The Web

Webster College St. Louis, Mo. 63119

VOL. XLVI, No. 1 September 6, 1968







Students criticize police justice

"We, the students of Greater St. Louis area, beyond questioning the need for armed troops and the National Guard in the city of Chicago abhor the violent methods of arrest, the unnecessary beating of students, demonstrators and newsmen, and the inhumane tactics of the police force. We have signed this statement voicing our strong opposition to the suppression of the demonstrators and to the violation of human decency that was displayed. The actions of those responsible have proclaimed an unwillingness to listen and an intolerence of our attempts to be heard. The actions of those who will pass the mantle of leadership to us have given a poor witness to the hope for growth that has provided the fundament for American political life."

Six hundred seventy-seven students signed this letter. Organized by Chris Krajenta, president of Webster College Student Association, and Jim Buckley, president of the Cardinal Glennon student body, the statement reached students of Cardinal Glennon College, Fontbonne College, Maryville College, St. Louis University, Washington University and Webster College.

Webster signatures including those of students, faculty, and administrators totalled 400. Cardinal Glennon was the only other school in session at the time. Protesters in other schools found it more difficult to obtain signatures.

Distributors at Webster reported that with an extremely small number of exceptions no person refused to sign the statement. In fact, many searched for a copy of the statement to sign.

KMOX-TV visited the Webster cafeteria during the signing process and interviewed Miss Krajenta. News of the protest was also released to the wire services.

The protest with the 677 names was telegraphed to Mayor Daley that same evening, August 29. Copies of the statement with a note that 677 signatures had been obtained were sent to Walter Cronkite, Huntley and Brinkley, and Chairman Bailey.

Subscribe!

Formerly a bi-weekly, the Web has changed to a weekly. Printing 28 times this year, the Web will publish over twice as many issues as last year. This move has been the desire of various Web staff members for several years. To accomplish this goal the Web staff will work extra hours — many hours — and asks your assistance. (i.e., reporting, photography, circulation . . .) We also need a second kind of help — money. When the budget doubles, money is tight. Therefore, this issue is the first and only free copy of the year. We consider this change necessary and ask the support of each reader. The subscription form is on page 4.

pat eickman
editor-in-chief

NSA: Students argue issues

Confrontation with the real issues keynoted the National Student Association National Congress, August 17-25 held at Kansas State University.

Expounding on the theme of student power, delegates representing the Association's 368 member organizations met such problems as the draft and racism on campus.

In the past the NSA has been prohibited by law from legislative lobbying and other political activity. NSA therefore passed a duo-corporation proposal enabling one of its arms to lobby. NSA was thus divided into two parts; one the C-3 or service division can accept tax exempt funds and the C-4 or political faction has the power to lobby but whose funds are not tax exempt.

Other resolutions resulting from the plenaries include: institutional racism on campus; student services; job opportunities, which essentially makes NSA the liaison between the corporation and the student thus eliminating recruiters on campuses. A resolution of support for the grape workers' strike in California and a sympathy resolution for the people of Czechoslovakia was issued. Proposals were made to enact a fast day for Biafra. A letter of encouragement was sent to President Johnson urging support of Biafra.

In presenting real issues facing colleges and students the congress offered programs dealing with the Free University, teacher/course evaluations, and the need for more courses, especially in the areas of black history, peace education and present international relations.

The war-machine . . .

I will no longer co-operate—Calkins

At the age of eighteen every young American male must report to his local draft board and register. Within a few weeks he receives a letter and a form from his board which requests that he supply the board with information about what he is doing and what he intends to do. When I received those forms, I was faced with a difficult decision. I had for a long time considered declaring myself as a conscientious objector. When I got to the fourth page I took the ultimate step and signed the dotted line which followed a statement which read, in effect: "Please send me form 150, the form for conscientious objector." I then mailed my registration form to my board and waited for the other forms to arrive. When they had arrived some three weeks later, I sat down and attempted to answer, as honestly as I could, the six questions which I had to answer "correctly" in order to be classified as a C.O. Answering those six questions was no easy matter. First question: "Do you believe in a Supreme Being? Yes, No, Other, explain . . ." was difficult enough because it demanded that I understand the term "Supreme Being." The second question became even more difficult to answer: "If so, what do you see as your obligation to the community as a result of this belief?" The questions became increasingly harder, demanding that I define "force," especially non-violent force, and give my life story and show how I have put by beliefs in practice. I returned the forms, completed, and then set about other work and waited until I heard from Local Board 2. During that long wait I began school and thus received a 2S deferment and all action on my C.O. status was stopped until such time as I had lost my student deferment.

This all happened within the last year. On August 23 of this year I made another decision, one which has even more serious consequences than alternate service. I, along with two others, sent my draft card to the Justice Department, telling them in a letter that I could no longer co-operate with the Selective Service system, and that I would no longer aid in building a war machine. Since that action I have been questioned at length by many people. Some can't understand why I didn't just use the system and stay in school and then play the deferment game. And still others could not understand why I refused to join the army and serve my country like any other loyal American. It is very difficult to articulate my position and satisfy everyone. I am doing what I think is the only thing that can be done.

There are many things that go into molding my feelings and my decision. The Vietnam war is an obvious example of what we can do because we have a draft, because we can demand that every young man, especially every poor young man, serve his country in the armed services. Other examples of the power of the Selective Service system are more subtle but even more frightening. I am speaking of the deferment game. If a young man can go to college, he can avoid the draft. When his schooling is over, he must serve unless he enters a field, "vital to the national interest," namely, engineering, medicine, chemistry and all other fields which are necessary for the survival of the military-industrial complex. Or he may be able to get a 4F; so many guys worry

(cont. on page 2)

Student press strives for power

"More than a student press" was the prevailing attitude of the Seventh National Congress of the Student Press, August 17-24 held at Valparaiso University. The importance of the press as the determining factor in the fate of the country launched the desire of many USSPA (United States Student Press Association) members to create a more powerful student press which could serve as an instrument for constructive social change within the existing system.

In a major effort to strengthen member newspapers, the Seventh Congress passed a declaration mandating the creation of a system of field secretaries to assist individual papers with editorial and financial problems.

Main topics discussed at congress workshops: community action programs which would meet the basic communication needs in regards to such areas as racism, suburban communities and city hall; responsibility of the student press especially in regards to furthering higher educational practices; "how not to burn a campus or how to educate a university"; and Vietnam.

Also established during the Congress was a closer linkage among area colleges and universities. St. Louis area colleges and universities were among the first to organize a metropolitan communication between newspaper staffs.

The Web

Founded October 3, 1924
September 6, 1968

We, the students

"We, students of the Greater St. Louis area." This was the phrase beginning the protest statement to Mayor Daley circulated August 29. The statement was distributed to students of six colleges and universities, gaining 677 signatures, the great majority of which were those of students. It was circulated in frustration, anger, grief, and despair, yet the beginning phrase is a hopeful one for St. Louis students.

The effective cooperation evident that day and the several pre-established working contacts which enabled students to mobilize such a response smoothly and quickly, even though the majority of the schools were not in session, create the suspicion that something was already up among St. Louis students. That suspicion is a fact.

Students from Webster and neighboring schools, this year, as before, attended the annual congresses of the National Student Association and the United States Student Press Association. This year, however, the national contacts gained at these meetings and the local contacts strengthened by joint experiences and learning at their sessions seem to be going into working order.

Some of the telephone numbers used to alert people to the petition protesting police violence in Chicago had originally been collected in preparation for a meeting of St. Louis college editors. St. Louis student body presidents are coordinating a similar meeting. Still other students will be meeting to nurse the slow, painful childbirth of the Greater St. Louis Student Government Association.

These students are not gathering for tea and cookies. Their goals are definition of common problems and working cooperation to effect their solution. It is significant that two of these meetings were conceived at national congresses. For students in the St. Louis area are beginning to realize that their problems are not only restricted to their own college, or their own area, but often are national problems in microcosm. And suddenly the phrase "student class" begins to have meaning.

We begin this season with hope — hope that these meetings will result in increased dialogue and joint action and that the condemned structures of parochialism and false pride will crumble. This is one urban renewal project which promises only good results.

pat eickman

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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.

Daley denies assembly to anti-war voices

Mayor Richard J. Daley of Chicago had the privilege this August of hosting the 1968 Democratic National Convention. Apart from providing for the security and comfort of delegates to the Convention, Mayor Daley had another delegation with which to contend.

Some 2,500 anti-war demonstrators flocked to Chicago to register a dissenting voice in regard to the Administration's stand on the Vietnam war.

Months before the convention convened, several political groups (e.g. Youth International Party, S.D.S.) applied for permits to assemble in Chicago. Mayor Daley refused, however, to grant these permits. At the same time, Daley spoke of dispersing any anti-war groups.

By attempting to deprive these people of their constitutional right to assembly and free speech, Daley strengthened the anti-war movement and united opposition against the Administration.

Mayor Daley's failure to assess and handle the situation wisely was evidenced during the week of the convention. Violence and brutality in the streets of Chicago marked the convention's proceedings.

Regardless of where the Mayor stood on the Vietnam issue, he should have guaranteed the right of assembly and freedom to voice personal convictions. In his attempt to block the dissenting voice of demonstrators, Daley called national attention to his suppressive efforts.

Had the Mayor issued permits of assembly, he could have eliminated the unfortunate events of convention week. If disturbances had then occurred, he would have the responsibility of using adequate means to restore order.

As a consequence of the Mayor's misjudgment the convention was transformed into a mockery of democracy to say nothing of the injuries sustained by demonstrators in the streets.

Daley is now demanding major network time to explain to the nation what "really" happened in Chicago. He wants "prime-time" for his presentation and desires to play ring master. Who could run a better circus?

Katie Gruenhekk

Calkins (cont. from page 1)

so much about school and the draft that the ulcers they get keep them out of the service. If you get married early enough and have a few dozen kids you might be able to get a deferment. The selective service system channels the male population into either the army, or jobs which are of vital interest to the nation's security. As of yet I haven't heard of anyone getting a deferment for working in the slums or with the civil rights movement. Peace Corps workers can be drafted out of the corps and Vista doesn't provide any security for those who desire to help this nation but who do not wish to serve in the army.

I began to feel that my carrying a draft card was an affirmation of that system which channels and controls, makes war and oppresses people of this and other nations. I began to believe, or perceive, the system to be wrong, to be controlling too many lives and its very existance gave a great deal of power to men like General Hershey, who believe peace is made by war.

I was very frightened when it became apparent that the only thing I could honestly do is announce my intention to be a draft resister, a non-co-operator. Prison is not exactly the St. Louis Country Club. But I suddenly began to see that prison could be my way to freedom. At this moment I feel as though I am free of control, I am free of that fear that forces so many people to "play the game." I feel that my action is one way and probably the only way for me at this time to affirm my belief in the brotherhood of man. I am saying yes to people and not yes to a system which controls. People are the only important thing in life and the only thing each individual really has as his own, is his life. Property, systems, status and things are secondary and if at any time these things become more important than life, when our defense of property, of status, when our saving face becomes more important and demands the sacrifice of any individual then I will say no to that system. And I feel that the Selective Service system has been devised as a means of preserving the system at the expense of the indivdual.

These are some of the reasons why I have done what I have done. There are many others but they are harder to articulate. I am open to talking with anyone about the draft and welcome the chance to offer those other less definable reasons. Peace to you all.

Michael Calkins

Bond challenges 'Old Guard' Symbol for alienated Dems

by anita vitullo

On the first day of the now-historic 1968 Democratic convention the name of Julian Bond was placed in nomination for the vice-presidency by a McCarthy delegate from Wisconsin. It was little more than a symbolic nomination and Bond later withdrew his name from contention. But the act of nominating a 28-year old Georgian Negro for the vice-presidency was a climatic tribute for the hard-fighting Southerner.

Bond, a virtual unknown before the convention, had won the only "anti-Establishment" victory in Chicago. He had led his delegation's dramatic fight through the credentials committee and won a draw with the Maddox Georgia delegation. The Georgia Loyalists delegation was permitted to share the state's convention votes with the Maddox delegation.



Julian Bond

The catalystic young man also seconded the nomination of Senator Eugene McCarthy for president and voted solidly behind the minority peace plank.

In January, 1966, Negro state representative-elect Julian Bond was denied his seat in the Georgia House because of his endorsement of a statement by the Student Non-violent Coordinating Committee which described the U.S. as an aggressor in Vietnam and decried its policy of "murder" there.

Bond was allowed to take his seat one year later only after an historic Supreme Court decision ordering the House to seat him. The day after Bond was finally seated the Georgia general assembly elected as governor, Lester Maddox, who had risen to fame when he held off black demonstrators attempting to integrate his Atlanta restaurant at pistol point.

Whether Julian Bond will endorse the Democrats' choice for president, Hubert Humphrey, remains to be seen. But, as Humphrey once told Governor Lester Maddox, "There's room for everyone in the Democratic party."

(Background information from CPS.)

Primary news

For the first time in 26 years an incumbent senator from Missouri lost the Democratic primary race for renomination. Senator Long, Missouri's junior senator, lost his bid for renomination to Lt. Governor Eagleton. Lt. Governor Eagleton polled 207,171 votes as compared to 186,356 for Senator Long and 163,955 for W. True Davis.

During the campaign, the issues Eagleton stressed were: Vietnam — phase cessation of bombing and self-determination for the people of South Vietnam; Gun Control — registration of hand guns and regulation of interstate shipments and mailing of all types of fire arms; Urban Crises — the importance of education for the children of the inner city, implementation of the Marshall Plan for Cities, and support of TEMO.

This fall he faces Representative Curtis(R) of Webster Groves in the race for the senate seat.

Letters to the Editor

July 8, 1968

W. Thomas Conway
Dean of Students
Webster College
St. Louis, Missouri
Dear Mr. Conway:

In response to your request for a recommendation concerning the redecoration of Sign-Out, the Pink Room, and Maria Lounge we would like to propose the following:

1. Sign-Out. We feel that the purpose of Sign-Out is for the reception of guests, family and dates, of the resident students. This should be a formal area to be used for reception only. There is a definite need for new carpeting, draperies, ashtrays, and repainting. The door in the mail section will help that area. There is a need for a new desk and chair or refinishing of the desk in this area. Also, a new table and chairs for the outer area in Sign-Out.
2. The Pink Room. This should be a less formal area. New draperies and repainting would also be appropriate in this room. A pastel color, other than beige, would brighten the room. I also think that student art changed periodically would make the Pink Room more enjoyable. In keeping with the less formal atmosphere of this room, I would suggest dividing it into different sections, i.e., a bridge section, tables and chairs; a listening section, use of the stereo that is there now; a television section and a reading and studying section. This room should be left available for resident and day students as well as for small meetings.
3. Maria Lounge. The purpose of this room has been and should be for meetings. I think that it could have a warmer feeling, perhaps by adding new furniture and repainting.

I hope that these ideas will be an aid in your proposal concerning redecoration and the creation of a better, more pleasant atmosphere for these areas.

Sincerely,
Ella A. Hebberd
President
Resident Association

Dear Editor:

At the September 3 meeting of Student Association a proposal was presented that the budgets of political organizations be cut entirely. I feel that this proposition was made without due justification.

The objection given was based on the assumption that if the Student Association funds the Young Democrats and the Young Republicans it feels that it will also have to financially support such organizations as Students for a Democratic Society, Hippies and other such nonrecognized political groups. The logic of this objection, in my opinion, is completely invalid. SDS, Hippies and the like are not members of a long standing political force and are an unrecognized political faction.

The Young Democrats and the Young Republicans are the only organizations on campus which offer a constructive outlet for student participation within the workings of the political system.

It is for this reason that I am appealing for the support of the student body and in particular the voting members of the Student Association for allocating funds to the Young Democrats and the Young Republicans.

Sincerely,
Diane Weaver

(ed. note: Diane is president of the YD's.)

July 22, 1968

W. Thomas Conway
Dean of Students
Webster College
St. Louis, Mo.
Dear Mr. Conway:

Due to the fact that there has been confusion concerning resident regulations at Webster I would like to make the following proposals:

1. That we retain a Sign-Out system only for security, and that the Sophomore, Junior and Senior resident students be given self-determined hours.
2. That the regulation on possession and consumption of alcohol, be re-evaluated in accordance with state law.
3. That the roles of the Dean of Students, the Resident Director, and the Hall Assistants be defined for the resident students.
4. That the policy of contacting the Webster Groves police in the case of a resident student not returning be outlined.
5. That the policy of writing parents by the Resident Director be defined.

I hope that we can discuss these points over the summer and have something definite for the resident students when they return this fall.

Sincerely,
Ella A. Hebberd
President
Resident Association

Letters to the Editor Policy

The editor requests that all letters to the editor be submitted to the **Web** office the Monday before publication date. All letters must be signed although the name will be withheld at the author's request. This month the **Web** will publish September 13, 20, 27.

Executive council initiates the year

A meeting of the Executive Council of Student Association convened at 8:00 p.m. Wednesday, at the Kirk House.

Mike Calkins reported on issues and events of this summer's NSA Convention. Major discussion centered around the question of **institutionalized** racism in colleges and universities in the U.S.

Carm Biggie, Treasurer of S.A., presented the budget for 1968-1969 academic year. Fifteen organizations on campus have applied for funding through the S.A. budget this year.

Attention was called to the presence of Project Vault on campus. It was stated by several attending the meeting that

(Continued on Page 4)

Farrell plans new developments

Webster's new Director of Development, Mr. Blaire K. Farrell, is concerned with building, not buildings. On campus construction is obsolete when a college tries to become integrated in urban affairs.

Revamping has divided the department into four parts, with Sister Mary Rhodes Buckler, Mrs. Mary Ingenthron, and Mr. Arthur Welsh heading three. They will work closely with Mr. Farrell, contacting community and national foundations, alumni and parents. Added publicity through special events and news media will be handed in large part by this department. Mr. Farrell has the individual section which must attract financial resources to the college in order to fill the gap between tuition and actual college costs.

Possible future student - staff meetings in connection with the Department of Development will enable Mr. Farrell to better convey to non-Websterites the potential and vitality a small private school can have.

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Admissions undergoes change

The Admissions Office at Webster College with three new staff members is undergoing a change. New to Webster are: T. Michael Murphey, Director of Admissions, Katherine Cudlipp, Associate Director, and John Schoultz, Admissions Counsellor.

Mr. Murphey was previously Director of Admissions at Linchburg College, Linchburg, Va. When asked why he came to Webster, he told of hearing Jacqueline Grennan speak at an Association of College Admission Counsellors in Washington, D.C. Then, when she visited Linchburg College, Mr. Murphey escorted Miss Grennan around the colle and discussed with her the changes at Webster College. He then decided to come here.

In the Admissions Office Mr. Murphey wants to "Use more personal contact, both by Admissions staff, college personnel, and other friends of the college." He believes in the "continuity approach" to high school counsellors and students, whereby you keep in touch with interested prospects. Mr. Murphey feels that the Admissions Office should show the "image, flavor and environment of Webster College." He feels that most people don't understand how Webster is different, and wants to show why Webster is unusual.

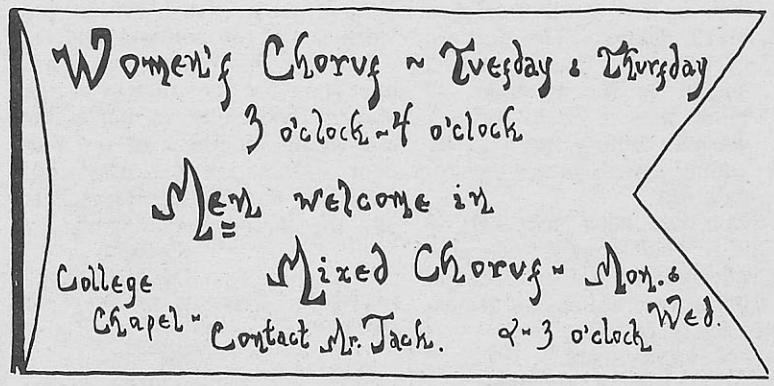
Katherine Cudlipp also feels that Webster has "something unusual to offer." She worked in applied math in a telephone company in Washington, D.C., but was "unsatisfied with corporate existence." Therefore, after hearing about Webster through Mr. Murphey, she decided to join the staff.

John Schoultz, Admissions Counsellor, graduated from Saint Norbert's in Wisconsin, and worked two years there in the Admissions Department. He was doing private tutoring in Milwaukee when he decided to come to Webster College. He enjoys his work and likes the freedom Webster gives the student in choosing courses.

Exec. Council (cont. from page 3)

Vault should have a representative on Executive Council. Before a new member can be admitted to the Council, however, the by-laws of S.A.'s Constitution must be amended.

A special meeting is planned for Saturday at 9:00 a.m. to be held in Maria Lounge. It will be an open meeting to focus on the committee system and the S.A. budget.



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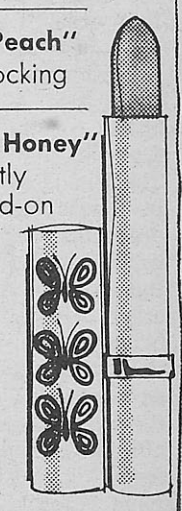

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VOL. XLVI, No. 2 September 13, 1968

Complete text

College, civil jurisdiction

Following is the complete text of President Grennan's address, "Due Process: College and Civil Jurisdiction," given at the President's Convocation, September 9, 1968, at the Loretto-Hilton:

When the history of the American experiment is written decades or centuries from now, I predict that it will be written as the first great massive experiment in due process of law. If the experiment is at all successful, it will be incumbent on other institutions and other nations to incorporate the successes and reject the failures and false starts of the United States of America.

