responsible participation in decision-making may, for many, be a substitute for the violence that is born of frustration. . . .

"While we categorically condemn all illegal violence, including group violence, an incompatible with the survival of a just, democratic, and humane society, we state emphatically that aggrieved groups must be permitted to exercise their constitutional rights of protest and public presentation of grievances. . . .

"The way in which we can make the greatest progress toward reducing violence in America is by taking the actions necessary to improve the conditions of family and community life for all who live in our cities, and especially for the poor who are concentrated in the ghetto slums. . . .

"In our judgment, the time is upon us for reordering of national priorities and for a greater investment of our resources in the fulfillment of two basic purposes of our

(continued on page 2)

Who's Who

The students named below have been nominated for WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES. Confirmation of this has been received from the national office.

Qualifications for nomination are: scholarship; participation and leadership in academic and extra-curricular activities; citizenship and service to the school and promise of future usefulness.

These qualifications are interpreted broadly in keeping with Webster's notion of integration of practical endeavors with theory. Number of clubs joined or offices held does not, therefore, automatically determine candidacy for Who's Who any more than high scholarship alone. Service is often a quiet intangible quality, recognized primarily by personal acquaintances; and scholarship can have varied, unorthodox ways of displaying itself. The Academic Standards Committee of 1968 established a 2.7 average as a minimum for election.

Students nominated are:

Basch, David
Biggie, Carmelita
Calkins, Michael
Conniff, Cynthia
Crume, Reida
Delaney, Jane
deRisi, Susanne
Ford, Denise
Gillooly, Kathleen
Infande, Gael
Jones, Susan
Kryah, Nicholas

Locklar, Kathleen
MacGowan, Mary
Maland, Ellen
Mueller, Jeanette
Murphy, Kathleen
Nilges, Rosemary
Rawe, Barbara
Sharp, Willie
Smayde, Connie
Temme, Kathleen
Vitulo, Anita

DEAN CONWAY RESIGNS

As many of you know, Dean Conway has been offered an excellent professional opportunity in England next year. He has decided to take advantage of this opportunity, a decision which, on the one hand I regret, but on the other, I, of course, respect and admire.

In considering the search for a replacement for Mr. Conway it seems important to me that we clearly define what the institution hopes to accomplish in areas now included in the Dean's Complex before we look for a replacement.

To this end, I have asked Dr. Duggan, Chairman of the Faculty Executive Committee, and Miss Davies, Chairman of the Student Executive Committee to assist us in formulating a committee to explore these ques-

tions. The committee will make recommendations on the scope and character of activities and services to be offered under the general heading of what we now refer to as the Dean's Complex. The committee will include five students, three faculty members and will be chaired by Dr. Kelly.

My charge to the committee is attached.

It is my expectation that the committee's report will be of great interest to many of you. Upon receiving it we will communicate the essential points of the report to the College community at large.

If you have suggestions or materials for the committee I suggest you contact one of the members individually or Dr. Kelly.

Dr. Leigh Gerdine

From the President

I want to express to each of you my gratitude for your willingness to serve in this important capacity. I hope that Dr. Duggan and Miss Davies have conveyed to you my concern for a thorough, in-depth review of the College's position in this administrative area prior to our attempt to fill key staff positions. Until we know exactly what the institutional responsibility toward students in counselling, placement, housing, health services, recreation, etc., ought to be we cannot hope to succeed in locating new personnel who will effectively lead our efforts in these areas.

I assume that Dr. Duggan and Miss Davies explained to you the purposes of the committee. I want to insure, however, that our intentions are very clear and that we all agree on exactly what we are attempting to accomplish.

The general purpose of the committee is as follows: to assist the President and the Board of Directors in developing a clear concept of the present and future role of the administrative functions currently headed by the Dean of Students prior to the retention of a new administrator to fill the position.