Nightly, Madison Avenue and network television collaborate to show us the so-called triumph of law and order as the good-guys overcome the bad guys in Big Valley, Ironside, and Mission Impossible. If we are to believe—as we have so often been led to believe—that due process of law is simply that right triumphs over might, we must sit down to watch the nightly T-V fare preconvinced that cowboys (at least good American cowboys) were always right and Indians were always wrong; we must be convinced that spies for our side are always right and spies for the other side are always wrong. Millions upon millions of people representing hundreds of orthodoxies throughout history have been so convinced that they are right that they have launched mighty crusades to bring the dissenters and heretics under the heel of their law and order. If the crusaders held and maintained the might, they ordinarily were able to maintain their righteousness.

The United States of America in its very conception represents, I submit, a not easily reconciled paradox of a battle for self-determination against foreign domination by Britain coupled with a kind of savage oppression of the so-called savages. The founding statement that all men are created equal and have inalienable rights was a backdrop for a century of legal slavery and almost two centuries of non-suffrage for women and blacks.

Over these centuries, the process of due process has often been held and maintained by the righteousness of the mighty. Historians of the labor movement realize that in the early days of the battle for collective bargaining both sides often took law into their own hands and each side was sometimes a hand-holder of the Maffia in the attempt to assert its perceived right by might.

Today, you and I are sometimes participants, sometimes spectators, sometimes both, in the struggle for new minority groups to assert and achieve their inalienable right to participation in the process of due process. It is not enough for us to be guaranteed fair and honest treatment under the existing laws—though even that remains an unachieved goal for all too many—but it must be possible for us as individuals and as groups of individuals to exercise some pressure, some influence, in modifying and making the laws under which we and our fellow men must live and continue to live in future generations.

Herein, I believe, is the area of critical sensitivity that we must all face up to in this hour. If we lose the important gains in achieving due process of law for individuals in this country in our very attempt to gain full citizenship for all under the law, we reopen the door to the fascism of a new militant orthodoxy whether that orthodoxy be enforced by a Black Panther militancy, or by a police or a garrison state.

You and I as citizens of Webster College, as citizens of Webster Groves, of our individual states, as citizens of the United States, and as would-be citizens of a world community that yet provides no citizenship process, are always potentially or actually involved in the procedures of due process within each of these jurisdictions within which

(Continued on Page 4)

World pianist to perform

James Dick, a finalist in the Third International Tchaikovsky Piano Competition in 1966, will appear in a piano concert at the Loretto-Hilton Center, Monday, September 16 at 8:30 p.m., sponsored by the Webster College Department of Music.

A student of the late Dalies Frantz at the University of Texas, Dick performed the Beethoven G Major Concerto in London with the Royal Academy Orchestra conducted by Sir John Bariboli. In 1966, the Kansas born pianist was also a top finalist in The Busoni Competition in Bolzano, Italy and in the Edgar M. Leventritt Competition in New York.

For his appearance in St. Louis, he will perform the Paradies Sonata in A Major, Schubert's "Wanderer" Fantasie, Opus 15, Arno Babajanian's "Poem", Nocturne in C# minor, Opus 27, No. 1, and Etude in C minor, Opus 25, No. 12, both by Chopin, and Benjamin Lees "Sonata Breve".

Tickets may be purchased in advance at the Department of Music on the Fine Arts Campus, 8282 Big Bend, or may be ordered by telephone by calling WO. 8-0500, Ext. 253. Admission is $1.50 for the general public, $1.00 for students, and all seats are reserved.

Zambians study US teaching

Webster College has been internationalized in a unique way this semester. There are six elementary headmasters from Zambia studying throughout the current academic year under the auspices of the Agency for International Development. They are learning some of the American methods of education. The positions they will return to in their schools at home are similar to those held by elementary school principals here.

These men are registered in some courses common to the undergraduate students, but they are also taking two individual courses: Organization and Management of Elementary Schools, and Teaching English as a Second Language.

Zambia was a British colony until 1964, and English has remained the official language. It is used in all schools from the fifth grade up. Their schools are of good quality, but these men feel they could benefit from some of the ideas and methods used in other countries. They have been on campus since August 25, and seem to be enjoying their exposure to the Webster way of life.

There are also two teachers and a secondary school headmaster from Guyana taking six-week courses in education and mathematics. From here they will be going to study in Maryland and Illinois. They will return to Guyana in December to continue their work in education.



Reagan's civil war: the grape boycott

by judi thompson

Think back a few years—try 1965—to the era of the grape jokes. Every topic from Moby Dick to Motherhood, became subject matter for grape humor. Finally the epidemic died in cliche. One sour grape refused to 'dry up' with its sick companion-jokes. In fact it is still claiming the limelight in California, reincarnated as a dirty joke in the form of Ronald Reagan.

Governor Reagan must have been over-refrigeratored. His inhumanly cold attitude in refusing to recognize the suffering agricultural strikers of Delano Valley, California, is representative of this.

Three years ago, the grape workers of California began their still-struggling crusade for human recognition by striking. These seasonal farm workers are at the bottom of the economic ladder. In the fields, they are deprived of basic sanitation (such necessities as portable toilets), endangered by lack of safety equipment, subject to severe respiratory diseases attributable to pesticide sprays. This is only a fraction of the injustice endowed upon these people.

The National Labor Relations Act of 1935 formally excludes the farmer from labor union protection by the phrase "shall not include any individual employed as an agricultural laborer." Yet when the original bill was written by Senator Wagner, it included farm workers. Two months later, the "farm bloc" successfully opposed inclusion of farm laborers. Justification was never given. As a result, today's seasonal farm workers lack job security even when there is work. Accepted compensations such as sick leave, paid vacation, on-the-job injury coverage or pension are "dream come true" ideas to these people. Will they come true?

Viva Casar Chavez

Examine American contemporary social movements and almost unfailingly you find a charismatic man in the foreground. The California grape strikers are led by a man who encompasses the non-violent protest of Martin Luther King, the intense leadership of John Kennedy and a sense of quiet power similar to Eugene McCarthy. He is 41-year-old Cesar Chavez. But Cesar Chavez is different. This unschooled Mexican - American grew up in poverty conditions similar to **The Grapes of Wrath.**

In 1962, he headed the National Farm Workers Association, a union competing with the Agricultural Workers Organizing Committee to represent the workers. The two unions merged to form the United Farm Workers Organizing Committee, which is now operating in conjunction with the AFL-CIO to bring justice to the grape fields.

Cesar Chavez has seen tremendous sorrow attacking his people in the past three years. They have forfeited their pride along with their jobs and are reduced to charity for survival. Mothers, unable to support their infants have been forced to abandon them in the fields, hoping someone will find them.

The people are up against extremely wealthy opponents, the farm owners, who have all the power their money can buy. Giumarra, for example, who is the current target, but not the largest California grape grower, has an annual profit close to $1.25 million. This comes not only from grapes, but also from government subsidies, (about $280,000 annually for not growing cotton) potatoes, the Bank of America, in which he owns a large share, and oil wells on his property.

The state government has done its share of damage. Last year Reagan sent inmates from the state prisons into the fields as strikebreakers. He backed legislation which lowered the minimum age for children to work in the fields, as well as a law which delayed the beginning of public school classes until after fall harvest—so kids could work as strikebreakers.

Why Not Buy Grapes?

But Cesar Chavez refuses to accept defeat. His main attack now is a universal boycott. His weapon; you, the public. Since 95% of all grapes come from California, it is highly possible that the ones you are presently

(Continued on Page 3)

Wednesday, September 11, in a meeting of Chris Krajenta, Pres. S.A., Mr. Fred Stopsky, chairman, faculty steering committee, Dean Conway, Dr. Kelly, and Miss Grennan, the following ratios of faculty to students on academic committees were determined:

Curriculum: 4-2
Academic Standards: 3-2
Teacher Education: 4-2
Teaching & Learning: 2-4
Student Chairman
Admissions: 3-2
Library: 3-2
Cultural Affairs: 2-2

The composition of two committees, Curriculum and Teaching & Learning, are open to re-evaluation in January, 1969.

This decision was reached after students and faculty had formulated separate proposals concerning the composition of committees. (See related article, page 3.)

The Web

Founded October 3, 1924
September 13, 1968

Pot bust

Pot, speed, barbituates—bust. Last year, according to incomplete surveys by the National Student Association and the College Press Service, over 400 students were raided in more than 100 busts. Like the campuses that were busted and the campuses that haven't been busted—yet—**Webster has a critical problem with the use of marijuana and drugs on campus.**

We are not concerned in this editorial with pot smoking off-campus. What we **are** concerned with is the possession, use, and pushing of marijuana and drugs on campus. **Such drug activity on campus—anywhere on campus—is a flagrant abuse of the rights of all members of the college.**

It is possible, and indeed probable, that this campus, like many others, will be busted if the level of present activity continues. What would be the probable effects of a bust? If it happened within a week or two, some students would be immediately withdrawn by their parents and sent to a more reputable institution. In any case, we could expect a considerable amount of student fallout. The students that chose to remain would have to cope with the fact that their school was now somewhat notorious. Even more importantly, a pot bust could seriously injure the reputation of various experimental programs on campus and damage their chances of obtaining the funding they need. **Every single person in this college would be hurt by a pot bust.**

An editorial last spring in the University of Wisconsin **Daily Cardinal** is immediately applicable to our present situation. In it, the editor commented: "Drug users at this university . . . insist on smoking marijuana in dormitories and advertising the fact to all the world . . . The moral of Stony Brook is that students let down their guard and let themselves be infiltrated by police informers. Wisconsin (Webster) is ripe for a similar experience unless students here begin to realize that drug use is not a game."

A word on police informers. The Webster administration has not, and will not, place police informers on campus. However, they cannot prevent persons registered as students from acting as agents. **It is unreasonable and foolish to assume that the police have ignored this possibility.**

Also, the "campus" includes more than the dormitories. Just as injurious as a dormitory bust would be a bust anywhere else on campus, including any houses owned by the college or on the fine arts grounds.

The responsibility lies squarely on the student. **Those who possess drugs on campus also possess an awful power to injure the entire college.**

If you smoke pot or use drugs, please, move it off-campus. This is **not** a game.

pat eickman

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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.



ImpendingPeril

by virginia nees

A sense of Danger seemeth to enhance the Quality of Existence. Thus, the Resident Scholars did relish the titillations of Rumor and Free-fleating Anxiety in response to the Sunday eve activities of the College Yeomen and local Constabulary in the Residence Halls. Despite recent Unfavorable Puffing for their Brotherhood, the Webster Towne Police were summoned in their ancient role of the Protectors of Innocence.

A few anxious Scholars were seen in the Throes of Passionate Outrage to have the Constabulary approach so near to the Scholars' Private Cells. Quiet, O troubled Hearts. For, indeed, unWarranted was no young Lady's Privacy abused.

The Event necessitates some Meditation by the Resident Scholars concerning the illicit Trafficking and Shameful Habits the Discovery of which precipitated the late Uproar. It is the Contention of some that these strange Proclivities are a concern of the Individual Scholar as they relate to Manners, Morals and Aesthetics, and this Opinion is not disputed by the Author. Nevertheless, the Death of Pridence in courting the Wrath of the Authorities is to be considered a Grave failing in Suavity. The greatest Obligation, however, being the sweet Virtue of Charity to Ourselves and to Others, those Concerned should Resolve to disengage their Institution and Propinquitous individuals from the damaging Repercussions of circumstantial Implication.

Some would contend that the College has sunk into the Ways of Degeneracy and Profligacy, and is Open to all Manner of Loathsome Vices—even unto the secret Reading of Novels. It is Our Opinion that the Moral Fiber will hold Firm against such modern Depravities.

Letters to the Editor

Dear Editor,

When an institution strives for ideal involvement in both the campus society and outside community, it is inevitably associated with utopian standards. Webster College has this label of "progressive education." We, the students, sometimes doubt the application of this ideal. We sometimes wonder if it is only an image and nothing more.

There is no doubt in my mind as to the answer. It is **NO!** Yesterday, September 9th, more than two weeks after classes had begun, I took a wild chance and applied for a sabbatical leave as my outside involvement was becoming too much to combine with the regular academic load.

After fair examination of my appeal, I was granted encouraging permission to begin immediately by several department chairmen. I am only a sophomore. Maybe this will add to the evidence proving that Webster College does everything possible to stick with its ideal. It's up to the student body to make this ideal realistic.

judi thompson

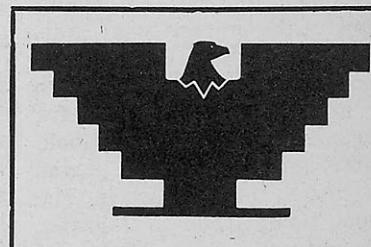
September 7, 1968

Dear Editor:

Having witnessed the lengthy Executive Council Meeting held Saturday September 7, we have raised the following question:

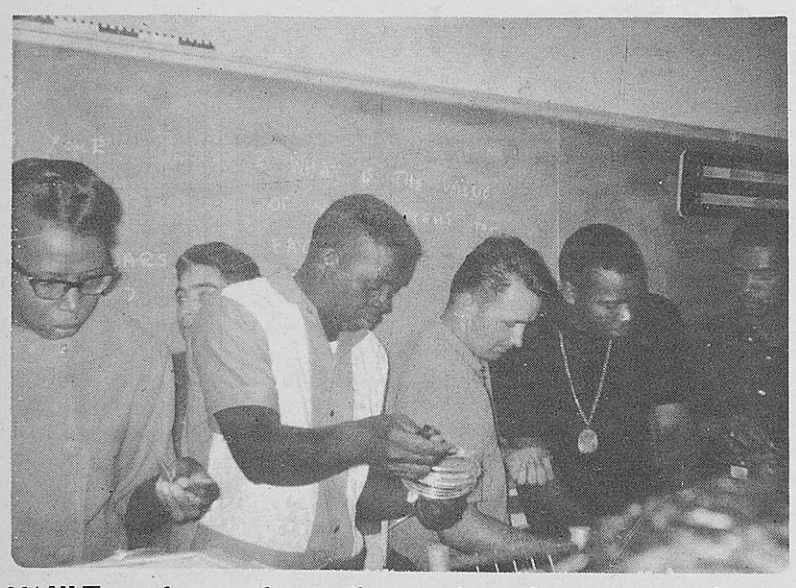
The representative of Project Vault had great difficulty in obtaining the two votes he felt were necessary to represent this organization. It was impossible for him to secure these votes without recourse to threats and emotion. In the "liberal" atmosphere of which Webster College boasts, why was this drastic method of appeal necessary?

Sincerely,
Patricia Moser
Kathleen Dowdey
class of '71



HUELGA!

Each student is urged to contribute a semi-valuable article (good clothing, albums, boutique-ish articles . . .) for a "good-will" sale, Monday, Sept. 16, 12-7 in Maria Lounge. Gifts may be brought in to 235 Loretto — anytime before the sale. Your involvement is needed by the starving migrant workers of Delano, California.



VAULT teacher/students take part in a classroom experiment.

Vault classes begin

This spring the VAULT program, Veterans Accelerated Urban Learning for Teaching, was proposed by members of the Webster College faculty. Preliminary work on the program was compiled in time for the first semester of classes to take place in June. These classes were held at Fort Leonard Wood and Webster College. It had been arranged with the army to allow these men to spend their last three months of service attending these classes.

The two and a half year program will continue this fall with classes at Webster. Due to the intensity of the program the classes this semester will be exclusive to the thirty five VAULT members. Beginning with this spring semester the men will take electives from the college catalogue as well as Webster students being admitted to VAULT classes.

In addition to student teaching the veteran will complete over thirty credit hours in Action Learning. These classes combine practice and theory in an unusually effective way. The credits in Action Learning will be learned by field experience related to discussion of appropriate theoretical materials.

Additionally, students will be actively involved in tutoring, school community work, city agency service and community organization within the inner city.

The Webster College VAULT program has been designed to meet the Missouri State Teacher requirements. And after passing the National Teachers Examination most graduates will begin teaching in the inner city of St. Louis.

VAULT is being worked out and tested at Webster College and may eventually be set up in colleges and universities throughout the nation.

More about grapes

(Continued from Page 1)

eating are pulling food and justice farther away from these people and their posterity. How can you help? Boycott grapes. Contact family, friends and strangers strongly urging them to do the same. The general public is ignorant of the suffering behind the strike and therefore not responsible for their "it's just another protest attitude." They must be informed. Write to "letters to the editors" columns, in magazines and newspapers. Encourage supermarkets to stop the sale of their 'scab' grapes. Write to government officials urging support of this corrective legislation. To congressmen refer to the bill as H.R. 16014. To senators refer to it as S.8.

We Are With You

The "establishment" in Delano Valley regards the strike—which is by far the longest in Californian labor history — not for the cause of social justice but only as a social disturbance, instigated by "outside agitation."

If this kind of social involvement is "outside agitation" then what we need is more of this agitation.

In addressing the AFL-CIO convention, Chavez said, "we are willing . . . we are willing to pay any price to have a union. We are willing to accept more suffering and more tribulation."

Are you going to let this suffering continue?

Harassment and frustration mark efforts of determined strike by Delano grape-pickers

by ann corcoran

The present grape strike in California has been long delayed. Ever since the 1870's, when vegetables and deciduous fruits replaced wheat as California's staple crop, there has been practically no security for any farm worker. Throughout the early years of the Depression, the only organization favoring migratory laborers was the Cannery and Agricultural Workers' Industrial Union, a Communist-led group. In spite of the CAWIU's efforts, twenty-nine hours' work brought only $1.60, and a husband-wife team earned only $9 for ten days' work. The use of **bracero** labor from Mexico during World War II when American manpower was lessened, was limited in part by 1951, when Public Law 78 was passed. This law stated that no **braceros** could be imported to hold a job if domestic labor was available. But, since harassment of domestic labor kept them away from places of employment, Public Law 78 proved ineffective and **braceros** technically could—and were—hired.

The Community Service Organization, formed in the late 1950's was the next important step. It was through this group that Cesar Chavez came into his own as leader of the poverty-stricken agricultural workers of California. Chavez concentrated on Delano, in the San Joaquin Valley, and sought to raise the living standards of the grape pickers there.

In 1962, Chavez began a new group, the National Farm Workers' Association, and by 1965, had enrolled 1,700 families. In that same year, a walk-out was planned by the mainly-Filipino AWOC (Agricultural Workers' Organizing Committee, formed and forgotten by the AFL-CIO) in the Choachella Valley. To join forces would increase strength, and might spotlight the Delano problem at the same time. Chavez began picketing.

Picketing grape growers is a difficult process. The pickets stand along the roads by the grape fields in whatever weather it might be, and call, plead, cajole, and persuade the pickers all day. The cost to the NFWA was approximately $25,000 per month. Much of this was donated—by the United Auto Workers, by the San Francisco ILWU's, from the proceeds of concerts given by folk-singer Pete Seeger, but a great deal from small, individual contributions.

More than just picketing was needed. Economic boycott would hit the two largest growers, owned by absentee landlords, in the most vulnerable spot. These two, the Di Giorgio Corporation, which held 4,400 acres, and the Schenley Industries, Inc., which held 3,350 acres, had more than 90% of their revenues coming from processing and selling canned goods.

March, 1966, brought more publicity. Between 100 and 150 Mexican-Americans marched the 300 miles from Delano to the state capitol at Sacramento, arriving there one month later, on Easter Sunday. The marchers had been joined by individuals and groups along the way, and the mood of them all was a triumphant one: Schenley Industries had recognized the still-embryonic National Farm Workers' Association, and the effect of this on the Di Giorgio Corporation would probably have a positive reaction for the grape pickers.

Di Giorgio did not fall easily. When, in April, the company agreed to let its pickers vote for or against unionization, the Teamster's union moved in, to battle the NFWA for the organization of the Di Giorgio Ranch. Claims were made that the first election was fixed, and Governor Pat Brown was persuaded by an investigator to demand a re-election. The second voting, with more intensive campaigning on Chavez' side to counteract Di Giorgio's previous tactics, resulted in a vote of 530-331, for the NFWA, and against the Teamster's Union.

In 1967, Chavez directed his fight against the Guimarra Vineyards Corporation, a family-owned business which holds 5,000 acres in the Delano area. The Guimarra Corp. obtained a Federal Court Order which stops U.S. Immigration authorities from enforcing the law which prohibits the importation of Mexican labor when a labor dispute is in progress. Chavez decided that the only effective way to put the growers on the spot would be to launch a nationwide boycott against California grapes.

As of July, 1968, Cesar Chavez was zeroing in on the Coachella Valley, as part of this 3-year strike to get the NFWA recognized by the $165.5 million grape-growing industry as a union.

Structure proposals

A special student committee, composed of Mary Daly, Pat Eickman, Carm Biggie, Susan Draper and Chris Krajenta established to examine the standing committee structure in Webster College, has made the following recommendations regarding committee membership:

Curriculum	3 Faculty	3 Students
Academic Standards	3 Faculty	3 Students
Teacher Education	4 Faculty	2 Students
Teaching and Learning	3 Faculty	2 Students
Admissions	2 Faculty	3 Students
Library	2 Faculty	2 Students
Cultural Affairs	2 Faculty	2 Students

Administration membership on each of these committees should be limited to one non-voting, non-chairing member. The specific student interest committees of Health, Religious Affairs, and Recreation should be disbanded and an all-student committee should be formed within the first semester to handle student affairs.

It is important that the students make known the rationale for these decisions. The recommendations of the Faculty Steering Committee provided some guideline to work with.

Library: It is important in the light of student displeasure voiced last year that students be equally represented on a committee that deals with one of the key factors in a student's education. Also important are the negotiations which are taking place with Eden Theological and with Washington University.

Admissions: This committee is as much, if not more, a vested interest of students as of faculty. Experience provides bases from which students could decide the type of student who would work well with the institution. Also of importance to students is the fact that Financial Aid is presently under the Admissions Office.

Teaching and Learning: Since this is to be, to our understanding, primarily a research committee, with information on better teaching techniques being made available to faculty, we felt the faculty should have a majority on this committee.

Academic Standards: This is one of the two most important committees, as we see it. Last year it was the only committee effective in actual policy-making decisions. Also we would like to note, that since there has been no faculty reduction in size, and because of the importance of this committee to the students, there is no reduction in the number of students being made.

Curriculum: This committee is obviously the most important one for the students. Curriculum is easily as valid a concern of students as it is of faculty. If students have no effectual voice in curriculum decisions they are left only with the options of a free university or of leaving the institution.

It is terribly important that we make clear the fact that we will not compromise to having only one vote on any committee. Such a situation could too easily become a case of tokenism, which, I am sure, the faculty as well as the students do not wish to see happen.

Christine Krajenta
President of the Student Assoc.

The faculty's proposed recommendation for committee membership submitted prior to that established by the student committee included a faculty-student ratio as follows:

Curriculum 3-1
Academic Standards 3-1
Teacher Education 4-2
Teaching and Learning 2-4
Admissions 2-1
Library 2-1
Cultural Affairs 2-2

(see box, page 1)

Focus on admissions

Wednesday evening, September 4, an orientation meeting for the Admissions Department was held in the Kirk House. About twenty Webster students discussed problems and assets of the college with Mr. Blaire Farrell, the head of the Department of Development, Mr. Michael Murphey, the head of the Admissions Department, and Miss Kathy Cudlipp and Mr. John Schultz, also of the Admissions Department. Housing for men, and questions concerning applicants were the main topics of conversation.

In October, the members of the Admissions Department will go to New Orleans, and begin the recruitment of applicants and interested persons. From there, Miss Cudlipp will travel to Texas, and along the Western Coast, and then to Memphis, Tenn., Little Rock, Ark., and other cities. The Boston-New York area will constitute most of Schultz's work; this is one of the most concentrated areas of Webster's student population, with approximately 25% of the new students — freshmen and transfers—coming from the New York area.

Chief Zinn clarifies police position

Following Miss Grennan's presentation, Chief Fred L. Zinn of Webster Groves made the following comments:

"In law enforcement in Webster Groves we're primarily concerned with the peace and dignity of the community in total, including the campus of Webster College.

"In relation to and relative to Miss Grennan's remarks, as many of you know, it is not absolutely necessary to have a legal warrant to search people at all times. This is determined by circumstance; as an example, when an officer has reasonable grounds or probable cause to believe that the person he has confronted may have a dangerous or deadly weapon on his person and may be detrimental to his life and the lives of others, certainly he can search without a warrant, and upon conducting that search if he finds contraband, which is anything that is unlawful to have in your possession, such as narcotics, of course he'll take the contraband and use it in evidence. In regards to due process, there was one area, sensitive area I think, that probably was not touched upon and it has to do with Miranda. Where the Miranda decision is concerned, it requires that the arresting officer is to spell out certain rights to the arrestee prior to any interrogation. I want to say that many times police officers are on fact-finding missions and until they reach an accusatory stage . . . in an investigation Miranda is not necessary. Many times people remark to us comments as to their guilt in their commission of a crime.

"As long as they talk, and we have not reached an accusatory stage of questioning, we do not use Miranda in that event.

Mr. Wayne Millsap, St. Louis attorney and Webster College trustee, also made the following points:

"I am, as a lawyer and as one of the directors of Webster College, am most proud of your president . . . As a lawyer I was especially pleased to have this very learned report made here by your president . . . I can assure you that the lawyers of this country, and the Supreme Court of this country, are still trying to clarify some areas of concern as to due process. But there is a degree of flexibility, there is some areas where we can at least express some of our opinions. We are here for the purpose of helping to clarify and we stand ready to do, to the extent we can, just that.

The following questions were clarified in the ensuing discussion:

A person does not have to answer any questions that an officer asks without his attorney present, under Miranda. If he cannot afford an attorney, one will be furnished for him by the police.

Evidence and statements given by a person before the accusatory stage is reached can be used against him. Commented Mr. Millsap: "If you're going to be a wrongdoer then don't talk to the policeman. The best advice is to say nothing."

If a person believes that he is being unusually harrassed by being stopped on the street by policemen, it is possible to take names and badge numbers and file a complaint.

President Grennan's address (cont. from page 1)

we live. These jurisdictions are sometimes in conflict with one another. Individual citizens and groups of citizens are not in agreement about the definitions much less about the interpretations of these jurisdictions. Are the laws under which we live to be determined at local, state, or national levels? Are housing, voting, procedures for assembly and free speech, welfare of citizens, rights to education—are these local, national or global jurisdictions? Much as we would like sharp and clear definitions of these jurisdictions, I am daily more convinced that such sharp definitions are impractical, impossible, and even undesirable at this time. The American citizenry, the world citizenry, and the college and university citizenry are, I believe, still involved in the early stages of the experiment in due process of law. We must face the realization that mankind has experimented with democracy for only a tiny fraction of the known world's time.

Let me now try to discuss the areas which I see as the clear jurisdiction of a college or university; what I see as the clear jurisdiction of the institution that is Webster College. Within that frame, I wish to make a beginning proposal of how the college determines and administers due process within her own jurisdiction and how it plays an institutional role in influencing the process of due process in other distinct and overlapping institutions.

Several years ago, I helped to put together a brochure describing Webster College as a community of learning. The phrase certainly not uniquely used by us—has, however, continued to be used by us in formal and informal ways. Today, I want to call the phrase into question—at least to suggest that it be modified. I remain convinced that we are in an important community—one of a number of important communities in which each of us personally lives. I remain convinced also that the college community is essentially a community of learners, of probers. The college, I propose, is the integrating center for your learning and your probing at this time though you learn and you probe in every overlapping institution that you independently walk into. Through counseling and setting and re-setting the parameters we call standards, the college must provide the supports—both encouragements and restraints—which make it possible for a student to integrate his education under the general rubric of what we call a baccalaureate degree. This community has seen fit to allow individuals significantly different patterns from one another in achieving the package we call a baccalaureate degree. Sabbaticals, practicums, apprenticeships, independent study, courses at other institutions have all become acceptable elements of the pattern. The institution, as institution, has continued to try to find through both true and false starts ways of setting and re-setting both the parameters of standards and determining and redetermining viable procedures within these standards.

I am proposing strongly today that this is and should remain the principal and peculiar role of the college as an institution. In continuing to probe and push for the procedures which will insure all members of this community due process under her laws and honest participation in determining these laws, I suggest that it is imperative that we are in fundamental agreement about the principal and peculiar area of her jurisdiction. Let me again restate my own present conviction of that focused role of the college as college: **The college, I propose, is the integrating center for your learning and probing at this time.** Through counseling and setting and re-setting the parameters we call standards, the college must provide the supports—both encouragement and restraints—which make it possible for a student to integrate his education under the general rubric we call a baccalaureate degree.

Having said that, I think we must press on to maintain that every relevant issue of man's life, every institution in which he lives is a proper area of concern, exploration, and debate within the academic community in both the formal and informal aspects of our daily living. Members of the community and groups of members will be involved in political campaigns, in political action groups, in demonstrations, in rallies as a consequence of the convictions they hold at any given time, many of which will be arrived at in assent to or disagreement with their professors and other students within the community. Your citizenry in this college should help you reflect and ponder your moral position as a citizen of your other institutions. But your citizenship in this college must never dictate to your conscience or sanction within its jurisdiction the morality of your position in a given political campaign, in a particular political acton group, demonstration, or rally. Individual professors or groups of professors, individual students or groups of students, even individual administrators or groups of administrators may and must take personal moral stands on issues. But if some of us are free as individuals to sign petitions condemning what is seen as police brutality in Chicago, others of us must remain free to sign petitions condemning what we see as mob brutality in Chicago. As we personally sign the petitions, the college community must remain free and complelled to probe the issues at Chicago and the issues that produced and provoked Chicago. **But I submit, the college as college cannot take a moral stand on Chicago, on Vietnam, or on Humanae Vitae if the college as college is to preserve her principal role in providing for her constituents the climate and support of integrating their own probing and learning. Only when the college must make an operational decision as an institution can it exercise a moral judgment as a body politic. I do believe that the college as a body politic may determine parameters concerning military contracts to be performed by the institution. It must weigh and decide the morality of its own economic investments and involvements in urban slums and in foreign nations.** We must find ways for all of its citizens—students, faculty, administrators and trustees—to gain more information and insight into the issues involved and to gain more influence over the decision-making process involving these issues. Where the institution is directly and operationally involved, it must try to establish and use procedures of arriving at these decisions which allow full citizenship for all members of the community in arriving at a moral decision. But even **open** conventions leave many participants unhappy with the decisions made by the conventions. If at such a time we remain responsible dissenters, a people in exile, we must press on for new laws and for new procedures of law-making, but, we must not take the law into our own hands lest we regress to an older order form and to an older order of the bossers and the bossed, the good guys and the bad guys —convinced as many of them were convinced that because they were subjectively so right they could be righteous, militant, crusading, oppressive, shooting from the hip.

When the college is not involved as a player on the field, when it is not compelled to make a moral decision about areas in its own jurisdiction, I do not believe it can be forced by any group within it to sign its institutional name or use its institutional voice to ratify the moral concern or indignation of even a majority of its constituents. If it is to preserve its peculiar role of openness to truth, to conflicting opinions and ideologies, to academic freedom, it must refrain from taking an institutional position as a spectator, critic, or judge of other institutions. Precisely because it is concerned with helping every member of the community to come to moral judgments, it must not make those judgments for him either by indoctrination or sanction.

If the college or university had historically held and kept this focus, I do not believe we would today be involved in administering the myriad of auxiliary enterprises that today account for so many of our jurisdictional problems. Morality and propriety of dress, of residence arrangements, of alcohol and drug consumption, of sexual mores are all relevant and important areas of concern for every responsible man and woman, and certainly areas of concern and probing and reflection for a community of learners. The members of such a community can always be expected to be in the forefront of the society pressing for modification in both legal and social pressures controlling these and other areas of man's living.

As long as the institution must remain involved in the administration of these auxiliary enterprises, I am convinced that it must do everything possible to leave jurisdiction over civil laws as they affect members of the college community within the civil sanction. The college can neither collaborate with the civil authority in planting secret police nor refuse to honor a legal search warrant. The institution in the administration of even its role of providing classroom and environmental conditions for teaching and learning must call on and respect the role of police in protecting its members from assault, burglary, or oppression of any kind. When we call for such police protection I am convinced we must follow through the **legitimate** exercise of the police function in clear cases of prosecution if we are not to render the police function impotent and reduce the community to the oppression of internal or external bullies.

Wherever burglary, drug pushing, demonstrations, or violent action of any kind are judged to interfere with the freedom of the institution to perform its function, the institution must move to prevent such action through internal suasion and an honest relationship with the civil authority. We cannot simultaneously yield the right to in loco parentis **and at the same time act after the arrest in the role of the parent protecting the juvenile from publicity or from civil sanction.**

Whenever faculty or students of the institution are deprived of the due process of law in any way in their lives as faculty or students, or in their personal lives on the college premises, the institution can and must move in to protect those rights. Search of premises or shakedown of persons without a legal warrant is unacceptable precisely because respect for law is dependent on respect for the due process of law.

This is a difficult, even a treacherous position for a college to take and maintain in this day when in the name of law and order we witness elements all over our society attempting to take law into their own hands. The oppression of wild billy club swinging and the oppression of verbal obscenities bull-horned into hotel rooms are both crimes against due process of law. Whenever, in the name of established law and order, we deny the right to free assembly or to personal privacy we unleash the forces of lawlessness. Whenever we attempt to make sophisticated judgments about both, we are in danger of being and being called reactionary by the left and supportive of anarchy by the right.

I believe that no aspect of human life at this moment is more important and more critical than an honest attempt by all of us as limited human beings to deal with the process of making and modifying laws and with the respect for due process in interpreting and sanctioning their use and abuse. If we in the college community become either zealots or cowards in this sensitive time, we then desert our fundamental role as an institution devoted to the formation of personal and social consciousness. If in the name of the development of personal and social consciousness we inflict even a majority opinion orthodoxy on persons or outside institutions, we may defend an established morality or try to indoctrinate a new establishment of morality but we will not help to form truly moral persons.

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VOL. XLVI, No. 3 September 20, 1968

Committee elections: faculty fast, students slow

Although the Executive Council will select student committee members next week, the faculty have already selected most of their committee members. They are as follows:

Curriculum: Miller Newton; Sister Mary Mangan; Richard Singer; Andrew Bjelland.

Academic Standards: William Duggan; Don Mandell; Alice Cochran.

Teacher Education: Jack Craig; Paul Steinmann; Bill McConnell; Sister Lucy Galvin.

Library: Sister Deborah Pearson; Jerome Perlinski.

Cultural Affairs: Jacques Chicoineau; Sister Marita Michenfelder.

Admissions: Rev. Paul Gopaul; William Irving.

Teaching and Learning: Sister Ann Richard White; Dwight Jack.

Some faculty members were also placed on an all-faculty committee dealing with salary and fringe benefits. They are Peter Sargent, Consuelo Wise and Ed Ernhart.

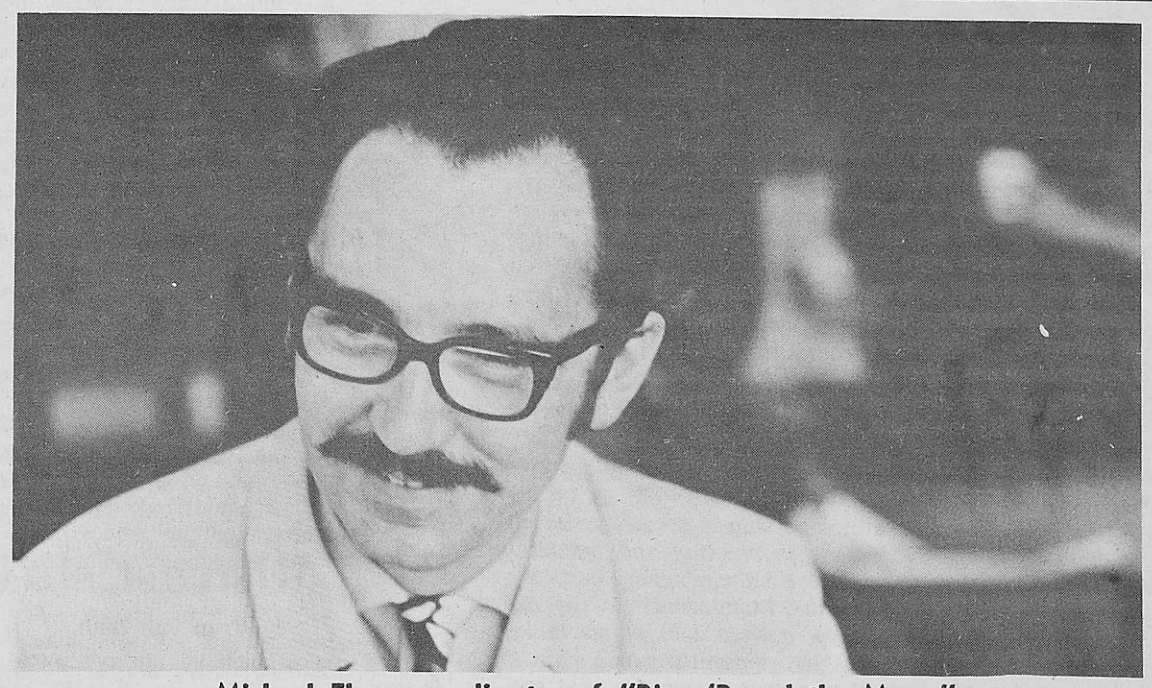
A few faculty committee slots remain to be filled.

Because of the urgency of the problems facing some of the committees, some faculty committee members met September 17 to begin the year's work. Individual students did sit in on these meetings although they could not participate as duly elected representatives.

KEY TO PEACE

Tran Van Dinh, currently the Vietnam correspondent for College Press Service and former acting Ambassador from Saigon to Washington, will speak in the old auditorium, 10:00 a.m., September 23. Dinh will discuss his prospective for peace in Vietnam.

(Note: Feature story by Dinh is on page 2.)



Michael Flanagan, director of "Ring 'Round the Moon."

Loretto-Hilton Repertory Theatre presents 'Ring 'round the Moon' in opening tonight

"Ring 'Round the Moon," a comedy by Jean Anouilh will be the first offering of the 1968-1969 season of the Repertory Theatre at the Loretto-Hilton Center. Opening night is tonight; the performance begins at 8:30. Following the premiere performance, which is sold-out, there will be a champagne reception on the grounds of the center.

First produced on the French stage in 1949, the play has been adapted by Christopher Fry, who calls it "a charade with music."

Some of the characters who people Anouilh's masquerade are a dashing young man-about-town and his retiring twin brother; their aunt, a wealthy old lady in a wheelchair; her faded companion; a crumbling butler; a secretive secretary to a melancholy millionaire; and a butterfly catcher who patronizes the arts.

The Repertory Theatre production features Robert Murch as the twins Hugo/Frederic, originally played in London by Paul Scofield. Bernie Passeltiner will play Joshua, the crumbling butler; Patricia Egglinger will be Diana Messerschmann, a wealthy young lady engaged to Frederic but in love with Hugo. Her father's mistress, Lady India, is portrayed by Repertory Theatre newcomer Elizabeth Franz; Messerschmann's secretary, Patrice Bombelles, will be played by George Addis.

J. Robert Dietz plays Messerschmann, a melancholy millionaire; James Carruthers, Romainville, a lepidopterist and patron of the arts; Tonia Smith, Isabelle, a ballet dancer and the recipient of Romainville's patronage. Municipal Opera favorite Joan Hanson appears as Isabelle's mother, a teacher of the pianoforte, and newcomer Arthur A. Rosenburg will play a general. Miss Smith is a student in the Theatre Arts Department of Webster.

"Ring 'Round the Moon' is directed by Repertory Theatre artistic director Michael Flanagan. Scenery is designed by John Wright Stevens, costumes by James Edmund Brady, and lighting by Peter E. Sargent.

This year the repertory season will run nine months and include eight plays. Included in the list of upcoming productions are "The World of Sholom Aleichem," and "A Long Day's Journey into Night."

The Web

Founded October 3, 1924
September 20, 1968

Committee power

One of the more memorable pieces of advice given to members of the May Workshop, 1967, was that of an outside faculty resource person. His advice was that students should only sit on committees that directly concern them — such as the parking committee. Although he otherwise gave excellent advice, it is to the credit of the faculty, students, and administrators at that meeting that their formal recommendations concerning the governance of the college included placing students on every academic committee.

Fifteen months later, on the basis of a year's experience, the first major restructuring of the academic committees has occurred. There are several significant points, some especially pertinent to students, in this restructuring:

(1) Committee membership is greatly reduced. This change increases the mobility and potential power of the committees. Although last year only one committee, Academic Standards, actually exercised decision-making power, it is conceivable, and indeed probable, that committees will gain a considerable amount of power within the next few years.

The decrease in size is partly due to the decision to reduce administrative membership to one non-voting, non-chairing administrator per committee. The remaining reduction is the result of faculty and student cuts in membership.

(2) The proportional voting power of students on committees is much increased. This is the result of the fact that faculty cuts in membership were much larger than those of the students. The following are the new faculty-student committee ratios, previously published in the **Web:**

Curriculum: 4 - 2
Academic Standards: 3 - 2
Teacher Education: 4 - 2
Teaching and Learning: 2 - 4
Admissions: 3 - 2
Library: 3 - 2
Cultural Affairs: 2 - 2

On most of these committees, student voting power is almost, but not quite, equal to that of the faculty.

(3) One committee, Teaching and Learning, will be chaired by a student. This committee, as indicated above, also has a student majority. It is true that the Teaching and Learning committee, as presently conceived, is the least likely to develop decision-making power in the near future. However, as a research and study committee, it is potentially critical to the success of the Curriculum and Academic Standards committees. Also, because there is a real doubt concerning its particular force and function, this Committee is the most free to redirect its energies into areas its members consider most valuable.

There were several factors which influenced the revamping of the committees. However, the main philosophical factor of importance to students is the evident belief that students have a critical interest in the education offered at this institution.

For many students the ability to exercise any

(Continued on Page 3)

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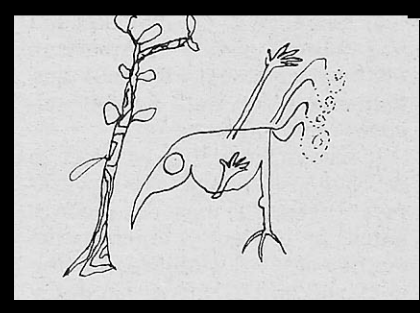
The opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College.



Sister Marita:

'A liberal arts college teaches you to become . . .'



Sister Marita Michenfelder

(Editor's note: The following is a conversation between Sister Marita Michenfelder, a member of the Theatre Arts faculty, and Greta Martin, WEB reporter.)

Q. What effect do you think the Theatre Arts department has on campus? Do you think students, non-fine arts majors particularily, have any obligation to themselves, to the group and to the college concerning it?