More specifically, I am asking you to submit a report to me no later than February 12, 1971, which includes the following: 1 a series

of recommendations on the scope, depth, and variety of areas of activity and services to be offered in the general administrative grouping which we have been designating the Dean's Complex. Related to these recommendations should be a series of recommendations indicating staffing priorities by function and the desired balance between on-campus service to be offered and the use of referrals to off-campus services. 2) a series of recommendations on the elements and priority of elements to be included in a job description for a new director of this administrative area.

I encourage the committee to use all available resource people and data from within the institution which it chooses, and resources from outside the institution at the discretion and with the budgetary control of the committee chairman.

I particularly encourage the committee to use as key resource people, Mr. Conway, Mr. Walker, Mrs. Weingarten, Mr. White and Mr. Murphey.

Let me assure you again of the importance I attach to your work and of my appreciation for your participation on this committee. If I can be of any assistance during the process of your deliberations please let me know.

NAACP SPEAKS OUT —

Constitution — to 'establish justice' and to 'insure domestic tranquility.'

Addressing ourselves to all existing institutions of higher education, we commend the following lines of commitment for immediate and full acceptance and for immediate and sustained action:

A. **Equal opportunity:**

1. Open admission which strikes down all barriers of race, creed, national origin, and ability to pay; accompanied by
2. Necessary compensatory and supporting services which prevent the open door from becoming a revolving door for the poor and the under-prepared; within the framework of
3. A greater diversity of types of higher education and of courses of professional and cultural studies.

B. **Non-segregated colleges and universities:**

1. Integrated dormitories and living and eating facilities, without exception; together with
2. Integrated (open admissions to) curricula and courses of study, without exception; implemented by
3. Active recruitment of students from the inner city; made effective by
4. Concerted and continuing attention to the special needs of each student — including but not limited to—the needs arising from minority group status in a pluralistic society (such as the need for instruction to begin where a student is rather than where the syllabus says he ought to be, and the need for compensatory and supporting services to make real his opportunity to be equal.)
5. Among other things, the time has come to make the push for integrated student bodies and faculties at the campuses of the so-called predominantly Negro colleges and universities, while not relenting the pressure for integration of the so-called predominantly white institutions.

C. **Higher Education relevant to individual and social needs:**

1. The problems and needs of an urban society, and especially the economics, sociology and political science of the inner city and the ghetto slum, as a central emphasis of curricular offerings and study; together with
2. The full recognition of the history and culture of all minorities as a part of the history and heritage of all Americans (calling for special but non-segregated courses of study as the initial step in correcting — in most instances—the blindness, ignorance or prejudices and indifference of most curricular planners up to the very recent past).

(continued from page 1)

D. **The democratized college and university:**

1. Through elected representation, the sharing of students, faculty and administrators in the making of campus policy and the governance of each institution — with adequate safeguards of minority rights and interests;
2. The democratization of boards of control through the inclusion of representatives from economic classes and racial groups too often disregarded in constituting the board of control; and
3. The determined recruitment of administrators and teachers from racial groups and economic classes of national, cultural, and religious backgrounds commonly overlooked, an objective which demands, in most instances, a re-examination not only of institutional policy and practice, but also of the processes and criteria of certification and credentials;
4. The speeding-up of the decision-making process so that frustration is replaced by achievement; and
5. The full and careful safeguarding of the rights of free speech, free association and free assembly, (including non-violent protest and demonstration) for every student, teacher and administrator, regardless of race, creed or national origin.

Addressing ourselves to the need for new institutions of higher education, we cite the fact that more than five hundred new colleges and universities will be needed within the next two decades (about half by 1980) if the children already born are to have educational opportunities equal even to the restricted openings of 1970.

The founding of these new institutions affords an unparalleled opportunity to avoid the errors of the past and to begin aggressively to meet the needs of late twentieth century America. By the year 2000, about eighty-five percent of the population will live in urban centers. Higher education must direct its attention to the quality of life in the urban sprawl, ministering to the needs of an urban society and the people in it.