A. I find it utterly ludicrous to think that there are students who have gone through a liberal arts college, who have received a liberal education, who are within 50 yards of a professional company, and who don't attend performances. I cannot understand that. It completely contradicts what they are here to do. Nor can I understand why the student doesn't go to music performances nor to art exhibits. I wonder how many students have seen this art exhibit. Obviously they can't go to everything, obviously it costs money and they can't afford it but they surely can find themselves interested enough to go to some of them. Now what influence the theatre arts students have on the school I couldn't say because I've been away a year. I would hope that they are an integrated part of the student body and are not just an island but I don't know.

But I think the students here have a tremendous opportunity. Maybe student attendance here did go up last year. I don't know but they don't seem to take advantage of it.

Q. More specifically then, why do you think students should attend, if not always but occasionally, such things as music recitals, art exhibits, and theatre productions?

A. I think it is obvious that art is a very important element in our lives. It reflects our society, it can inspire us, it can give us insights, it can make us more sensitive, it can provide entertainment.

I don't think it's right to say that you should go out and get it. I'm just surprised that you don't wish to go, if you have decided to come to a liberal arts college. That is what a liberal education is supposed to do for you. And schools that don't have this type of thing—strong music, strong art, strong theatre—spend a fortune bringing in companies. And it's here all the time. I don't feel that the students are aware of all these advantages. If they had decided to go to secretarial school or to a technological school or even, unfortunately, some of the teacher colleges, then you would say, "Well, you want a different thing." The teacher college obviously should have better support of the arts.

Q. So many people come to the liberal arts college not knowing exactly what they want when they get here; so many seem to never really investigate possibilities, to discover what they want to do or what they need. So in this way I think it's almost understandable why many of them don't become involved and I think perhaps it might even be worse here at Webster because we make no requirements, we demand nothing of the students except individual department requirements. I think that this is the especially bad thing. We're offered freedom but so many of us don't know what to do with it and right now we have to find a better way of working with this and helping other people understand what they have here.

A. When you say they don't know what they want to do when they come to a liberal arts college, I think that's good. A liberal arts college is not there to do something; it's there to teach you to become something. What are you going to **do** with history, what are you going to **do** with English, what are you going to **do** with philosophy. It becomes you, it makes you grow, it makes you mature, it makes you a human being. So I can't buy that. I think it's mostly a problem with communication. And I would hate to know how many kids who **do** have enough money sit over there and watch television instead of going to some kind of theatre or music production. I don't know. If they don't, they used to and I wouldn't want to say they do now. I think part of it is communication, so they know when it's happening, how much it is. I don't think the faculty is blameless. We have not made this value apparent in the students' life. Just as the social science department or the history department make students extremely aware of social problems and their role in those problems, we have to make the students aware of these values.

Q. Right now our society, our educational system, seems to be in the process of making people more aware of others outside of their major area of interest, things that exteriorly aren't practical or cannot pragmatically be applied to their daily existence.

A. I think that's the whole attitude that we Americans have.

Q. You could say that there is more hope now because so many people are consciously striving to bring about a greater awareness of the arts and the value that they actually do have in daily existence.

A. I think that the more sensitive you become, then the arts, which are after all a reflection of reality in some selected or distorted way, then the more sensitive you become to reality, the more sensitive you become to problems and people and the world about you. You become more aware, especially through theatre because it takes in moments in the lives of human beings and condenses them and intensifies them and magnifies them on stage. Experience that would really happen in your life, usually the experience is not with you so tightly—it extends over several years so you don't experience that impact. I just wonder how many students were aware of the James Dick recital. How much did it cost? A dollar?

Q. Speaking as an art student, knowing that many of my friends are in music, art and theatre arts, I see we have a tendency to remain within our own group. Part of the reason is that we are bound by schedules to spend much of our time practicing in the music building, working in the art studios, rehearsing and studying in the theatre.

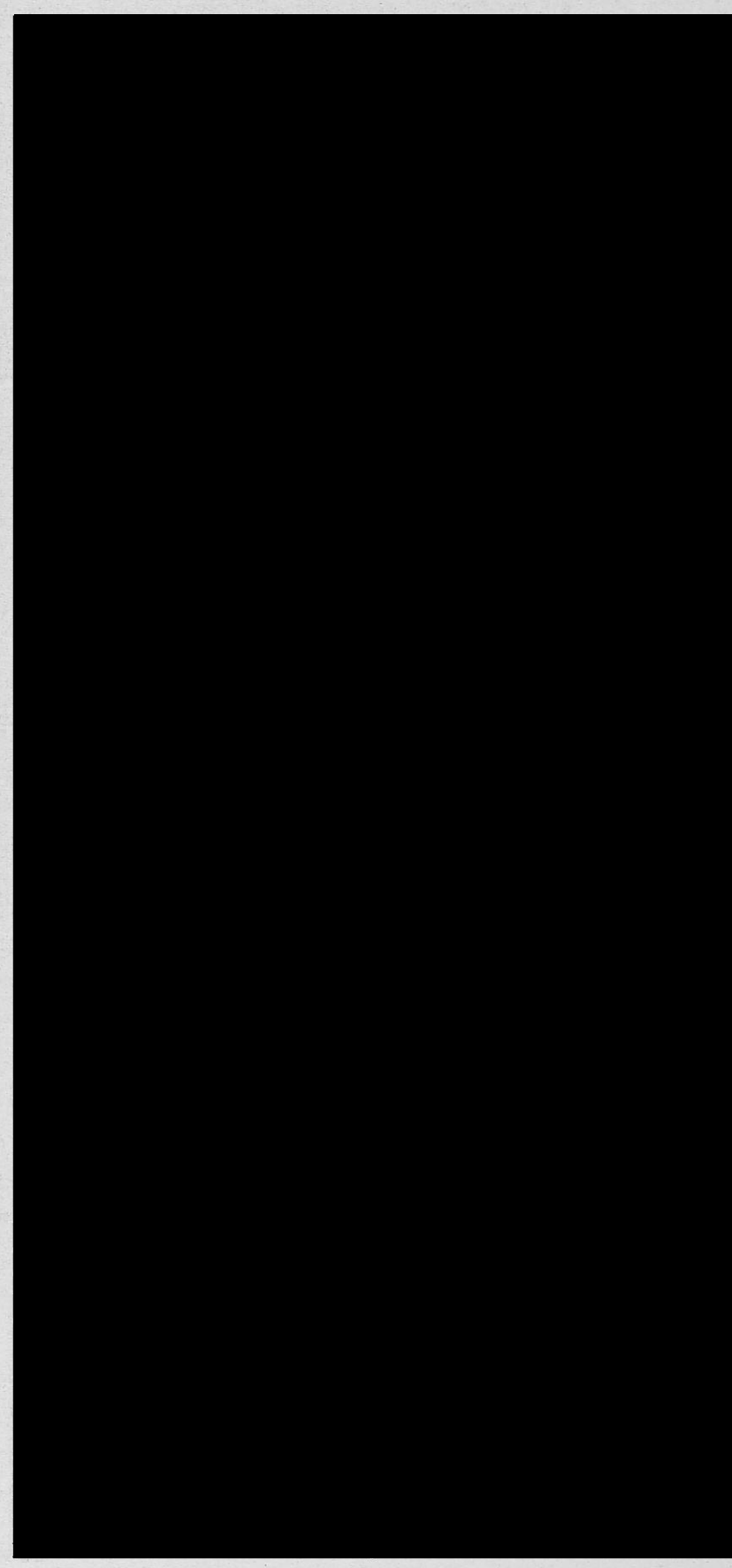
I think we often appear too intellectual, too much involved in our own work, many times, to get out to meet other people and to bring what we have to other people, to show them that it isn't limited to majors or to intellectuals.

A. I do think that you do have an obligation to do. But I think that it is a tendency in art and in the artists themselves not to pursue, that if the people want it they'll come. We tend to be very exclusive in that way. As long as we know it and we are giving it to those who appreciate it very much, then we couldn't care less about those who have never known. We didn't do it deliberately. The world in which we live, small as it is, has exciting people in it and we don't feel the need to go further. I think this is true in all the departments of art. They have failed to instill any of their values into the student body. How they are going to do that I don't know because they are just so consumed in time and in interest. I think that given the time they should get into things like the **Web** and the Student Association.

Another thing is that geographically we are separated. If it weren't for the Red Carpet I don't think any of them would go over there any time. The theatre people no longer have a place over here where they can be. I think it's a shame that the music department does still because they don't have any need to go over there at all. I don't think the art department has any place. This is good; it forces them into the mainstream.

Q. I think one of the best things about the theatre department is the classrooms there which force the students to come into the building, see the art exhibits, ballet classes, stage sets and theatre people.

A. I like to go through the art department because it's **so** exciting. You walk through there and come out happy. I don't think it's the same in the music building because it's so isolated.



Editorial continued

control over their education begins and ends when they choose to enroll in the institution which they believe offers the most congenial package. They exercise this authority again only if they choose to transfer. Otherwise, it is a question of attempting to compensate individually for particular failings of their chosen institution. At Webster, however, we are participating in a test of the theory that students should not only be allowed to compensate for the failings of their institution but that they should be enabled to assist in changing its very shape.

Theoretically, students are no longer attractive additives to the system, but are recognized as essential components. At the present time, the testing apparatus for this belief is the committee system. It is critical that we aim to solidify theory into fact by expending as much energy as possible into selecting and maintaining extremely capable student members on all academic committees.

Ignoring or neglecting this chance of exercising some authority in our education would be an effective method of ratifying academic **in loco parentis.** Using and stretching the opportunity may prove to be, in a future analysis, a turning point in the direction and quality of education at Webster.

pat eickman

Message must be clarified

Knowledge of grape boycott needed

by judi thompson

The sun has finally decided to shine on the St. Louis extension of the California Grape Boycott campaign. "Boycott Grapes" buttons have leased permanent residence on several hundred collars and coats. The public now wears an inquisitive, rather than giddy, grin when confronted with "don't buy grapes." But though we can begin to breathe again, we must realize that the message must be clarified. Publicity in this city. We need it!

The story has not reached all that listen to it. It must be presented accurately and factually. It DOES have two sides. Thousands of tiny details float within the divided camps. Presented out of context, they can captivate a reading audience who would not bother, through unconcern, bias or laziness, to make further investigation.

Two examples. Example No. 1. Caser Chavez supports non-violence. The grape growers don't. In their grand humanitarianism, they share their violence with the strikers—who are the recipients. As a result, some of the strikers do return the violence. Some.

Example No. 2. Rumor has it that Mr. Chavez appeared on television last week, stating that he did not want help, he did not want picketing, the people did not want a union. Rumor has it wrong. Rumor should take the above advice and investigate before spilling clumsy speech. Mr. Chavez has been hospitalized as a result of not having enough help. Rumor witnessed a representative of the money-clothed farm owners. The employers words, not the employees.

These are just two of the many details that have become jargon through lack of situational knowledge. Yet we are not discouraged. Many dedicated people have donated their time and ideas in various committees. They have received little public praise for it. Their reward lies in our democracy of tomorrow. A universal thanks to them.



Pickets join in the cry of "Huelga" throughout the Coachella Valley.

[redacted]

Pink, red or crimson

by Peggy Davies

Pink, red or crimson; the degree of communism which exists today is indeed distinct and representative of their various countries.

Mr. Kevin O'Malley, political science major from St. Louis University, cited the familiar quote from Czechoslovakians that in Czechoslovakia communism is pink, in Russia it's red and China's is crimson.

During his recent stay in Prague, Mr. O'Malley acquainted himself with the culture of Czechoslovakia and is currently lecturing on his findings there.

Prior to the August 21 invasion by the Soviets, Czechoslovakia, under the leadership of Prime Minister Alexander Dubcek and President Ludvik Svoboda, was in a process of reform. In attempting to develop a type of democratic communism the Czechoslovakians were successful in creating a new brand of communism which was domestically based and not created for export.

Their idea of a democratic communistic society is one which elects its leaders from available and qualified communist leaders. Czechoslovakia is not an anti-communist countr but is a country which recognizes the need for reform in the Soviet brand of communism.

Reforms which were made under Prime Minister Dubcek were widely accepted by the people of Czechoslovakia. Realizing that any reforms must be made through the Communist Party, the citizens of Czechoslovakia were thankful to Dubcek for making the changes.

Primarily on the list of reforms was the desire for freedom of the press. Prior to the Dubcek administration, Czechoslovakians were used to reading Pravda **and** Isvestia. **There is an old saying in Czechoslovakia that the** Pravda **(which means truth) prints the truth but no news and that the** Isvestia **(which means news) prints the news but no truth.**

Economically bankrupt Czechoslovakia asks for the freedom to build itself up economically. Unfortunately the economic ties with Russia are very strict; all trade is directed toward Russia. Domestically, under the socialistic system, everyone in any profession makes approximately the same salary thus obliviating the incentive to work therefore creating another handicap to progress. This is completely contradictory to the post-World War II Czechoslovakia which was the most progressive country in Europe until 1948 and the communist takeover.

The recent invasion was not a surprise attack. Czechoslovakian leaders knew that the Soviets would not allow the reform movement to continue. The Soviet fear that Czechoslovakian ideas would spread to the other communist countries was well heeded. The Soviet society is geared in such a manner that it must be surrounded by countries of similar belief. Soviets went into Czechoslovakia to preserve their buffer states.

It was believed by the Czechoslovakians that the invasion would not come until the October election period. However, a skeleton underground press and radio system was already established and was useful during the early stages of the invasion.

Czechoslovakia is now facing a difficult period; all reforms will have to be pushed underground or will have to be covered up.

Prime Minister Dubcek and President Svoboda will, in all probability, remain in office with their powers curtailed.

Freedom of the press is no longer permitted and Czechoslovakia has recently signed a twenty year trade alliance with Soviet Russia.

In spite of Soviet attempts, the Czechoslovakian's desire for freedom, their want to develop their country economically, and their wish to be left alone to achieve their goals cannot be quenched.

VOTER INFORMATION

Any person who has resided in Missouri for one year, in St. Louis County and their respective district for sixty days and will be 21 prior to October 12 is eligible to register and vote. Residents of Webster Groves can register at Webster Groves City Hall at any hour during the week before October 12 (the deadline for voter registration).

Those students who are registered voters in states other than Missouri can obtain an absentee ballot by writing to the Board of Elections, St. Louis, Missouri.

ATTENTION ALL WEBSTER STUDENTS

Looking for a part time job? Earn up to $500 this semester. The office of Life Magazine has several attractive part time sales positions open for college students. Work from our comfortable downtown office, flexible hours, guaranteed salary plus bonus. Call Life Student Rep. Dennis Schaefer at GA. 1-5433, 9 a.m. to 9 p.m.

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VOL. XLVI, No. 4 September 30, 1968

English course on location

Next summer's three hour course in English Literature will be held on location, and will include four weeks in England, one week in Scotland, one week in Ireland, and four days in Paris. This will be a study trip and a background of English Literature will be required, including reading lists plus a paper or project. Between 15 and 20 people will be able to go on the trip. The group will sail from New York on the S.S. France on May 20 and will arrive in London on June 3. While in London, tickets to five plays will be available including one play at Stratford-on-the-Avon. After leaving London on June 23; there will be two days to explore the Lake Country before heading for Edinburg on June 28. After touring the area around Belfast and Dublin, there will be tickets available for a performance at the Abbey Theatre in Dublin. The trip to Paris is optional, so you may depart July 8 for either Paris or New York. The price of the trip will include all transportation, room and board and tuition for three credit hours. More information concerning the cost and a complete itinerary are available in the Dean's Complex. Anyone interested should make themselves known as soon as possible.



Daria Robbiano and Arthur Rosenberg

The World of Shalom Aleichem

Second production opens

ST. LOUIS, Mo. — With Friday evening's gala opening for the third season of the Repertory Theatre at Loretto-Hilton Center out of the way, the busy company swings into final dress rehearsals and previews for the theatre's second opening in three weeks.

"The World of Shalom Aleichem," adapted by Arnold Perl from some stories of the Jewish writer whose warmth and humanity made the musical "Fiddler on the Roof" an international triumph, opened officially Friday (September 27).

Resident director J. Robert Dietz has cast Bernie Passeltiner as Mendele, the book seller and narrator of the three tales which compose the play: "A Tale of Chelm," a gentle folk story about the buying of a goat; "Bontche Schweig," a fantasy in which a man of inordinate goodness ascends to heaven; and "The High School," most realistic of the three pieces, dealing with the problems of getting a young Jewish student into high school.

Focus for development

Problem: There is a difficulty in writing the Webster College story; it is vague and amorphous and balks at being confined to printed words. This is the dilemma facing the Development and Admissions offices whose job it is to give a succinct description of Webster to outsiders.

Solution: In what was essentially a Development office intensive planning session, September 17 and 18, this problem was temporarily solved by deciding upon an anecedotal technique. (e.g. How can you adequently explain or understand the sabbaticals without discussing particular student approaches to them.)

The planning sessions were held with the Admission office staff since activities of both offices are inter-related and interdependent.

Proposed programs for Development include the invitation of institutional publications, a revamping of the alumni fund program and the use of newspaper and magazines to convey Webster's present self concept and how it is perceived by others.

Mr. Blair Farrell, Director of Development, explained, "Fund raising, not for constructive purposes but for Webster's basic needs, will be our major program. Needs such as balancing the operating deficit and shrinking Webster's debts."

The overall direction and program of the Admissions office was also presented with the Admissions office staff offering suggestions and critiques of the Development office plan.

Resource people were brought in to provide background information for the planning sessions. These included: Miss Jacqueline Grennan, president, Dr. Joseph Kelly, vice-president and Dean of Faculty, Mr. Ed Cunningham, business manager, and Mr. Tom Conway, Dean of Students.

Each discussed "where have we been" and "where are we going" as it related to his own particular function in the college.

Webster, as Miss Grennan describes it, is an integrating center. Students choose among the many options and then interact with each other. This is what the Admissions and Development offices must communicate to their contacts.

Curriculum
Kathy Boland Donna Gerstle
Academic Standards:
Kathy Sexton Nancy Reuth

Library:
Jeannie Enwright
Renee Denver

Admissions:
Julie Robben Carm Biggie

Cultural Affairs:
Kathi Hoener Kevin Hanlon
Teaching and Learning:
Susie Draper Mike Calkins
Kathy McCloskey Jo Lutz

Teacher Education:
Mary Petersen
Roseann Dlugosz

SDS cited as violent leaders which disrupt college life

While the organization known as Students for a Democratic Society represents a miniscule minority of students, it has managed to play a leading role in the violence, bloodshed and arson that have exploded across college campuses from Columbia to Stanford.

Details of how this small militant group has manged to disrupt college life are revealed in the October Reader's Digest by Eugene Methvin of the magazine's Washington bureau. Quoting SDS officials and members, he reports that the organization's ultimate goal "is nothing less than the destruction of society itself."

Methvin quotes one speaker of SDS's national convention of East Lansing, Michigan last June: "The ability to manipulate people through violence and mass media has never been greater, the potential for us as radicals never more exciting, than now." FBI said: "They are a new type of subversion and their danger is great." SDS's tactics include use of off-campus issues to disrupt campus life, the article points out. An SDS member from Wisconsin put it this way: "We organized dormitory students around rules, and then it was easy to move them on such issues as the university's relation to Chase Manhattan Bank.

The article quotes these among specific SDS proposals for disruption of society: picking public fights with welfare workers; starting trash-can fires and pulling fire alarms in high schools as "forms of protest"; making appointments by the score with university deans and registrars — to "overuse the bureaucracy"; checking out an inordinate number of books to disrupt libraries and study programs; disrupting draft boards by registering under a false name so "federal agents will spend much time attempting to track down people who do not exist."

While it purports to follow a line of "independent radicalism", Methvin reports SDS betrays growing signs of links to hard-core professional communists. Known communists have sat in on SDS meetings and coached organizers since the organization was founded in 1962; SDS leaders frequently travel to Red capitals; two of three national officers chosen at last June's national convention were self-proclaimed communists.

While many SDSers are actively anti-Kremlin, they share with the communists a common desire, to annihilate and to tear down, the article asserts.

(Continued on Page 2)

ESCRU charges social ball racist

by mary thelen

(Ed. note: The VP is a St. Louis tradition which is recently being re-evaluated by various groups within the community.)

'Can white America continue to celebrate the divisions of our world?"

This was the question which was discussed at a recent meeting of the Episcopal Society for Cultural and Racial Unity at Emmanual Church in Webster Groves. The celebration in question is the annual parade and ball sponsored by the Veiled Prophet organization, a secret society of prominent St. Louis businessmen. The VP ball and parade constitute St. Louis' most elaborate social event of the year.

A panel led by Mr. Roger Harlis of the Presbyterian Interracial Council explained the Veiled Prophet organization and presented their own views of the racist tendencies apparent in that organizations activities.

To many Blacks, explained attorney Robert Curtis, the Veiled Prophet represents "an oppressive group dominating the community." Though most VP members live in the suburbs, all are involved in big business which controlls and draws profit from city dwellers.

The panel agreed with the statement of ESCRU's position paper on the Veiled Prophet.

"The coming of the Veiled Prophet every fall is a social event of the very rich . . . a harmless, though tasteless display of material wealth . . . however, . . . a simple coming out ball has been embellished with a parade featuring a chosen Prophet and his chosen Queen whose presence on the streets implies that his mysterious majesty and consort are representative of the people when in fact (there is a) barrier separating this group from the reality of the city . . . it is in fact a racist institution."

ESCRU's statement was reiterated by panel speaker Percy Green, who stated that the VP committeemen are in many cases responsible for discrimination against Black males seeking employment. Their rationale is that it is too expensive to hire the "irresponsible" Blacks for on the job training. Yet the same group spends thousands of dollars on a single night of frivolity and drunkenness.

Green went on to say that VP's and their supporters claim any apparent discrimination to be unintentional. But whether intentional or not, it is no less effective in wounding the Blacks. As Green pointed out, the Black children see all the good in life exemplified by the Mystical Prophet and his Queen of Love and Beauty always white.

Panelist, Jack Quigley sees the ball as overly frivolous to the point of decadence; a tremendous waste of money.

'There is no way we can exercise excuse the kind of frivolity the VP represents, the flaunting of riches . . . " when so many are poor. The VP claim good intentions, said Quigley, but will prove it only when they put their money to better use. Until the now perverted spirit of the parade is eradicated, St. Louis is in trouble.

'If the Veiled Prophet organization would address itself to the wounds of the secular city, if it would transform its celebration into a symbol of unity among all people, then and only then will mirth and joy, festivity and gaity be proper."

The Web

Founded October 3, 1924
September 30, 1968

Distribution of power

In the past week or so I have become very aware of many problems and failings within the structure of Webster College. My reaction to what I saw as senseless gameplaying was anger at the wasted energy of creative people and a desire for an honest confrontation with the issues at hand. I was then informed that a somewhat similiar situation was growing within the student body itself—a sense of alienation from a matriarch, on two levels, was taking hold of the body. This sense of alienation was killing any creative student endeavor in much the same way it was being killed on the institutional level. Therefore, since I am asking the institution to run on a basis of open and honest confrontation, no less can be asked of the student body.

Last spring, at the time of the now infamous non-contested election, we promised new direction and actions, but also made plain the need for student involvement on all levels. The pressures exerted by administration and faculty these first few weeks of school have been many. The problem does not lie there, however, but lies rather in the lack of pressure from students on specifically student interests. Without this no balance can exist. It is not enough to sit and watch mistakes being made. True commitment demands action. Therefore, we are again asking for involvement from the student body. Free universities, committees, inter-institutional visits cannot, and should not, be maintained by a group of twenty people. At the present time, in this institution, it is too easy to fall into the often times, gameplaying role of junior administrator. To prevent the problems associated with such a centralization of power, problems which exist on the institutional level as well as on the student body level we are asking for honest confrontation with issues on all of these levels. Only then can we possibly hope for the experiment of Webster College to be a success which I am more and more convinced will rest largely in the hands of the students.

Chris Krajenta

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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.

Play reviews

Rep actors dazzle through trite 'Moon'

Last Friday night the repertory theatre of the Loretto-Hilton Center opened its third season with Christopher Fry's English adaptation of Jean Anouilh's **Ring 'Round the Moon.**

The play is basically a rehash of the old identical twin gimmick, this time in the form of two rich brothers, one a playboy and one a wallflower. The wallflower is engaged and the playboy hires a dancer to break up the engagement.

The play is not Anouilh's best; it is very weak to say the least. To make up for this weakness the production must be quite strong and closely knit. Director Michael Flanigan has put together such a production.

The cast is led by Robert Murch. As the twins he gives an extremly convincing performance. The subtle variation he gives the dual role is most admirably carried off. Mr. Murch does not stoop to gimmicks of indication. Unfortunately, at times it is difficult to understand his lines.

Student Tonia Smith plays Isabelle, the dancer hired by Hugo to break up his brothers romance. Miss Smith gives a performance full of promise but on the whole this promise was unfilled. Perhaps as the run goes on Miss Smith will be able to overcome whatever it was that seemed to hold her back.

Patricia Egglinger, as Diana, was very much the rich bitch the role called for, and enjoyably so.

Grace Chapman gave perhaps one of the evening's most fulfilling performances as Madame-Desmortes. Her acid-tongued comments are hurled forth with such style and pacing that the most trivial of her sarcastic comments becomes the most fascinating and brilliant of comments.

J. Robert Dietz and Bernie Passeltiner, both capable character men, gave the fine performances one has come to expect of them.

Jill Tanner, Joan Hanson and James Carruthers all gave fine comic performances.

The comic highlight was a dance provided by choregrapher Marsha Cerveris for George Addis and Elizabeth Franz whose performances are climaxed at this wonderfully funny scene.

The production is visually satisfying with John Wright Steven's light airy set and James Edmund Brady's beautiful costumes.

"What a pretty idea of love you have in the theatre." The words spoken ironically by Hugo in Anouilh's **Ring 'Round the Moon** might be the straight comment of a theater-goer who dotes on the ancient art of serious trifling — the romantic comedy. The production which premiered at the Loretto-Hilton was very prettily done (see accompanying review), emphasizing the style and lightness of the **genre** as an exercise in beautiful language and the art of stage illusion.

In comedy, success is preeminently a matter of balance — the equilibrium between the outgoing, disintegrating tugs of a various reality and the integrating, completing motion toward a center of rest and the satisfaction of the ideal. If one tendency is allowed to eclipse the other, the comedy experience is flawed.

Following this criterion, I have several comments to make about **Ring 'Round the Moon,** mostly converning the book, since aspects of the production are treated in the related article. However, one opening comment on the Loretto-Hilton interpretation: The equilibrium seemed momentarily upset by Isabelle's spotlighted appearance just prior to curtain-call. This would seem justified if only a tribute to Tonia Smith's fine performance, but the effect is to over-emphasize the triumph of innocence and unmitigated goodness, as exemplified by the sensitive Cinderella heroine. Much of the play's charm is the development of comic characters who are not morally admirable or related to the ideal of love; they are the comic distortions of that various reality, unfortunately undercut at the end of the present production.

Of course, it would be very dull if all the ends were invariably tied off. We tend to crave not only completion but exploration. We want our major love-conflicts resolved, and a certain order to prevail after averting the catastrophies of the second act, but we want the conflicts and upsets in between.

The variety of character-types in **Ring 'Round the Moon,** the mixture of stylized or mannered fools, rascals, and sympathetic lovers is not really refreshing, although surpringly available for having been trotted out so many times before. The worldly aunt with the good heart, the earthy, bombastic self-made millionaire, the stage mother, the aging dilentante, the Twins, the spoiled heiress, all appeal to hoary archetypes, but all are extremely manipulable in plot structures.

Anouilh's mix is entertaining if not innovative, and his pace swift if not always unencumbered by certain difficulties. One wonders just how deeply Anouilh wants his audience to follow the ideas of the play — where he requires judgement and where he wants it suspended. Some of the playwright's decisions seem to have been hedged, leaving more latitude to production than one expects in formal romantic comedy. Perhaps this is the attraction of the play to the professional company.

Priscilla

SDS criticized

(Continued from Page 1)

While acknowledging that legitimate grievances by students must receive "far more attention" from officials than heretofore, Methvin says that prompt action by students and administrators is a must to prevent campus-wide clashes in the future.

Sidney Hook, noted New York University philosophy professor, has said that SDS members "threaten to become the true grave diggers of academic freedom in the United States." Only prompt action by school authorities and the overwhelming majority of students can prevent the grave from being dug.

Letters to the Editor

(Editor's note: Sr. Mary Mangan received the following letter from Ann Garrity, 1968 Webster graduate, who is presently teaching in Arizona.)

Dear Sister Mary,

Greetings from the second most remote school in the entire Navajo area! (The most remote is a 2-grade, 1-teacher school about 40 miles north of here). This is quite an adventure. As far as living goes, its fun. I bought a car, which makes things easier. It takes an hour to get to church (22 miles of dirt road and about 21 of highway), 2½ hours to get to a store and do laundry. The local trading post, just a mile and a half down the road, simply has no selection and too high prices. We have no television reception, and radio will come in only at night. But with my record player, a mail subscription to the Pheonix paper, and lots of company, I'm making out fine. The government housing couldn't be nicer, and it's great to look out my front door and see the sun rise over White Mesa and a cloudless sky over Navajo Mountains.

As far as teaching goes, it's rough. It really is unique. I have a 4th grade of 28 students presently, but the class roster lists 39, and although school started the 28, they're still coming in. Group identification is a big thing with these kids, and so they won't speak out in class. Some have responded to me individually, but usually won't answer a direct question in class. Discipline is hard too, because Navajo home life is very permissive. My supervisor keeps telling me to be tougher. The language and culture differences put most of these kids a grade or two behind those in other schools. Everyone of my kids adds by counting on his fingers; two can't spell their own names. Ages in my class range from 9 to 13. I've managed to discover some of the things and methods over which they become enthusiastic, and it's slowly becoming easier.

I've managed to become a little acculturated in my few weeks here. I've been to a rug auction (couldn't afford anything), ground clay and made and fired pottery the Indian way (they all broke), made Indian tea, and tasted fry bread. I can even say "hello" in Navajo. And I'm learning so much. For example, I caught a horned toad in my front yard, and we made a desert terrarium in the classroom. The Navajo have a blood relative which corresponds with every animal—the lizard is their brother-in-law; the horned toad is their grandfather.

Being so remote, these Indians are the least acculturated. Almost all of my kids live in hogans, have horses, and herd sheep. We have a fence around the entire government complex to keep sheep out.

There is so much more to tell you about these people—so much that is discouraging and so much that is optimistic. But I have to plan lessons for tomorrow. Please say hello to everyone for me. I'll write again as soon as I can.

Ann Garrity

Chomsky: change without revolution

By PAT BYRNE
Student Life News Editor

'Universities must play a major role in developing a committed movement to work for radical changes in the political and social orders," said Noam Chomsky in Graham Chapel last week. "And for the most part they have failed to do so."

Chomsky, who teaches at MIT and is one of the nation's leading activists, spoke on "The University and the World Crisis."

He first attacked the rationale behind U.S. foreign policy as exemplified by several incidents. First, the intervention in Iran and Guatemala against popularly supported governments, because the leaders allegedly "concealed their communist interests."

Secondly, the Vietnam policy of taking over strategic hamlets and letting the peasants make their free choice. This supposedly failed because all of the Viet Cong were not weeded out, so that a free choice was impossible.

Thirdly, he said that our policy in the Cuban crisis was "rationally an act of criminal insanity," since there was one third to one half probability that nuclear war would result. Nevertheless the U.S. felt that it had a right to have missiles on the border of the Soviet Union, but not vice versa.

He criticized the idea that controlling Chinese Communism should be at the heart of our Asian policy. "Communism is tremendous propaganda to justify intervention," Chomsky said.

It is the universities which should make these points known, instead of giving a one-sided view of our foreign policy. Universities should seek "the serious, the moral and the honest," Chomsky stated.

Regarding the student movement, Chomsky feels that it has enormous potential, but that it is actually rather weak, because it hasn't taken full advantage of university resources for its purposes. Developing alternatives to our present system which are more compelling from every point of view, is what students and faculty should do, according to him.

He is also dismayed by the directions some of the student movements are taking, toward nihilism and authoritarianism.

He feels that the mass media are also somewhat responsible for curtailing development of a cogent critical attitude. Europe today, he said, is a "grotesque replay of compromise in the late 1940's." The similarity between the Russian occupation of Czechoslovakia is often pointed out by the U.S. press, but never the similarity between the U.S. support of authoritarian regimes in Greece, then and now.

While encouraging radical changes, Chomsky dismissed the possibility of revolution as suicide. There is not a substantial majority dissatisfied with present institutions, and there are not even the germs of alternative institutions to offer them. In fact, he said if he were a government spy trying to destroy the New Left, he would urge them to revolt.

Regarding the presidential election, he stated it doesn't really matter who wins. He termed Nixon a "nincompoop," referred to Wallace as "beyond belief," and said about Humphrey, "I don't know what he's talking about." Rather than concentrating on electing a particular candidate, he feels it is more effective to change the objective set of circumstances which he must face, and thus affect his decisions.

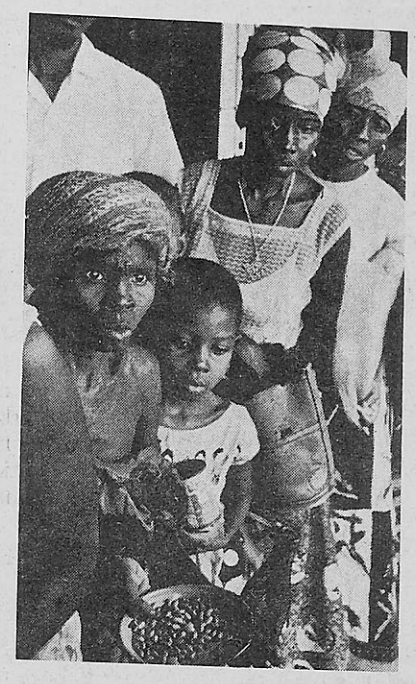
The draft will again become a major issue in the coming months, Chomsky predicted, because of the upcoming trial of the eight persons who destroyed draft records in suburban Baltimore. He also guessed that drafting of graduate students will increase in December, when the elections are over.

Biafra starves... U.S. watches

Biafra is a six-letter word spelling world shame. Shame first of all for the Nigerian Government, which is trying to starve the Biafrans into submission. Shame for the Biafrans, who have been unable to come to agreement with Nigerian officials on the terms for allowing emergency food supplies to get through the blockade. Shame for the United Nations, which operates under a charter that authorizes it to maintain the peace but not to intervene in a man-made disaster claiming the lives of thousands of people each week. And shame, finally, for the United States, where thousands of tons of storaged food are rotting but where the government has allowed itself to be hobbled and hamstrung by prinicples of non-intervention that it has not applied universally since 1945.

Let us speak, then, not of Nigeria or Biafra or with the United Nations, but of the United States. Is it within the moral and physical capability of the United States to relieve starvation in Biafra? It is. Why, then, have we not exercised this capability? We have not exercised it because we do not believe we have the right to interfere in the affairs of other nations. This principle did not prevent the United States from sending troops to the Dominican Republic in 1965 or Lebanon in 1958. In varying degrees, our reasoning was that we had to protect the people against actual or potential Communist takeover. Is this the only kind of calamity that touches us? How do we explain our policy to a Biafran mother whose baby is only days from becoming a corpse for want of food? Why wouldn't it be salutary and instructive for some of our policy-makers to go to Biafra to help the people understand, in personal conversations, why the mightest nation in the world could help them if they were threatened politically, or if they lived in an area which was vital to us in balance-of-power terms?

Is it argued that the right to self-determination justifies intervention but the right to live does not? In Vietnam, the United States has been involved in one of the bloodiest wars in history. We say we are there because the Vietnamese are entitled to choose their own government wihout outside interference. Is it any less oppressive for a people to have their food supply cut off by outsiders? What meaning does the principle of self-determination have for people who are going insane with hunger?



RATION LINE

Is the point made that there is no physical way of getting food into Biafra because of the blockade? Berlin was blocked off in 1948 but this did not immobilize the United States. In one of the most imaginative and daring undertakings in history, the United States converted hundreds of planes into flying freight cars. Never before had sacks of coal been sent by air mail. Hundreds of tons of coal were flown into the heart of Berlin along with other vital supplies. Eventually, the Blockade was lifted when it was made clear that the United States would not under any circumstances acquiesce in the Soviet attempt to seal off West Berlin. Why are the people of Biafra any less important than the people of West Berlin — or any people in the world, including ourselves?

The real issue is not intervention. The real issue is whether the United States has a double standard. Do we become innovative and courageous only when our national interest is involved? Isn't it conceivable that the greatest thing we could do for the national interest would be to commit ourselves to the human interest?

The United States has a clear warrant for making an honorable commitment to the people of Biafra. We can undertake a mobilization for mercy of substantial dimensions in their behalf-and do it soon, before the swelling bodies of their infants are beyond reach. We can announce that we are sending a caravan of trucks loaded with food and medicines to the borders of Biafra. We can announce that we have no intention in interfering with the sovereign prerogatives of either Biafra or Nigeria but that we do not consider that the starvation of Biafrans is necessary for the exercise of that sovereignty. We should ask for permission to go across the border but should not allow either a delay in reply or a negative reply to keep us from sending our caravan right up to the borders. The fact that we will be at the critical spot with food and medicines will get through to the people not only of Nigeria and Biafra but throughout the world.

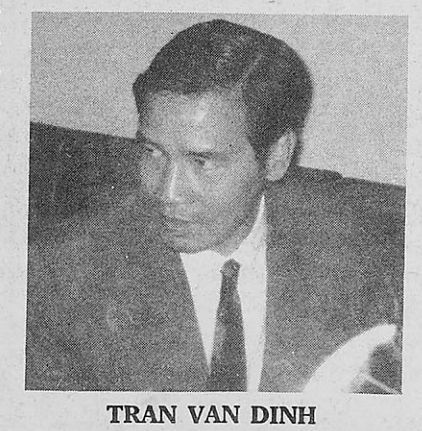
If our philosophy of life is one that enables us to understand the tremendous affirmative power that resides in moral initiative, we will reach our objective without having to blast our way through. Our leaders have often spoken of the vast power of the United States. They have an opportunity here to invest that power with a moral dimension that can do honor to our history.

("Biafra"; Norman Counsins, **Saturday Review,** 24 August 1968, reprinted with permission: Copyright 1968 Saturday Review, Inc.)

'NLF only political viability'

In a special public lecture arranged by the history department, Tran Van Dinh addressed students and faculty on September 23. Former Ambassador from Saigon to the U.S., Mr. Van Dinh spoke on the "Prospects for Peace in Viet Nam."

He reminded the audience that the Paris Peace talks are only preliminaries to future negotiations.



TRAN VAN DINH

Van Dinh's special concern centered around the morality of the War. In his opinion, the war in Viet Nam is immoral for the United States, because the U.S. is "halting the logic of change" in South East Asia.

He viewed the National Liberation Front as Viet Nam's only viable, organized political party. In any future government established in South Viet Nam, Mr. Van Dinh claimed that the NFL will of necessity play an integral role.

Tran Van Dinh pointed to the importance of giving "substance" to our technological age. He claims that Americans are basically moral people and that we should see the error of our position in South Viet Nam.

Curtis argues for states' rights

"America is in danger of being choked to death by government," warned Congressman Thomas B. Curtis in Jefferson City.

Congressman Curtis, the Republican nominee for the U.S. Senate in Missouri, spoke to some 200 guests who attended the fifth in a series of "Kickoff to Victory" dinners being held throughout the state this week.

"For years a group which proudly calls itself liberal," declared Mr. Curtis, "has been telling the American people that the only answer to the serious domestic problems which face this nation is for the Federal government to step in and run things, to spend billions, as if the very act of spending money with a good motive and a sincere desire to help would solve the problems.

"In trying to solve our problems from the top down we have actually damaged to a large extent the capacity of our state and local governments and the private sector, including foundations, the churches and other charitable organizations and private industry, to deal with them.

"The Federal government should be the last place to which we look for help, the Congressman emphasized, "and should act only when other mechanisms in the society have proven themselves incapable of dealing with the problems. This is so because these other mechanisms have proven themselves more able to spot problems and respond efficiently to meet them.

"We pay a great price for this centralization of power in the Federal government," he declared, "not only in the inefficiency of an incredible overlapping of programs which compete with and hamstring each other, but also in basic freedoms. Ask the businessman who has to get the permission of a bureaucrat in the Department of Commerce to invest overseas, or the welfare

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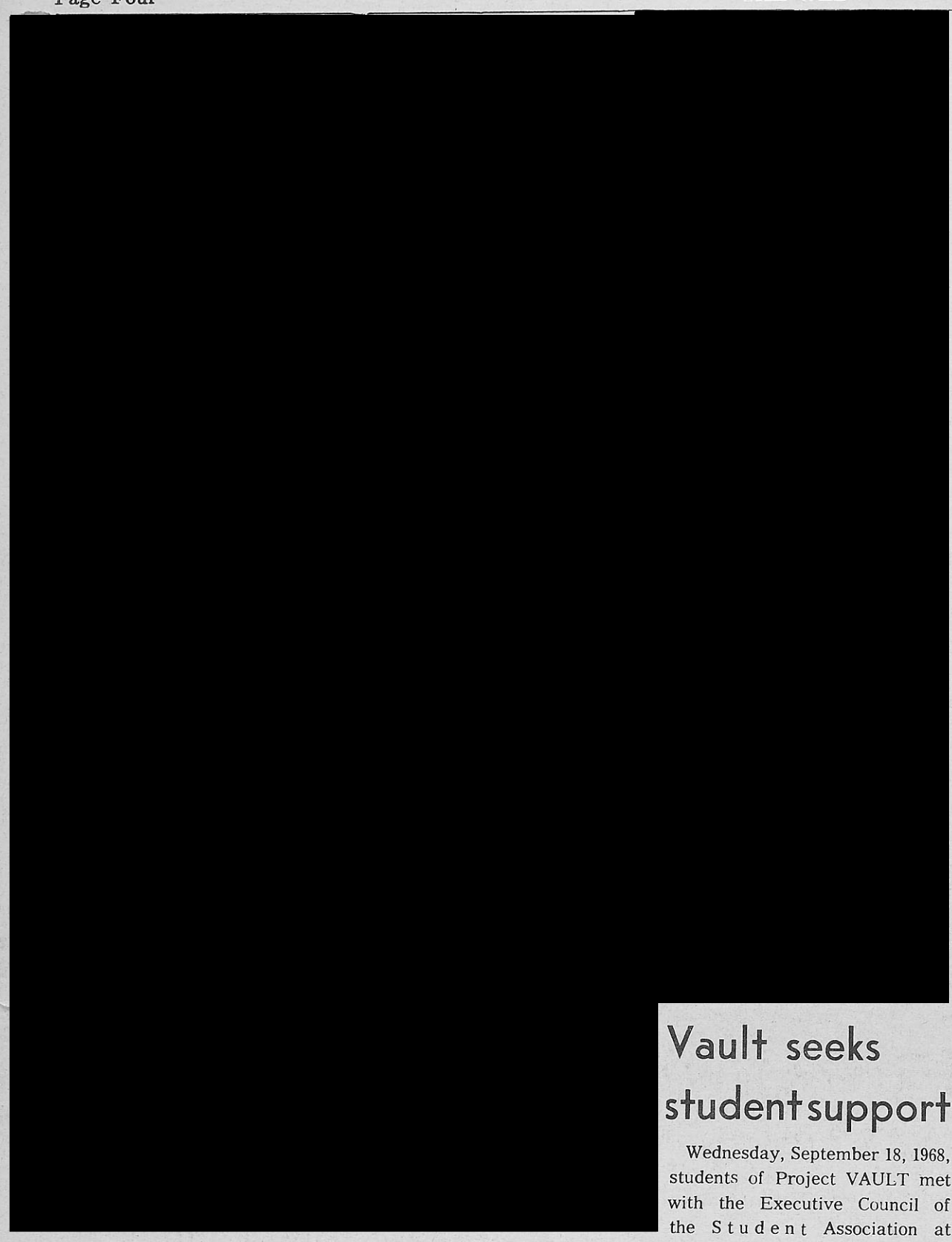

Budget invites discussion

Some opinions were gathered from organization presidents regarding the tightened budgets for the coming year.