The Land Grant University was a new type of institution, founded by a far-seeing Federal government in the final quarter of the nineteenth century, primarily to meet the needs of the rural countryside — where most of the population then lived. It was, in reality, the first great anti-poverty program of this nation.

The plight of the cities and especially of the dweller in the inner city today makes it imperative that a series of "Urban Grant Universities" be speedily established and nurtured. Drawing on the experience of the Land Grant Uni-

"4 by 6" at l-h gallery

The Gallery of the Loretto-Hilton Center at Webster College will feature a unique exhibit titled, "Four by Six" which will open December 7. Jack Canepa, acting director of the gallery, conceived the novel idea of mailing postcards four by six inches to all persons whose names appear on the gallery's mailing list. The recipients are instructed to create something on the portion of the card which is to be returned to the gallery. These "pieces" will constitute the exhibition "Four by Six."

"I am asking for some kind of gesture from our friends, patrons and artists. It can be a drawing, painting, collage, poem — a small personal statement. Imagination and the size of the card are the only limitations on the individual's efforts. The show is to be functional as well as fun. We can create a show with the efforts of those who are interested and bring our mailing list up to date at the same time," Canepa says.

The idea occurred to Canepa while going over the more than 3000 names on the gallery's mailing list. The mailing list seemed, to him, a very mechanical and impersonal way of reaching those who have previously shown an interest in the Gallery.

"I wanted a show that would personally involve the recipients with each other and the gallery; a show that would make each person feel as if he had a personal stake in our activity rather than just being a name on a mailing list," Canepa says.

The unique approach to arranging the show stems from

Canepa's own interest in "process" art. Process art is a rapidly expanding form which can be said to shift the aesthetic emphasis away from the result level, the finished product and the art object, and place it upon the processes of artistic creation itself. It can be related to the idea that "half the fun of the trip is getting there."

Canepa says that the shift towards processes in art itself can be related to a growing disenchantment in our society with the "product." A new orientation is taking place towards less tangible "services." Growing concern about man's unbalancing of ecological systems has aroused public awareness of the intricate interlocking process which lie behind the results of human activity. The work of many artists since the Dadaists has exhibited similar concern for processes in both their physical and social context. Only in the past few years has their work, like that of the ecologists, begun to stir public and critical interest. As long as social interest could remain focused upon results and products, these processes remained relatively hidden. Only in rare instances can they be pointed at, hung on museum or gallery walls, or most importantly, bought and sold.

"There are several artists working in St. Louis who have shown work that is conceptually oriented towards process. However," Canepa stated, "as far as I know, this is the first attempt in St. Louis to present an exhibition as process."

In this situation the process parallels that of a research

scientist who sets up an experiment to test an hypothesis. However it differs in that, rather than attempt to limit or control variables, they are allowed free play. They are part of the process to be studied. There is also an element of the theatrical in this situation. Events are put in motion but rather than prescribing a beginning, a middle and an end, they are allowed to play themselves out. Many changes can take place within this continuum which cannot be predicted or anticipated that this would be highly significant but would not draw any inferences before the fact. He did add that it would raise some interesting future possibilities.

Interesting possibilities can also arise relating to the installation of the show. There are many conventional forms that can be used, but Canepa feels that this should be determined by the response of the participants rather than being pre-planned. He indicated that his own tendency is towards the formal but that he was not ruling out the possibility of having those who show up at the opening do the installation themselves. "This would certainly add to the festivity of the occasion," he added.

At present, invitations to participate are limited to those whose names are already on the gallery mailing list but interested persons may call Canepa and request that their names be added. The show will open with an informal gathering of the "artists" on Monday, December 7, between 7:30 and 9:30 p.m. and will run through December.

versity (both the successes, the partial successes, and the failures), the Urban Grant University should:

1. Be fully integrated in all aspects, without exception;
2. Be fully open to all, without exception;
3. Curricularize the learning experience of the city-dweller (as the Land Grant University curricularized farm life);
4. Through on-campus offerings and informal instruction and through off-campus extension of educational and other services, provide the urban equivalent of the Land Grant University's "short course," the Agricultural Experiment Station, the County Agent, the 4-H Clubs, etc.;
5. Through the composition and structuring of its board of control, its educational and administrative policy and practice, and its educative experiences, foreshadow the integrated society of free men which it seeks to create.