Most clubs and class organizations find it too early to predict specific difficulties within the new budget limitations, so many did not wish to comment at this time.

Julie Robben, president of Young Republicans, favors budget cutting, agreeing that funds for independent organizations such as the YD's and YR's should be handled by the organizations alone. However, she feels Student Association's change was too sudden; clubs were notified of the proposed cuts three weeks into the semester. She pointed out that clubs have not had time to plan fund-raising activities that will provide sufficient funds for the first semester.

Ella Hubbard, Resident Association president, stated "Student Association's budget has been far too large in the past. We're willing to cut expenses to help them save money." She emphasized the waste of funds, adding that budgets should be in line with the needs of each organization. She believes the budget committee will be effective in handling this problem.

Student Association president Chris Krajenta explained that any organization feeling it can't contribute effectively to the Webster community under the budget restrictions is encouraged to appear before the committee. Committee members will consult with the organization leaders in examining the needs behind their budget requests.

Chris describes the proposed budgest cuts as "essential . . . they will effect a necessary change in emphasis on what should be funded."

Records of past financial reports and budget cut requests bear out her statement that funds have long been waisted on projects of questionable value. Activities with requested allowance of $25 to $100 claim to be justified by tradition in keeping with the "spirit of Webster." These include "Senior Spoof" and a number of picnics and elaborate parties and gifts to student leaders and faculty sponsors.

If effective, the budget committee's new financial program will insure more discriminate and ultimately more productive use of Student Association funds.

Vault seeks student support

Wednesday, September 18, 1968, students of Project VAULT met with the Executive Council of the Student Association at VAULT's request. VAULT called the meeting to discuss the extent of student support that they could expect in the future. Members of the project outlined complaints of the past several months in which they felt the support of Webster College students would have been helpful. These included charges that the Audubon Park Apartments had turned aside VAULT students because of African National dress and misunderstandings with the Webster College Dean of Students over Webster College's providing housing for VAULT students.

The feeling of Executive Council Members seemed to be that VAULT could expect as much support as any other group on campus, especially since they have two votes on Executive Council.

No formal actions were taken, however, the meeting was adjourned with the hope of more future meetings between VAULT and their fellow students on campus.

The grape story: saga three

by judi thompson

Social class sterility is subtley fighting for permanency. At the foundation its struggle is the constant strive for bigger and better. One of the fundamental rules for status achievement is "up." Once a level is reached, there is only up. Unless we have been living on the top of the ladder for generations, it is too much of a risk to look down. We might fall back. So we stay where we are. We do not let the "lowers" join us and in turn are are allowed to join those above us. But, there must always be someone to step on, a mat to wipe our sweaty feet on, a human minority group.

Since we refuse to help the minorities level of existance climb to decency, they must do it themselves. Without money, power and massive number, it is almost impossible. Three years ago the California grape strikers realized this but were willing to be stepped on a little harder if it would eventually bring them out of the mud. Its working. The suffering is still there but with it is hope. The word is spreading and more and more people are reaching down to help. But not enough.

The newspapers cannot support or favorably publicize the strike. The growers buy a large portion of the papers advertisement space. Would they buy it if the press squashed their side? For example, in the Sunday Herald Traveler of September 8, 1968, the **California Grape and Fruit Tree League** bought an entire page to present "The Fact and Fiction In The California Grape Boycott." It was fact, but out of context. Fact that cost a few thousand dollars to print. One of the local papers carried a recipe advertisement, teaching the housewife the many wonderful dishes that can be prepared with grapes. Another slogan supporting grape sale is - Grapes- Wet and Wild Anytime. This is backgrounded with a swedish blond babe pushing the sex appeal of grapes that went out with Cleopatra.

Because of the power of the press, a large percent of the Saint Louis community will never see the other side. In expressing its contempt of Mayor Cervantes approval of the boycott, one of the more democratic St. Louis newspapers lets its reading audience know that it is not our duty to help these people. After all we are in Missouri and they are in California a good distance away. Good work Mr. Editorial.

Because two of the major newspapers in St. Louis are affiliated with two of the major television stations, another media barrier evoles. Sure frustrating, but frustration can be rechanneled into energy. And energy can reach people. Dare you to help.

Curtis

(continued from page 3)

mother who has been part of a system built up over the years which has not been geared to helping her get on her economic feet.

"We have lost sight of the concept of Federalism — of how it has operated in the past and can operate in the future. We have ignored history.

"A good example is the recently passed so called gun control bill. There is just no need for a Federal law requiring registration of firearms.

"Two things should be understood. First, we have at the present time two firearm statutes on the books which if enforced properly and supplemented with proper regulations are adequate. This was clearly demonstrated in hearings held by the Ways and Means Committee in 1965," stressed the Congressman who serves as the second ranking minority member of the powerful Committee.

"These hearings revealed that the Johnson Administration has done a very poor job of enforcing these laws. Administration witnesses failed on that occasion and on every occasion since to show why the laws may need amending, along lines they were suggesting.

"Second, it should be understood that the approach to this problem taken by virtually all of the legislation studied by the Congress this year has been to hit at the problem from the wrong end.

"I have said that I will support stronger gun control if we look carefully to see where our present laws are inadequate and strengthen them in these areas," Mr. Curtis concluded.

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VOL. XLVI, No. 5 October 4, 1968



. . . many people

wander up the hills

from all around

you

making up your

memories

and thinking they

have found

you . . .

judy collins

photos by denise ford and sher doruff

Academic committee system must face alternatives

by anita vitullo

The newly-elected academic committee members met with Executive Council earlier this week to discuss the committees' position and role in the college structure. It is the belief of the Faculty Steering Committee, composed of Fred Stopsky, chairman, Tom Bikson, Sister Anna Barbara Brady, Sister Eloise Jarvis, Jerome Perlinski, Peter Sargent and Consuela Wise, that the committee structure is not working. One of the reasons for non-function, as they see it, is administrators who are not functioning in their capacities on the committees. But, while most will agree that the committees last year were anything but innovators, most should also agree that reasons were a Complex Many.

The alternatives now facing the college are two: to work with a non-working structure or to throw the structure away. There is an obvious hesitance about the latter. It may be considered hasty to abort in mid-launch when there is still time to make adjustments from the ground. But if it is the entire program that is in question, then questioned it should be.

Of the seven committees, Academic Affairs, Admissions, Cultural Affairs, Curriculum, Library, Teacher Evaluation and Teaching and Learning, three small and incomplete case studies follow:

Julie Robben, student member of Admissions committee last year, pinned her committee's ineffectiveness on pre-committee work that went undone. Materials that were to be discussed at the meetings sometimes did not find themselves into administration and faculty members' hands until the start of the meetings. The whole committee was never together at once. Time was spent comparing one freshman class with another; there was no thorough review or re-evaluation of admissions policy. The committee, Julie said, came to no conclusions.

The Academic Standards Committee is generally admitted to have been the only functioning committee. But the issues it concerned itself with were limited and uncontroversial. Its most notable achievement was in deciding that a pass/fail course could be passed with a grade of C or better. Policy decisions were made with little static from anyone. It was also the only committee with a clearly defined role. This year it will broaden its focus, hence, the name change to Academic Affairs. And, as Mary Daley affirmed, it should not consider itself to be the arm of the registrar's office.

The Teaching and Learning committee, whose main concern was to examine teacher evaluation, became stalemated quickly. Faculty members (it might be pointed out here that the Faculty Steering Committee appoints faculty members to sit on committee) were opposed to the idea. The faculty felt that students could not evaluate responsibly unless trained. A teacher evaluation workshop was set up but cancelled by the faculty on the day it was to take place. Student research on the behalf of teacher evaluation was not complete enough to be impressive; the proposal did not come up for vote.

Michael Calkins, who resigned from the committee last spring after the workshop was cancelled, resigned again this fall, one week after being elected to it. He said, "It just isn't a viable committee. It is too restricted by the way the handbook defines it. That's why having a student majority on the committee and having it student chaired is meaningless." (Mary Daley has been reinstated in the committee to replace Michael.)

Food for thought for new committee members, for everyone. Committees are meant to be innovators and committee members are responsible for initiating ideas. When important proposals are being hot-potatoed in committee, members **or student interest groups** should press for a vote.

Therefore it is necessary to keep issues in front of the student body, to inform the student constituency of pending legislation. (This the faculty and administration do very well for their own constituency). **Student power can best be represented by effective pressure groups.** And, since a committee, as it stands now, only has power to recommend proposals to the administration, pressure groups and special interest groups should continue their efforts by lobbying administration and, even if the proposal is rejected there, it may ultimately be brought before the board of trustees for consideration.

Such power should not be wasted.

The Web

Founded October 3, 1924
October 4, 1968

To question power

Because this institution is operated by power, it is crucial at times to question that power in all its various forms, its usage, and its consequences. If the belief that this period of growth is a particularly critical one is not illusory, then an examination of power as displayed in the institution is a necessary, if somewhat onerous task.

That form of power called "decision-making power" is especially in need of discussion. Persuasive or lobbying power is only effective if it has as its target the effective decision-maker. Where that effective power lies is one of the chief questions in this kind of examination.

Centralization and decentralization are, quite simply, two types of power distribution. Centralization, in which all significant power devolves on one or a few persons is an effective means of government. It is often the only way to transform an institution quickly. Decentralization of power localizes authority; the ideal is that people control those occurrences which directly affect them. While this distribution is perhaps more ponderous, because a certain amount of bureaucracy is established to maintain some centralization, the involvement of more people in the exercise of power is usually desirable.

Webster is in the process of changing from a centralized, matriarchal form of government to a decentralized, participatory style. In this redistribution of power, certain questions arise. What are the criteria for assignment of power? Who defines this criteria? What determines the relationships among the various power structures? What are the results of the power exercised?

The basic consideration of decentralization is that people who bear the effects of decision should share in making those decisions. Thus, people who will live curriculum or housing changes should help shape those changes. Persons who, because of their official function, bear some responsibility for these changes, also have some decision-making power.

Consequences of any particular institutional decision, be it large or small, are difficult to ascertain. It is here that we pay the price of "free-wheeling sidewalk diplomacy." Determining the effects of a decision in a swiftly changing institution demands extraordinary efforts. Yet we cannot judge the effectiveness of the decision-making structure without that knowledge.

In order to use power effectively we must question its origins and attempt to discover the rationale for its distribution and the effectiveness of its operation. To do any less would result in power games for power's sake. We would not fail through ill-will, but through ignorance.

pat eickman

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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.

priscilla ... JOURNEY ... PROMISE

Before last Friday's premiere of **The World of Sholom Aleichem,** I listened in on the pre-curtain conversation of two couples in the row behind me. One pater familias recalled his reaction to **Fiddler on the Roof,** his appreciation for its "verve," its **"joie de vivre."** He hoped as much from the Repertory's presentation of three tales adapted for the stage by Arnold Perl, from the same source.

I don't know my neighbor's final judgment, obscured in the flurry of leave taking, but he proved to be the heartiest laugher in the house, so I assume his assessment was appreciative. A generally sensitive cast under the direction of J. Robert Dietz seemed somewhat self-conscious in embracing the Old-World working class mixture of humor and pathos which is the blessing of Aleichem's comedy.

Bernie Passeltiner as Mendele, the itinerant bookseller and narrator, didn't let the ethnic lovable-ness of his role overshadow more substantial points in his delivery. Unfortunately, I felt that the "world" which Mendele linked was a bit thin. The cast strives mightily but cannot kindle that **joie de vivre** fire in a bourgeois book.

A Tale of Chelm has the fine foolishness of one good punchline not extended beyond its potential. Daria Robbiano and Arthur A. Rosenberg are the couple duped by a barnyard joke, but Michael Flanagan gets the best laughs as the triumphantly foolish Rabbi David.

Bontche Schweig builds somewhat unevenly to its final effect. Maybe it's schmaltzy, but J. Robert Dietz's eloquent if silent portrayal of Bontche finally engineers something more meaty. I could not understand the langorousness of Robert Murch's Presiding Angel. Father Abraham's beard is awful—the costuming is otherwise excellent. The Loretto-Hilton's technical facilities were well-used for the brilliant celestial backdrop.

The High School treats pre-Nazi anti-Semitism in the story of a grocer's struggle to get his son under the quota for Jews in a secondary school in the "old country." All the expected cliches are aired. Is it a ritual that requires all Jewish marriages to be just so in fiction? Despite excellent peformances by Grace Chapman and James Carruthers as the parents, the tale is the dullest of the evening. Contemporary audiences are too saturated in Nuremberg (and Birmingham and Chicago), to be surprised by an old story of prejudice frustrating minority aspirations, particularly when tinged with sentimentality. The direction keeps **High School** moving — black-outs and scene changes are well-handled, the laughs are well-timed, but the story never takes off.

Priscilla

Tonight is the premiere performance of Eugene O'Neill's **Long Day's Journey Into Night,** produced by the Repertory Theatre at the Loretto-Hilton.

The cast at the Repertory Theatre includes Peter Duncan as James Sr., an aging actor who has sacrificed a brilliant theatrical career for the security and popular acclaim of one hack role. Patricia O'Connell is Mary Tyrone, retreating into a shadow world of narcotics addiction.

Guest director Byron Ringland has staged this production for the Repertory Theatre. It is his third experience with the challenging O'Neill masterpiece.

Because of the length of **Long Day's Journey Into Night,** all evening performances begin promptly at 7:30. Matinees will be given as originally scheduled at 2:00 p.m.

Three students in the Theatre Arts Department of Webster College will play all three roles (and age themselves seventeen years between Act I and Act III in the process) in the opening production of the Conservatory's 68/69 season this week.

"The Promise," by Russian writer Aleksei Arbuzov, shows seventeen years in the lives of three people—Leonidik, a poet; Lika, a general practitioner; and Marat, an engineer.

Opening in 1942 during the siege of Leningrad, the play shows the same three people in 1945 and finally in 1959.

David Deutch will play Leonidik in the student production. Pamela Matthews is cast as Lika; and Michael Hill plays Marat, the engineer. The play is under the direction of James Bernardi, associate artistic director of The Repertory Theatre.

"The Promise" may represent Webster College in a national festival of college theatre productions at John F. Kennedy Center in Washington later this year. Webster College is one of ten regional finalists, and if selected, "The Promise" will be its entry into the competitive festival.

WHAT DO YOU DO WHEN A FANTASY WORLD COLLAPSES FLAT ON YOUR CHEST INSTEAD OF BEING BLOWN UP AT THE TIP OF YOUR NOSE?

Letters to the Editor

Dear Editor,

The article in the September 30 issue of the **Web,** submitted by **Reader's Digest** (?!) seemed to present a sadly depleted and thoroughly one-sided view of the role of SDS (Students for a Democratic Society) on American campuses throughout the nation today. The words of the author, Eugene Methvin, which state: "S.D.S. is nothing less than the destruction of society itself," imply that the organization is one of those "mean bad guy— stick-'em-in-the-gut-bang-bang-throw-'em-in-the-river" type of organizations. The article by Methvin takes into account only the fact that the National Liberation Front may be inclusive in S.D.S. It completely ignores all of the other components (Resistence and Pacifistic movements, drives for ghetto social work, several black power movements, and innumerable other coalitions) which are an inherent part of the organization. Methvin throws daggers at S.D.S. with the words "SDS tactics include the use of off campus issues to disrupt campus life." The question can be conducively asked "What are these off campus issues?" If these issues involve such problems as the government's draft system or Dr. Ralph Abernathy and Rev. Jessie Jacksons' SCLC and Operation Breadbaskets Campaign or even the education and salaries of our present police force; one begins to ask . . . how far are these issues really removed from the campus scene?

Can SDS or any organization be condemned for bringing these issues into the light and taking constructive action on them? SDS is what the students make it, not the "communists" (communism being a very ambiguous and often misused word). An example of constructive action can be seen through the September 28, 15,000 student demonstration held in Chicago this last weekend. It was held **peacefully,** successfully and **constructively.** Perhaps it is worth reviewing both sides of the story before passing a judgment — whether damning or deifying—on an organization that prominently voices the needs, protests and ideals of the student in the U.S. today.

Elizabeth Bobalek
Celia Young

Dear Resident Students:

To my knowledge at the present time the plan to split room and board for second semester will be presented to the resident community for a vote on November 1, 1968. The result of this vote will have great bearing on the Administration's final decision.

In order to vote intelligently we must all have access to the financial and functional data concerning this plan. Therefore I am asking you individually and collectively to request such information from Dean Conway's office. In a letter of September 4, 1968, Resident Association asked for the same information. If our organization can assist you in any way in formulating your decision or in obtaining information please contact one of the officers or your Wing Representative.

Sincerely,
Ella Anne Hebberd
President, Resident Association

'White middle class will never know the no-option ghetto'

by randee kinsman

This week I was asked to write a human interest story about an organization and its members that is relatively new to Webster College. It is a program that goes by the title of VAULT. Members of VAULT are ex-GI's who are in an accelerated program which will enable them to receive their B.A. degree in two and a half years. Many of the men in VAULT have served their country in Vietnam Germany, Cuba, Hawaii and Okinawa. Now I feel it's time their country served them; not only their country but their community, my college, and Webster Groves, Missouri. Upon completion of their schooling they will teach children of the urban ghetto. I feel safe in saying that these children will know a lot more about life than I.

This week has been an interesting one. I have been confronted with many oppositions, a feeling of non-acceptance, and have been said to be a great number of things that I feel I am not. I have talked with people who are directly associated with the construction of the program, sat in on one of their classes (at which my presence was noticeably unwelcomed), and talked to eight of the participants of the program.

While talking with Mr. Fred Stopsky, I learned a great deal more than I thought I had. Mr. Stopsky had his own opinions about what can be learned by outsiders of the program when he said, "I think too many people at Webster College have talked about the Real World without any comprehension of life in the urban ghetto." The white middle class (Webster College) will never know the no-option society of the ghetto. People in the ghetto do not have a life of multiple options they either make it or they don't. The society, culture, and life expectations are much different than those of the middle class.

When I talked to eight of VAULT's members I asked them a few questions which gave me a great variety of answers. The questions were personal life questions, their impressions of Webster (College and community), and what their opinions were towards the reactions or actions they have encountered.

The first person to whom I addressed my questions was Willie Sharp. Willie is a 25-year old Marine veteran. Before becoming a member of VAULT, he worked for the army department. When asked why he came to Webster, Willie replied, "I found out without a college degree one could not advance himself to a salary of more than $6,000 to $7,000. Also one does not have any grounds to stand on when competing for a better position." Willie thinks the students are thrilled because of the men on campus; and the people of the community have been helpful to him. He also went on to explain that the Webster Groves Police Department leaves a lot to be desired.

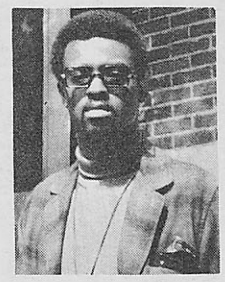
Stephen Ulis, president of VAULT, feels the reactions toward VAULT are mixed. He feels Webster College is not accustomed to male students on campus and the parents of the community are not too pleased with the young veterans because they fear for their daughters. If it wasn't for the VAULT program, I would probably be working for SNCC, was his answer to my query about his plans.

George White, a 21-year old army veteran, thinks that Webster College is overly bureaucratic to be so small. He feels the students are in a constant search for something but aren't sure what they want. George's impressions were that the students were unaware now, but when they know what is happening they will be in favor of the program. "As far as Webster is concerned, I have no opinion. I don't really care what it thinks about me, VAULT or anything else." I asked him if he had any remarks he wished to make and he said he would like for people to stop and think about performed ideas and re-evaluate the reasoning behind their actions. Also he feels that the students are not aiding the situation by failing to be informed about VAULT. I think this statement could also be applied to the community.

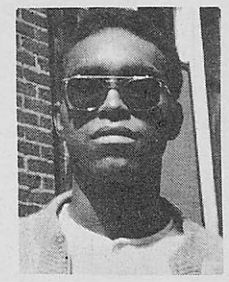
Some of the other people I approached with my questions were Chuck Burns, Jim Leeper, Paul Allen, Gorman Patrick, and a member who wished to remain unknown. Some of their reactions and impressions were very favorable to Webster College in the fact that it is so liberal. Impressions of the community were non-favorable in the fact of some of the members being refused housing because of their dress. There was a lot of prejudice against the Audubon Apartment complex because of this. Most of them thought the program was favorable to Webster College because of the money and men it brought into the structure.



Willie Sharp



Stephen Ulis



George White

The people with whom I came in contact this past week are REAL to me. They have shown me that they possess the desire and ability to make VAULT work. I think that the many students with their many causes should sit down and talk with some of the members of VAULT and try to understand who and what they are. It is ludicrous to speak of a REAL WORLD, when one is not willing to understand or accept the REAL PEOPLE.

Brotherhood of radical enlightenment

by judi thompson

By 1933 the right to organize had been respected in this country as a legal abstraction for almost a century. Along with it went the equal freedom of employers to defend themselves against organization. When the 73rd Congress assembled in the Capital, its concern was "how" the right to organize was to be protected.

Various boards and committees, such as the National War Labor Board, were formed. In 1935, the National Labor Relations Act created an era in the history of labor relations, since it GUARANTEED the right of workers to organize and bargain collectively. It put the government into the business of determining that this right was being respected. From it an independent agency, the National Labor Relations Board, evolved. Its purpose was to affirm the right of employees to bargain collectively and organize through representatives of their own choosing or to refrain from any or all such activities. To effectuate this policy, the Act authorizes the board to conduct secret ballots to determine validity of representation.

When the act was passed, in 1935, farmers were excluded from coverage. The reasoning behind this decision was appropriate at that time. Farming was not a business. Farms were small and employees few. Protection was not necessary. Since then farming has joined the world of the large factory. It is impossible to ignore the fact that farming today is agribusiness. The fields are still expanding and the employees number in the thousands. Yet because a law remains a law, they are deprived of the protection deserved.

It is apparent why the employers fear a union. It will be minus money for the growers as they will not be able to ignore the deplorable working conditions when the law steps in. Sanitation, health and water systems will be demanded by the union. The growers have chosen an alternative in order to keep their change purse full. They have refused to give the workers an election, refused negotiation and hired representatives to persuade the public that the workers do not want union coverage.

Jose Mendoza, a lovely little muscle man with a criminal record, came to St. Louis through radio, TV and the press to present this fairytale. He, who never worked in the grape fields, said, "we, the grape pickers" in California are not unjustly treated, are not starving, have good homes, clothing and automobiles. I'm sure **he** does with the salary the Agricultural Workers Freedom to Work Assoc. is paying him for his slander. He has swayed the public into believing he represents the pickers. BULL!

Families have been fired in the Guimarra vineyards for not signing a petition circulated by the growers that states "we do not want a union." This coercion would not occur if these people were covered by the NLRB. The act forbids an employer to interfere or restrain employees in the exercise of their right to organize.

In an election, which is typical of secret elections held in several vineyards, the United Farm Workers circulated cards requiring no identification.

On the card was printed, "Do you want a union?" As a protection against revenge from the growers, no identification was required and the outcome was a true representation of the pickers. Out of over 1600, 1600 were for a union and 17 against.

But what good is it if the growers, the public and the government refuse to recognize this plea for help?

One of the presidential candidates, who is now stuffing his mouth with rotten grapes, came up with a wise solution. He referred these people to the NLRB. Tricky Dick ought to bone up on his law and maybe he'll bump into the phrase that excludes these people from the NLRB aid.

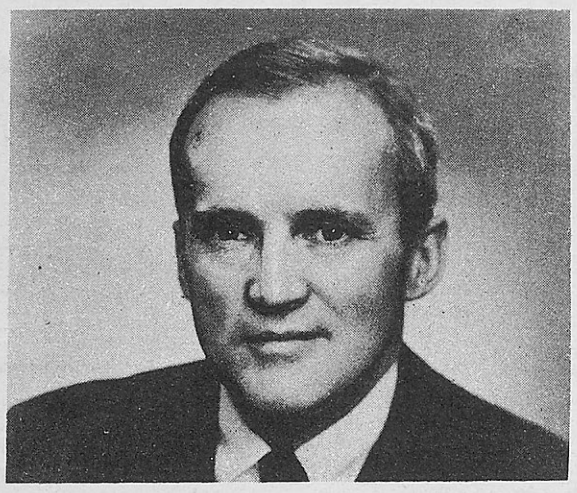
Two bills, now pending in Congress, will pave the way for all agribusiness. Although, if passed they will only cover 25% of farm workers. They are S. 8 and H.R. 16014. It's a start if the public will push them.

[redacted]

Environment and man

The Cultural Events Committee of Webster College will sponsor a lecture series this fall on "Science in Society: Enemy or Tool?" Dr. David M. Gates, Director of Missouri Botanical Garden, will initiate the series on Monday, October 7, when he speaks on "The Environmental Erosion of Civil Rights."

The lectures will be held in the Loretto-Hilton Center at 8 p.m., and are open to the public. They are concerned with the popular issue of this environment: What is man doing to his environment, what is the environment doing to man.



Hugh Scott, Republican candidate for Congress, 2nd District

[redacted]

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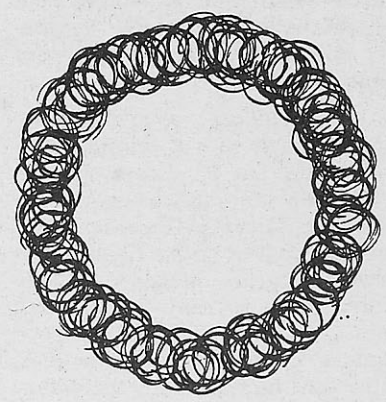

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VOL. XLVI, No. 6 (33) October 11, 1968

Student Affairs

Dean of Students

The Dean of Students is the administrative director of student services, liaison between students and the Dean of Faculties in matters concerning academic affairs. Further, he is student services representative on the President's Council.

The Dean of Student's administrative responsibilities involve those matters **directly** concerned with financial and/or legal aspects of student services provided by the administration. Student Services include personal guidance, residence living, health services and student activities.

Dean of Students Council

Membership:

Dean of Students—chairman
Director of Residence

Four students . . . the student constituent assembly will elect six students and the Dean of Students will exercise two byes.

Function: to provide information and advice for the Dean of Students during the academic year.

Appointment of Dean of Students

In the appointment of Dean of Students, the President has the primary responsibility for the appointment. Student members of the Dean of Students Council shall assist in interviewing candidates and shall recommend a candidate for the appointment.

(The preceding proposed section of the handbook will be discussed at an open meeting of the Executive Council, Saturday, October 12, 11 am)

Exec Council re-examines by-laws

The newly-written by-laws of the Student Association Constitution were the subject of the Executive Council meeting held on October 8. Anne Manganaro, speaking for the Constitution Committee, read and explained them. Most salient were the following features:

There is provision for two representatives from Vault, with this representation to be reconsidered by January, 1970.

Two students, one resident and one day, are to be elected by the respective groups of students.

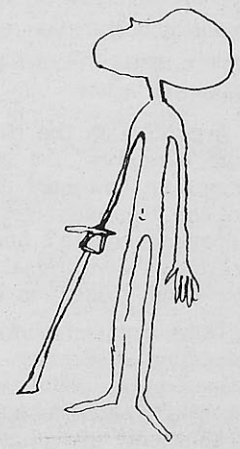
Freshmen must select their representation by November 1 of each year. April 10 will be the deadline for elections for the coming year.

Resignation and renewal from office is mentioned in section 11G. A two-thirds vote of the whole body and a formal complaint registered against the representative will give that person one month's notice.

The proposed Communications Committee would be responsible for effective publication of all issues raised at SA meetings. This would give the student body four means of knowledge — the particular constituency's representative, the **Web,** open meetings, and this committee.

A Student Grievance Committee to discuss questions of academic freedom is in the offing. Arguments that this would become a student court were countered by pleas of recognition of common sense on the part of the representatives.

The Executive Council will hold an open meeting at 11:00 on Saturday, October 12, to discuss the student affairs section of the handbook. (See proposed draft, page one box.)



Lettvin: 'The Spoil System'

Dr. Jerome Y. Lettvin, Professor of Communications Physiology at Massachusetts Institute of Technology, will deliver the second in a series of three lectures on "Science in Society: Enemy or Toll?" at 8:00 p.m., Tuesday, Oct. 15, in the Loretto-Hilton Center, 130 Edgar Rd. The topic of his speech will be "The Spoil System."

The series, open to the public without charge, is sponsored by Webster College's Cultural Events Committee, and is concerned with the issue of environmental pollution.

Dr. Lettvin received his bachelor and doctor of medicine degrees from the University of Illinois. After completing his internship at Boston City Hospital, Harvard Nerve Center, he entered the army as a neurologist at Crile General Hospital. At the time of his separation from the service in 1946, he was head of neuropsychiatry at the 237th General Hospital and held the rank of captain.

After a brief stint with the Veterans Administration in Boston as a neurologist, he worked on a motion sickness project at the University of Rochester from 1947-1948. Prior to joining the staff of MIT's Research Laboratory of Electronics in 1951 he served as Senior Psychiatrist at Manteno State Hospital in Illinois for three years. A frequent contributor to professional journal, Dr. Lettvin has held positions as Visiting Professor of Physiology, Associate Professor in the Department of Biology, and Research Associate at MIT before accepting his present position in 1966 with the departments of Biology and Electrical Engineering. He is also lecturer in the Department of Humanities.

Magic Circle to open with 'Rapunzel and the Witch'

THE MAGIC CIRCLE, a theatre for children at Loretto-Hilton Center under the sponsorship of The Repertory Theatre, opens its 1968-69 season Saturday (October 12) at 11:00 a.m. with "Rapunzel and the Witch" by Jack A. Melanos, the first of three plays the group will offer this year.

Sara Manning, The Magic Circle's professional director, points out "The Magic Circle offers exciting theatre planned especially for children. The magic of plays gives young people a rich educational experience as well as lively entertainment."

The cast of "Rapunzel and the Witch" is composed of five students in the Theatre Arts Department of Webster College: Susan Loughran plays Margot, Rapunzel's mother; Thomas Spalding is cast as her father, Otto; and Beth Straith is Rapunzel herself. Tim Neller plays Prince Eric who saves the enchanted Rapunzel from the wicked witch, played by Linda Eskridge.

"Rapunzel and the Witch" opens October 12 at 11:00 a.m. Tickets are 75 cents for children and $1.50 for adults. Tickets and additional schedule information may be obtained by calling The Repertory Theatre box office — 968-0517.

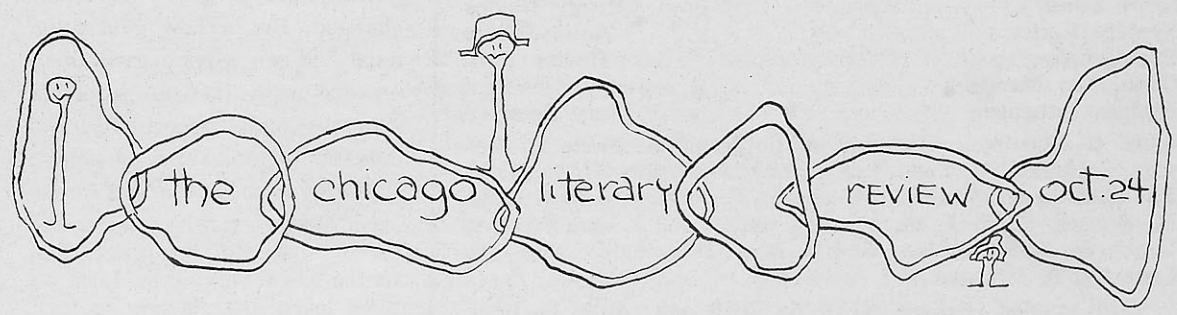
[redacted]

United Students for Humphrey

The United Students for Humphrey-Muskie, a coalition group of former Kennedy, McCarthy, McGovern and Rockefeller supporters, announced at their October 9 meeting that vice-president Hubert Humphrey will be in St. Louis on Tuesday, October 15 and Wednesday, October 16.

There will be a student rally at the airport at 5:00 p.m. that Tuesday. Mr. Humphrey will at this time speak to college students and answer their questions.

Transportation will be provided for Webster College students. All interested students may sign up at the tables in the collonade and outside the cafeteria.



The Web

Founded October 3, 1924
October 11, 1968

Student distortion

To a somewhat jaundiced eye, student protest at Webster is amazingly puerile. If one is less harsh, it merely seems indicative of mental unbalance. No one, of course, could deny that apartment housing, dorm and food package plans, and the quality of the furniture in the Pink Room are important. Food and housing are critical to our existence and comfort. But do unpainted, peeling walls scar our psyche for life? There is a venerable legend that true scholars are oblivious to physical comfort.

Some housing battles, it is true, involve very important financial and legal considerations and they should be continued until an honorable settlement is reached. (Even though we might dream of how peaceful it would be if colleges had never become involved in the hotel business.) However, undue concentration on these problems reveals a severe distortion of values on the part of Webster students.

According to the rhetoric, we are here to educate ourselves. Yet sometimes educational effort seems an unwanted appendage to student life. If we can keep ourselves in an unconscious state, the appendage doesn't hurt so much. Sad to say, intravenous educational devices have not yet been perfected. Education requires conscious attention.

There are disturbing problems in the quality of education at Webster. Although there are some undisputed high points, we suffer through poor classes, poor teachers, poor departments. Or are we unabashedly glad that in many cases not much is demanded of us? It's easier that way to convince ourselves we're really pretty smart. Are we preparing to contribute to civilization or going through socially acceptable motions?

Admittedly, educational problems are more complex, more demanding. And every step we take to improve the education at Webster makes it more difficult to function unconsciously. Why make trouble for ourselves? Consequently, educational problems, for the most part, remain untouched, and we turn to the more primitive problems of food, clothing, and shelter.

One must pause here to pay tribute to the academic committee members who really are making a serious attempt to cope with the larger concerns of the educational situation. But how disheartening for them when questionnaires about educational problems are left in mailboxes and proposals for teacher and course evaluations fall with a moribund thud! How cynical are they tempted to become when they are informed by students that students are not intelligent enough to voice a responsible opinion on the quality of their education? Pray tell, when are we going to become "intelligent enough"?

pat eickman

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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.

Journey

Eugene O'Neill's **Long Day's Journey into Night** has been lovingly handled by the artists across the pike. By all means cross over, artfully dodging cars and cops, and see this show. Reserve a Student Night and get culture at a reasonable rate.

Eugene O'Neill's star has fallen a little in the last fifteen years, as American chauvinism has given way to the cavilling critics, but a good production shows how vital his best work remains. **Journey** is that intimidating creature, the modern stage classic and **Journey** is good theater. Its length and emotional intensity demand a stalwart audience, but anyone whose responses haven't been truncated by the time-boxes of television should be rewarded.

The cast assumes a difficult job with assurance. Patricia O'Connell plays Mary Tyrone, whose final descent into the insanity of drug-addiction is the focus of her husband and sons. She modulates convincingly from gentleness to venom as she is transformed into the ghost of Act III, lost in a dream of girlhood.

Peter Duncan is James Sr., a combination of charmer, drinker, artist, and miser. He does great things just standing on a chair. Donald Gantry has more athletic opportunities, in a third act **tour de force** of drunkeness and battered glory as James Jr., the lost elder son. James Scott almost seems too robust as consumptive Edmund, but he is a convincing poet, brother, and son. Edmund is the O'Neill figure in this broadly autobiographical play. He has the possibility of over-powering the family demon in himself. O'Neill made Edmund the most shadowy character in **Journey,** perhaps because he knew his family better than himself. The other Tyrones, though fantastical, are undoubtedly concrete. Complex as they are, they are knowable. Edmund's fluidity is a necessary relief to the inexorableness of the family tragedy.

Mention should be made of Jill Tanner's brassy colleen—a bright performance.

Director Byron Ringland has taken the most daring tack in approaching **Journey;** he plays it all the way. Nothing is muted and yet what is soft stands out too. The comedy is as outrageous as a roaring drunk Irishman; the agony of the tragic Tyrones is just as intense. The effects match each other, moment for moment as the players travel to night.



Left to right: Byron Ringland, Patricia O'Connel, James Scott, Donald Gantry, Peter Duncan.

Attention to detail pays off in visual effects which reinforce the actors' labors. Fascination with the do-dads and lace on Mary's gowns do not detract from Miss O'Connell's own luminance. John Wright Stevens' set grows as a character; the use of mirrors is clever. The lighting feeds into the performance.

It's not a comforting intimacy that's fostered between cast and audience, but the solid uncomfortableness of a late hour when we discover what stuff our dreams are made of.

Priscilla

Letters to the Editor

Stopsky answers

Dear Editor:

In your latest issue there is a story concerning the problems faced by the academic committee system that stands in need of a few corrections. The reporter indicates that the Faculty Steering Committee believes the committee system is not working because administrators "are not functioning in their capacities on the committees."

To the best of my knowledge your reporter did not interview members of the Faculty Steering Committee. The Committee has not made any public statements regarding the effectiveness or ineffectiveness of committees. Each of us has private reasons and explanations concerning the current situation at Webster College. As a group however, we are trying our best to make the committee system succeed.

I believe members of the committee recognize that the system may not work. We are ready to face that responsibility when and if the occasion arises.

Let me add a few personal words. I am a bit disturbed that individuals quit committees after only one or two meetings. It appears to me that the task is to have committees come up with concrete proposals for action. If at that point we discover lack of good faith or inability to support the will of the community, then, and only then, do I believe we should consider dismantling the committee structure.

Fred Stopsky
Chairman of the Faculty
Steering Committee

SDS: again

Dear Editor:

In reference to the letter (October 4) concerning the so-called "virtues" of such organizations as the SDS, I would like to ask one question, "What constructive activity have any of these groups ever undertaken?"

They appear to concentrate on sensationalism, such as sporadic demonstrations, marches and rallies in Forest Park—where may I ask are the results?

We are not opposed to exposing issues (the neighborhood gossip can do that) the real difficulty is remedying them, which often involves more than shouting, picketing and painting signs.

If such an organization is to be effective, why not channel their energies in such neglected areas as the inner city, schools, prisons and hospitals?

We can all sulk, argue and rebel but how many of us can do something positive to change an unwanted situation.

This should be the criterion by which we judge the value of an organization.

Elizabeth O'Brien
Susanna Whelan

Sunday torchlight parade for Tom Eagleton, Jim Symington

America needs fresh leadership which will face both the truth and the consequences of her foreign and domestic challenges. America's goals have not changed. But a new generation must find new ways to meet them —peace with justice, economic progress, equal opportunity, and individual, cultural advancement. It is for us to devise and implement urban, rural, and foreign policy "renewal" programs that fit the world we live in. First we must learn to trust one another, and acknowledge the true interests and responsibilities of every citizen. We are building a just society. No other kind can endure.

Both Tom Eagleton and Jim Symington are builders. Like Senator Robert Kennedy they "dream of things that never were and say why not."

The students of the St. Louis Metropolitan area will have an opportunity to hear both of these candidates at a torch light parade at Washington University on Sunday, October 13, 1968 from 7:00 p.m. to 9:00 p.m.

Also on Monday, October 21 Mr. Symington will expound on his views for Webster College students at the Loretto Hilton at 7:30.

Diane Weaver

Webster student instructors enjoy frustrating experience

by randee kinsman

"Student teaching is an enjoyable frustration" were the words Mary Peterson used to describe her experience thus far. "I am teaching American history, preparing lesson plans for two classes. There is no choice; in being confronted with something, you have to handle it. Student teaching is a process of trial and error, one is learning a skill and a role. Right now we jump in with some theoretical background and very little experience. You just try; it is very much like swimming. As far as failing or not, I think it is difficult to know where the line is."

The schools for the student teachers are chosen on a variety of things: personal contacts, M.A.T. program, through teachers known to the advisors, and the consideration of the transportation proximity. Mr. Steinman, who is one of the coordinators of the student teaching program, says this choice is a very personalized sort of thing.

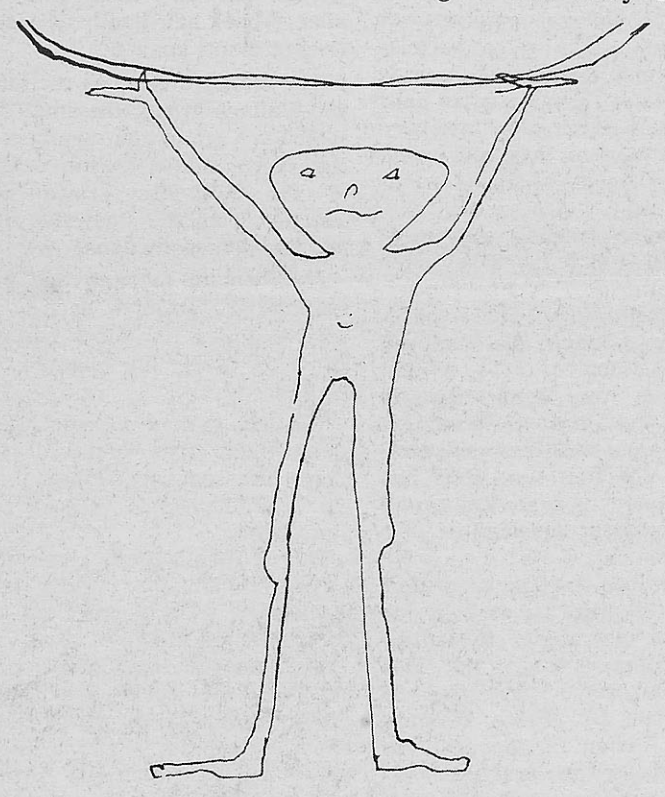
The application for a teaching certificate is the only criterion that is available as to how the student teachers are selected. There is no elimination process per se. One must complete the education courses, specialization of a particular field, and of course, his student teaching. "We usually try to send our student teachers to cooperating teachers with the same attitude as the advisors of the college and Webster College itself. Sometimes a student teacher needs to have a great deal of security; we try to match these people with the traditional teachers. It is a complex process, there are no real guidelines. Another important thing, we have no guarantee. Like I said before, many teachers talk a good game, but when it comes down to it, they are traditional."