This new university will be oriented not primarily toward the historic academic disciplines but toward the problems of an urban society and the solution thereof.

Being mission-and-problem-oriented, the Urban Grant University will utilize only those structures and processes of the contemporary college and university which are clearly useful to its mission and clearly helpful in mastering the problems of the city and the city-dweller — among which problems are poverty, disease, violence (including war), racism, and the threat of anti-democratic forces.

The Urban Grant University will be funded primarily by Federal initiative and support, as were the Land Grant Universities at their beginnings. State and municipal resources will be an important, though lesser, part of the financing.

The new universities will be located where the people are — primarily in the inner city.

Wherever useful, the new university will be guided by the

check-list recited in Part I of this statement. It will not repeat the errors of separatism, segregation and irrelevance.

The legislation to establish these new universities should be a matter of immediate concern in the Congress and in the Executive Branch of the Federal Government.

In addition to the matters discussed in Parts I and II of this statement, the NAACP calls urgent attention to the following:

The full answer to violence and disruption on campus cannot come from repression and the counter-productive use of military and police forces, but from the correction of the basic causes of student unrest (among which poverty, disease, violence—including war—racism and the threat of repressive reaction must be included in any list, however

(continued next issue)

the WEB

editor
photography
reviews

kathi hoener
bill patterson
james andrew

the opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College

McDonnell Douglas where are you?

Executives of the McDonnell Douglas Corp. failed to show up at Washington University Thursday, to discuss the firm's role in the economy and its relationship with the university because the press had been invited.

The discussion was to take place between four executives of the aerospace firm and three students in a general studie class on the American crisis. The public and press had been invited to attend.

Alan R. Kolber of Washington University, organizer of the class, read a statement from McDonnell-Douglas in which the firm said it would reschedule the discussion for a time when the press was not present and only the regularly enrolled members of the classes were in attendance.

Editor: Nov. 6, 1970 Globe-Democrat

The classroom in Ridgely Hall was filled to capacity.

A student movement against McDonnell Douglas is taking shape at Washington University. WU students would like to kick four representatives of McDonnell off the WU Board of Trustees. The first sign of student interest in McDonnell appeared when four McDonnell executives agreed to debate student radicals at WU. When the McDonnell executives learned that the press was interested in covering this public event, McDonnell pressured the WU administration into formulating a rule to keep the press out of classes to which they had been formally invited.

This failure of the four executives to show up for the debate, and the pressure McDonnell exerted on the WU administration, emphasize some political realities about universities and their relationships with corporations.

In the first place, there are certain issues that McDonnell Douglas does not want discussed publicly. The corporation's depend-

ence on raw materials found only in Third World nations (a dependence that necessitates corporate support of U.S. expansionism), and racist employment practices, are only two instances of corporate policy that are not to be discussed openly.

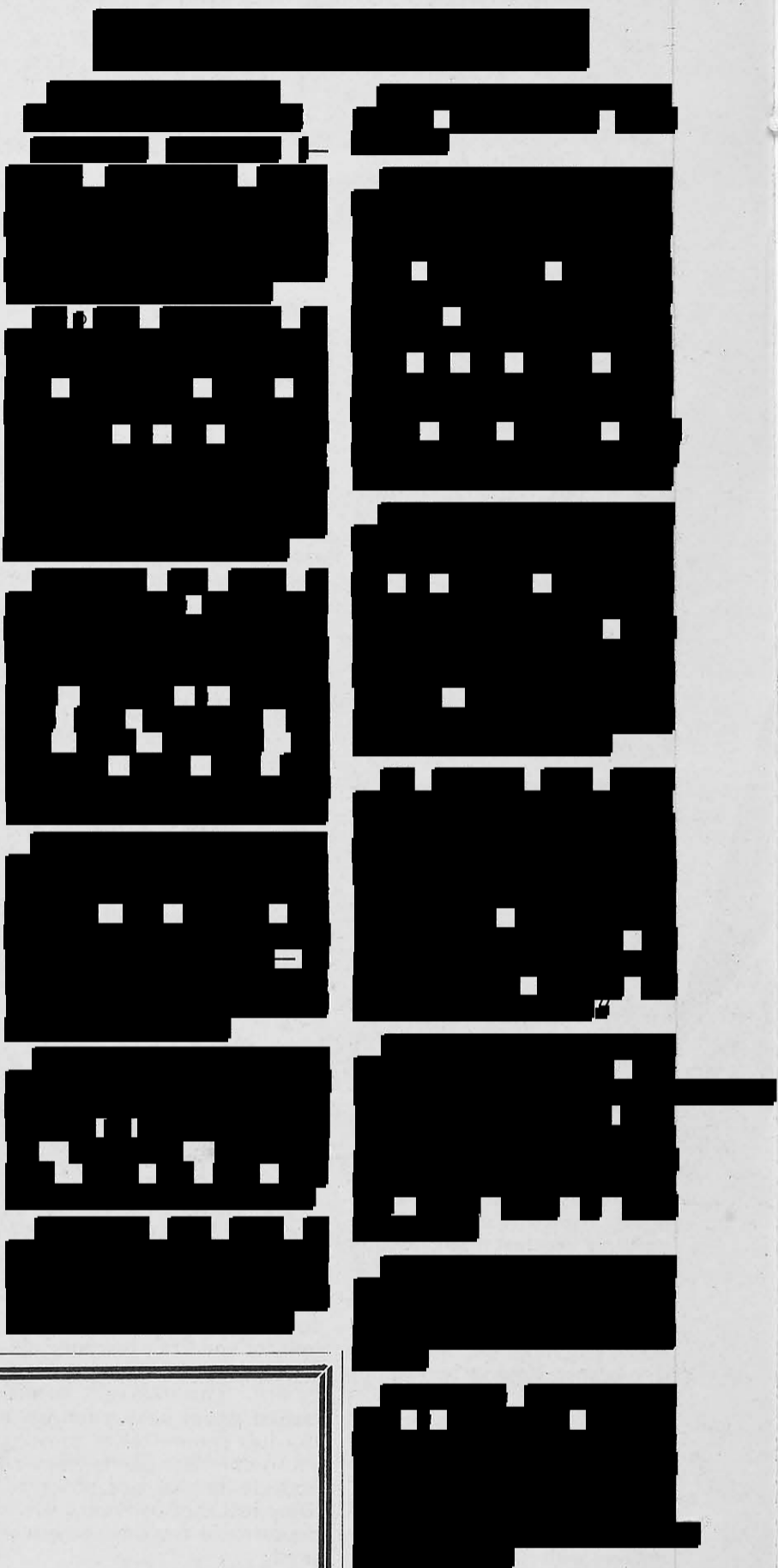
Secondly, McDonnell Douglas is able to exert a great amount of pressure on WU administrative policy. When McDonnell Douglas executives decided that any debate with radicals had best be closed to the press, a phone call from Kendall Perkins (executive VP of McDonnell and a WU Trustee) to WU vice-chancellor Lattie Coor ensured that an instant policy of excluding the press from a classroom to which they had been invited would become law at WU.

The McDonnell corporation can make demands of the University because it is a major financial supporter of WU and because four of its directors — Frederic Pierce, Sanford McDonnell, George Pake and Kendall Perkins — are also Trustees of WU.

Exerting pressure is nothing new for McDonnell. In fact, that's what their business is all about. They are professionals at exerting pressure. When the U.S. government decided to exert pressure on the people of Vietnam, it quickly became obvious that a phone call wouldn't do it. So they turned to the professionals, to companies like McDonnell Douglas, to provide the real pressure.

The result was the F-4 Phantom fighter bomber that each day brings the same message to the people of Vietnam that Kendall Perkins' phone call brought to WU — "We are powerful, we own you, you will do what we tell you." The Vietnamese people are saying NO with their lives to Phantom jets while WU meekly continues to say YES to phone calls and large contributions.

From the Washington University Liberation Front.



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p.d. not again?!?!?!?

b. patterson—i will get my revenge.

blair—you see i was right. k.h.

marge & nick—come on down anyway.

wnp there is a lotus for sale in old orchard want to buy it?

supercar—good by!?

gary gaydos—how did you like springfield, Ohio?

FEC Notes

Present: Chrm. W. Duggan, A. Cochran, J. Dressel, M. Kozman, P. Sargent, M. Ward

The draft of the letter to the three faculty members involved in the LEEP dissension was distributed to the committee and approved for mailing as written.

The draft of a memo for the Student Executive Committee was reviewed. The opinion of the committee was that the tone of this response to their requests should be softened by a cover letter so that the students would understand the FEC does want to be of assistance to them and that it does desire to be agreeable. The letter should state the SEC will not be denied access to FEC meetings when they have a valid reason for desiring attendance.

At the meeting yesterday of the Faculty Constituent Assembly 32 members out of a possible 60 were present. This small attendance permits 16 votes to carry a motion. Some departments were not represented. Some people are simply not interested. Pressure will be extended to induce more faculty members to attend. FEC will recommend to the administration that attendance at these meetings be written into faculty contracts. A memo will be sent out to the department heads and faculty members advising them of the FEC recommendation. Departments should also be encouraged to request their faculty to attend.

In January three vacancies will occur on the Faculty Executive Committee, one due to a member having served his complete term, two after short terms of service, due to completing terms of resigned members. Nominations will again be self made. A. Cochran, R. Madsen, P. Sargent, and M. Ward will remain on the committee with unexpired terms. The nominations for and election of the Director of Faculties should precede the election of the new FEC members. Election to the FEC should take place about the middle of January. The election of the Director of Faculties cannot take place before processing of the position by the administration has been completed.

Blacks here at the college are of the opinion that racism exists among the faculty members. A representative of these students was invited verbally to express their opinions to FEC, but the invitation was declined by their faculty spokesman, Clarence Rudolph.

The recommendations for Faculty Increases (wages) were discussed. Specific changes recommended by the FEC. FEC chose not to act on the "correction of inequities"; they feel it should be deleted and that such negotiations be

done on an individual basis. "Jump aise," as this is termed, is an individual matter and not a consideration of the FEC. FEC hopes the Salary Committee will accept their recommendations.

The next FEC meeting will be held on Wednesday, November 25, in Peter Sargent's office.

Present: Chrm. W. Duggan, A. Cochran, J. Dressel, P. Sargent, M. Ward

Copies of a letter written to Dr. Duggan by Otis Bolden were distributed. The letter registers a complaint against the social science department in that it will not accept for a departmental credit the course taught at Forest Park Community College "Introduction to Sociology." However, the course is acceptable for an elective credit. FEC questioned who was consulted when this decision was made. The letter will be referred to the Curriculum Committee for their action.

Larry Blades will fill the vacancy on the Tenure Committee. (F.E.C. prefers its members do not become members of such groups.)

Dr. Cochran will prepare a report, to be given at the next FEC, on the meeting she and Sister Mary attended with Webster students last week-end.

The memo of November 25 from the Curriculum Committee on Degree Requirements was discussed. Objections of specific departments were recognized, but this is not a problem for the FEC, but the Constituent Assembly it was pointed out. The item will be discussed again next week when the full committee is present.

An objection by the student body to tenure was observed. They feel that perhaps a whole department could become tenured.

The A.A.U.P. reason for requesting specific salary increases for 5 named faculty members was that last year they worked for the lower echelon of faculty, and this year they feel the upper section should be taken care of. FEC does not feel individuals should be identified, prefer the recommendations be generalized. FEC approved their chairman to go ahead and make a recommendation for them.

The memo written by Peter Sargent to Charles Madden on the new MECCA course TA-150 Workshop in Improvisational Theatre was discussed. The situation appears to be a repeat of the LEEP course. FEC will await a reply to the memo before taking up the matter for action.

A progress report of the Loretto-Hilton Theatre was given. "Plan 3" appears probable.

"the tempest"

Shakespeare's "The Tempest" will be presented by Webster College's theatre arts conservatory December 9 through 13 and December 16 through 19. Paul Blake, a new member of the conservatory faculty, will direct the play which will be given in the Loretto-Hilton Center. Curtain time is 8 p.m.

The play, a tale of revenge and magic, is set on an isolated island. Prospero, ruler of the island, will be played by Robert Jacobson; his daughter, Miranda, will be played by Katherine Carlson. Two other inhabitants of their island are Ariel, portrayed by Rita Washington and Caliban, played by Margie Moe.

John Fowler plays Ferdinand, the prince who is washed ashore on the island. Gary Gaydos as Alonso, King of

Naples, leads the search party for his son. The members of the party include Charles Harper as Sebastian, Alonso's brother and Michael Thomas as Antonio, Prospero's brother. The gentlemen of the court are Wayne Powers, Leslie Eberhard, Nicholas Kuntz, Robert Stella and Ken Mezines. Servants are played by Jackie Parker, Dan Giulvezan and Charles Mathes.

The goddesses are Adele Lennig as Juno, Kathleen Murphy as Ceres and Barbara Cain as Iris. Their attendants are Stacey Martin, J. Cooper Conway, Karole Chalfant, Marguerite Wilhelm, Linda Hamil and Louisa Abernathy.

Sets will be designed by Grady Larkins, lighting by Ruth Rinklin and costumes by Patt Moser.

Princeton Student District Winner In Oratorical Contest



John Fowler, 15, son of Mr. and Mrs. Frank Fowler, 1219 Wainwright drive, Heritage Hill, has qualified for the national finals in the "Prince of Peace" oratorical contest sponsored by the National Council of Churches.

Fowler, a sophomore at Princeton High School, won the district contest held last Sunday at St. John's United Church of Christ, Hamilton, downing four other contestants. His topic was "Life or Death."

The national contest, to be held in New York City at the United Nations, February 21-25, 1966, will include 30 high school speakers from across the country.

Acid Rescue

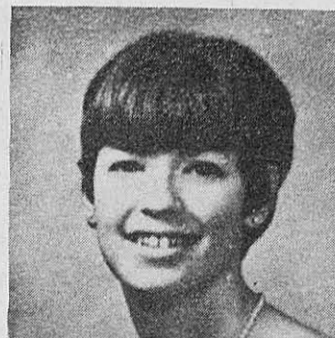
After considerable debate and effort several of us, the acid rescue people, have decided to open a service. Up to this point the major question that has been on our minds is, of course, the need for a drug rescue service. A service of this kind provides for any or all drug situations that touch any individual at any point of the day or night. This ranges from discomfort with thoughts about drugs to any kind of emergency aid that you, the college community, might want and need.

So, with the realization of

what is in the offering from this service, a group of us decided the efforts would become worthwhile if we would open up the service. The extent of our concern and the boundaries of our help extend and will stretch to your need.

Please don't hesitate to call us, we are here for you. We are located in the room across from the mailboxes and can be reached by dialing 968-3673 or Ext. 311. These phones will be in service Monday thru Sunday from 10 p.m. to 7 a.m. We will be there—Want to rap?

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