When talking with Mr. Steinman, I asked him what happens to the people who are not teacher material. His reply was much the same as many critics of the public education system. "There are a lot of people in the education business that aren't teacher material due to the standards that have been established for public schools and colleges."

Student teacher evaluation is a very touchy subject. The evaluation of teachers is quite haphazard. What is most closely scrutinized is the discipline rather than what the student happens to be learning.

Mr. Steinman continued to say, "I feel it would be better if students could get out into the school systems in their freshman or sophomore year, rather than senior year. We would be able to minimize a lot of mistakes. Also those who are thinking of entering the education business would be able to decide one way or the other before they commit themselves."

"The overall goal that I have as an instructor for student teachers would be for them to try to examine the proper role that they must play." Mr. Steinman ended by saying, "It is more important to help students help themselves."



Tran Van Dinh:

Educate your conscience

The American Crisis by Senator Vance Hartke (The Bobbs-Merrill Co.).

Our Own Worst Enemy by William J. Lederer (W. W. Norton & Co.).

We Won't Go by Alice Lund (Beacon Press, Boston, Mass.).

By Tran Van Dinh
College Press Service

In the last three years, I have been lecturing and traveling in all states of the United States. I visited big cities and small towns. I addressed campus radicals and Rotary Club members. I do not need Dr. Gallup to tell me how the American people feel about the war in Vietnam. I can say that at least 99 per cent of the people I met and talked to hated it and wanted the killing to end.

Some practical souls think that the war in Vietnam is "bad business" and say that the U.S., being a country of good businessmen, should not continue a bankrupted venture. Some so-called "sophisticated students of human affairs" think that in principle the U.S. "can win the war" but "the people in Washington are so unintelligent that they have brought us to a quagmire from which the U.S. has to get out." A few say the U.S. government has not used its power and has a no-win policy, otherwise it could easily "defeat the little Vietnamese." They do not know that the U.S. **has** all its power, short of the A and H bombs. These are the frustrated hawks who now support George Wallace for President.

But all the hawks I met agree now that the negotiations in Paris must continue. They even agree that the fact that Johnson retires from office without a fight is evidence that even Johnson himself realizes the war is unpopular. But if Americans are to learn something from this disastrous war, they have to look more deeply in its moral aspects. After all, it is the moral aspect of the war that creates so much questioning and agony.

American people conclude that the war is immoral several ways, depending on their background, education, class and interests. The usual way which is widely accepted is the impassionate, reasoned way by Senator Hartke: "The extensive loss of civilian life in the South, the ruthlessness toward civilian possessions and ancestral property, the destruction of a way of life and the abysmal treatment of the refugees and the sick all belie the rationalization of the administration and reveal the disgraceful immorality of the American impact on Vietnam. Yet, he continues, "the common American soldier, like his civilian counterpart back home, honestly desires to do good for the South Vietnamese. It is not the individual but the policy which is causing the terrible consequences.

"Senator Hartke (D-Indiana) reaches this conclusion after the most careful evaluation and the most profound analysis of all facts and all aspects of the problem: legal, diplomatic, political, military, human." I marvel at his ability to cover so many areas with such accuracy, such precision and clarity, in so few pages. His is the best book for anyone who wants to argue about this war and easily win an argument.

But I sense that at this stage, many Americans do not want to argue about the war. They want to retreat into the consolation that despite all blunders, maybe some good could be done and is being done with their money. This is only a natural feeling. Rare are those who can accept the fact that over 200,000 U.S. casualties are just a waste. To these people, William J. Lederer ("Our Own Worst Enemy") will be a source of shock and enlightenment.

This book is the most detailed expose of the corruption in Saigon and the failures of the U.S. aid program in Vietnam. The reader will be shocked to know about the stealing and grafts. But these revelations do not surprise the Vietnamese, who knew about it all along and who told it to Lederer like it is.

I wonder why the U.S. Congress has not yet started an Investigation Commission based on Mr. Lederer's findings? The case he presents are not unfamiliar to me or to any other Vietnamese, yet I am amazed at his talent to write about them in such a clear way. After all, Mr. Lederer is an old hand at this kind of writing being the author of "A Nation of Sheep" and co-author of "The Ugly American." To money-minded Americans, his "Our Own Worst Enemy" is the best testimony to the immorality of the Vietnamese War, the betrayal of all American principles.

To me, however, the problem of morality is man's conscience. And only when the conscience of the Americans is aroused do they realize the depth of the immorality of the war. And only when Americans act according to their consciences is a return to American ideals and the re-restructuring of American society possible. Theories and arguments may lose value with time and clever rationalizations, but when a man acts on the call of his conscience, he not only commits his own life to this act but generates a moral power which humanizes his fellow men.

In this sense, Alice Lynd ("We Won't Go") is necessary reading for all truly patriotic and truly human Americans. To me true patriotism (not to be confused with chauvinistic nationalism) and deep humanism (not to be confused with do-good-ism) are the basic essences of any authentic revolution.

"We Won't Go" is a collection of accounts by men "confronted with the dilemma of conscience which military service poses." These men have callenged the laws of their country, bearing the consequences of their decision in order to live with the higher law of their conscience. In addition to these accounts, the book contains all important documents for those who are faced with the problem of the draft. When I finish reading this book, I feel it easier for me, a Vietnamese who opposes the war temporarily living among Americans, to look straight in their eyes and to warmly shake their hands. Perhaps I should weep with them: a tear drop often cements the brotherhood of man more than speeches and rhetorics.

Without these war resisters, it would be difficult (if not impossible) for Americans to face the Vietnamese if and when peace returns to my tortured land. Without them it is only arrogance to talk now about the reconstruction of Vietnam and war reparations.

I have now in my personal library over 100 books on Vietnam. Some of them are indeed excellent such as George Mc Kahin's "The U.S. in Vietnam." If I am now asked, as I often was, to recommend not more than 4 books for Americans to read and know the full dimensions of the Vietnamese war, I would suggest the 3 books I just presented in addition to Kahin's. I say "presented" because these books cannot be reviewed, they must be read and meditated over. The exercise will be painful but it will be a healthy one, politically, intellectually and morally.

Kentucky hippies turn on with Wallace

LEXINGTON, Ky. (CPS) — George Wallace, a man who has contributed greatly to the political polarization of this country, visited the University of Kentucky last month and was greeted by a complete reversal of the polar stereotypes.

While eight "straight-looking" anti-Wallace pickets paraded and a number of neatly-attired members of a campus action group passed out anti-Wallace leaflets, some 35 scroungy, bearded, beaded, sandaled, long-haired "hippies"(as they called themselves) demonstrated for nearly two hours in support of the former Alabama governor.

Carrying placards reading "Turn on with Wallace," "Keep America beautiful, get a haircut," "Sock it to us, George," "America—love it or leave it," "Hippies for Wallace," and shouting slogans like "Law and Order Now" and "We're for Poleeece Power," the group was curiously received.

"I thought hippies were for McCarthy," said a Wallace supporter who appeared dismayed by the prospect of association with freaks.

Some Wallacites were convinced the hippies were serious. "Hippies have SOME sense," said one.

Another said, "If someone like that is for Wallace, I don't know if I'm supporting the right man or not."

Even Wallace was somewhat bewildered by the group when they gained his attention during his oratory. It was a typical Wallace speech, complete with catchphrases, Wallace witticisms and emotional appeals to the working man. All the same old lines were there:

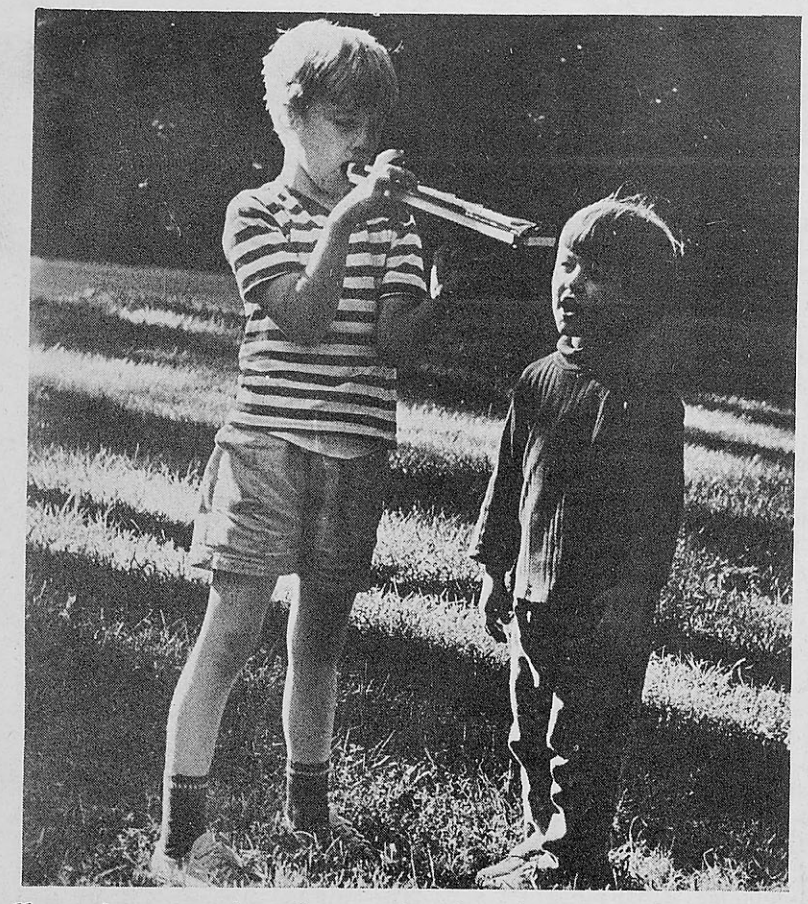
"...who can't park their bicycles straight . . . they looked down their noses at the people of . . . will be the last car they lay down in front of . . . never made a speech in my life that reflected on . . . got some free speech folk in this country . . ."

As the atmosphere grew tense, as the fervor spread in the crowd, the hippies came through to lighten the mood. They started chanting, "Sock it to 'em George, sock it to 'em George."

Wallace, thinking the shouts came from one of the usual groups of adversaries who attend his speeches, pulled out several patented retorts from his repertoire: "All right, you're not going to get promoted to the second grade . . . you people don't know how many votes you get me each time you . . ."

Then, pointing toward the group which was sitting high in the bal-

Continued on Page 4



Chacun de nous aur jour, plus ou moins triste, plus ou moins lointain, ou il doit enfin accepter d'entre un homme.
Jean Anuoilh

Foreign study programs available

Paris? Rome? Vienna? Do these places seem unreachable? Maybe not. You could be one of the many college students who spend their junior year studying in a foreign country. Although there are no specific Webster programs, many programs, such as the Institute of European Study, are available for Webster College students. According to the Rome Program of Loyola University, the purpose of European college life is to "broaden the vision of young Americans in an age of expansion, to make them aware of the nature of Europe through living, working and sharing the lives of its people." European study offers cultural advantages unattainable elsewhere.

Although the requirements vary somewhat with each program, the usual general requirements specify students with junior standing or exceptional sophomore standing. Permission to enroll must be given by the school, and references from the Academic Dean and the Departmental head must be furnished. Students must pass favorably on intellectual ability, seriousness of purpose, integrity, maturity and stablity. Most applicants must have at least a C plus average or better, and usually some knowledge of a foreign language is required.

Cost for the year averages about the same as normal college expenses, including the traveling expenses, tuition, room and board, and a tour of Europe. A small number of full or partial scholarships are usually offered for full year programs. Applicants for these must be in earlier than the usual spring deadlines.

Undergraduate students are allowed to take a normal load of credit hours with a usual minimum of twelve credit hours. Grading systems in use by European universites are adapted to the U.S. equivalent, and transcripts are sent to your college after completion of your year or half year abroad.

Any student interested in expanding his education through foreign study can obtain more information at the Dean's Complex or through the departmental chairman.

Wallace

(Continued from Page 3)

cony he said, "You need a haircut," though he was too far away to see how correct he was. The hippie group began chanting even louder — "We want Wallace."

Wallace hesitated, took a step backwards, approached the mike again and said, "Oh, I think they're for us up there," which brought wild applause from the group. The little man with the slicked-back hair had been goofed on and didn't know it.

The dialogue between the large pro-Wallace group, the small anti-Wallace group and members of the crowd added to the delight of the 2,000-plus crowd who watched from the sidewalks during the demonstrations.

Members of the anti and pro-Wallace groups knew each other and engaged in mock debate when the picket lines passed one another.

The pro-Wallace hippies would shake their fists and call the neatly dressed anti-Wallace pickets "Communists . . . hippies . . . anarchists.

The pro-Wallace hippies drew such comments as: "Dirty love fascists . . . filthy patriots . . . to club some kids."

After nearly two hours of pacing back and forth, the hippie group moved to a grassy area for a "patriotic love-in." There they sang "America the Beautiful" and "Dixie." They passed around cans of water which attracted a policeman checking for alcoholic contents. As the policeman checked the cans, the hippies applauded and got to their feet shouting "Law and order, law and order." They smiled and offered water to the policeman, who managed to slip away after a few pats on the back.

The policeman was no doubt confused—as were many others. The actions of this band of unkempt youth were certainly not of the same cloth as that of the usual hippie.

But as one of the pro-Wallace hippies said later, "This may be conservative Lexington in superconservative Kentucky, but come on man . . ."

Edward Kennedy Endorses Eagleton

Senator Edward M. Kennedy (D.-Mass.) has announced his support of Lt. Governor Thomas F. Eagleton, Democratic candidate for United States Senator from Missouri.

Senator Kennedy stated that he was "proud to support" Eagleton's candidacy. In a letter to Eagleton, Senator Kennedy said, "You have chosen to conduct an honorable campaign in a difficult time; for rather than dwell upon the problems that divide us as a nation, you have presented constructive proposals to meet the challenges of the day."

Eagleton expressed gratitude for Senator Kennedy's support. "I am grateful for the confidence which you have expressed in my candidacy. You may be certain that if I receive the same confidence from Missouri voters on election day, they will never receive less than the full measure of my efforts in the Senate at working to meet the challenges facing both Missouri and the nation today," he said.

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VOL. XLVI, No. 7 October 25, 1968

Student interview:

Mayor Cervantes states opinions on St. Louis problems

(The following is an excerpt from an interview conducted on October 10, 1968, with Fred Faust, Mayor A. J. Cervantes, and myself. Fred, a student from Washington University, was granted the interview and he asked me to come along. We tried to ask questions that we thought would be of some interest to the students and their parents of the St. Louis area. I hope that I have accomplished the task that I set out to do. —randee kinsman.)

F. Will you seek re-election next spring?

C. Well, I don't know. At this point we're not making any type of announcement.

F. You were one of the first politicians to get on the Humphrey bandwagon last spring. If he's elected, do you expect to go to Washington and serve in his administration in any capacity?

C. No, I don't. I like the city of St. Louis, I've been here many years, my family's here, my business is here — all our social activities are here — I prefer to stay in St. Louis.

F. What is your opinion of the incidents at Columbia University last spring — and of student unrest in general?

C. I have a very negative opinion of any type of disorders — civil disorders — regardless of whether they're at Columbia University campuses or on the streets of America and I feel that these disorders bring no solutions to the problems of America.

F. What do you think about the organization of Students for a Democratic Society?

C. It's a very, very negative organization in my opinion — an organization again that is not constructive, but destructive.

F. How do you feel about Rev. Coffin, Dr. Spock and the draft resistance movement?

C. I don't think anyone who has strong feelings about the American laws and the ways of life can condone disrespect for the flag. I don't think they can condone disrespect of our laws and it seems to me that you have to change laws through the system that is set up.

F. Do you support the boycott of California grapes that is currently being conducted to assist the grape pickers in their organizing efforts?

C. Yes, I do.

F. Do you think that the present laws against the use and possession of marijuana are fair or do you think they ought to be relaxed?

C. You're getting into an area that I'm not familiar with — the drug laws in America — it's a federally controlled thing and I'm not an authority on it. So I would prefer not to answer it — not for any other reason except my lack of familiarity with the laws.

R. Why was the Spanish Pavilion brought here — do you think it will help the culture of St. Louis?

C. The Spanish International Pavilion was brought from New York for two basic things. Number one, it was the largest attraction in the World's Fair and we wanted to transplant that attraction into what we call a



tourists' triangle — the city of St. Louis. This will be the third leg of the triangle which includes the Gateway Arch, the Busch Memorial Stadium and now the Spanish Pavilion. The primary reason is to attract tourists to this community, to help the economy of the community. We also believe that it will bring recreation and culture to the city of St. Louis which is so badly needed.

R. What are your feelings about Governor Wallace running for the presidency? St. Louis is not supposed to be a racist city but Wallace has been here two or three times. Do you have any reactions or actions against Wallace?

C. I'm very anti-Wallace because I don't believe in his basic philosophies. I believe that George Wallace has been a detriment to the state of Alabama. That he, for example, has the highest sales tax of any state in the Union; he has unemployment that is way above the national average; he has lower workmen's compensation laws; his economy, the average person that lives in Alabama makes far less, some nine hundred dollars less than the national average and, generally, his whole philosophy to life is one of creating problems rather than solutions to the present problems. And so Mr. Wallace has never been particularly welcome here and it's unfortunate that so many people do not realize the real make-up of this man.

R. How much money is allotted to St. Louis for riot control? Do you expect a riot?

C. Number one, really no money is allotted to riot control as such. It's allotted to the police department and the police department's main purpose, of course, is to protect the life and property of people in the city of St. Louis. Whatever comes under the heading of riot control, or civil disorders, or sheer burglaries, or whatever it might be—all come under the same category. We do not expect to have a riot in the city of St. Louis because of the leadership in the black and white community. We have a police department which is one of the best in the country. The leadership in the entire community, and I'm not talking only about the administration, but I'm talking about the social organizations of all types, are highly efficient and effective. We have made tremendous social changes in the city of St. Louis and are way ahead of other cities in areas of Model City programs, anti-poverty programs and legislation in the civil rights area. In fact the Alpha Phi Alpha, which is the largest Negro fraternity of professional people in the country, classes St. Louis as the number one civil rights city in the country.

F. Are you in favor of the creation of a Civilian Review Board for the city police department?

C. We have a Civilian Review Board now. The Governor appoints four civilians to head the police department here in the city of St. Louis and then by the City Constitution, the mayor is an ex-officio member of this body.

F. Do you think the Governor should continue to have the power to appoint these people? Or do you think this power should go back to the City?

C. I have no strong feelings one way or the other. I do feel though that the state must take its proportionate share of the cost of the police department in the state of Missouri. Perhaps 50% of the laws that are on the books are state laws that we have to enforce. No longer can the citizens of St. Louis take care of itself because we have all the high cost citizens. In a strong urban area half of our costs goes between the hospitals and the police department. You cannot ask a few people to take care of all the rural and agricultural workers who come into the big cities — not only St. Louis but this is throughout the nation — but what has happened is that the affluent, the white and blue-collar worker, have fled the cities. They have moved into the counties and into the country and in exchange for these affluent people, educated people, the cities have taken on the large majority of the rural and agriculture workers who cannot support themselves and who are not urbanized and consequently, the remaining few are asked to give them support and education — which we no longer can do. This is the reason why the state must move in and accept people in the cities as also a state responsibility.

F. You were quoted as making the following statement in support of Mayor Daley and the Chicago police after the convention: "You can't let a bunch of dirty faced kids take over the city." Are these the words that you would use to characterize the demonstrators in Chicago?

C. Really, I'm afraid that I didn't qualify that enough, but basically these are the words. But now it's found out that they aren't only dirty faced kids, but they were adults. The leaders of it had been to the Viet Cong. They're still dirty faced, but they aren't only kids, they're adults, too. It seems to me that this is not a very representative group of the American population and is a group of people we have now found out were communistic-inspired. Many of them and the rest of them were hangers-on who didn't realize what was happening. The leaders—the Rubins, the Hoffmans, and the Dellingers — this group was out to cause trouble.

F. Do you think the leaders of demonstrations such as that were Communist-inspired?

C. I'm not going to hit it with a broad brush — I'm merely saying that in this particular case, through the House on Un-American Activities investigation, this seems to be the case.

F. Early in September there began a series of incidents between the St. Louis police and the Black Liberators. At what level was the decision made to begin a crackdown on the Liberators?

C. There was never, that I know of, not at the Board level, never what you might call a specific order to crack down on Liberators. We have an order in the city of St. Louis to apprehend any violators of the law.

F. Do you think such activities as following the Liberators in their cars after meetings and stopping them for unilluminated license plates and so on is . . . how does that kind of activity

(continued on page 4)

The Web

Founded October 3, 1924
October 25, 1968

Toiling members

Within this learning environment the students maintain an august assembly dedicated to the principle of responsible voice. The duly elected members of the assembly toil unceasingly and endlessly. This body is, of course, the Executive Council of the Student Association.

Member toilers of the Executive Council this year have completed its customary functions of budget approval and committee elections. They have also rewritten the by-laws of their own constitution and created a couple of committees. They have intensely scrutinized the internal structure and theoretical purposes of the council. During this protracted self-examination members have unwittingly learned the rudiments of parliamentary procedure.

May we not so humbly ask why an organization which is supposed to be actively working in the student behalf is spending its time trying to find the best structure by which to do so? Perfectly pre-fabricated structures are an impossibility. Structures evolve as action is taken and that action shows the need for established procedures. Structures without concrete, visible action are esoteric playthings.

The malaise of the Executive Council can be solved by a small number of people—the council members themselves. Yes, it is true, students should take an interest in Executive Council, but perhaps students are a bit weary of being asked to interest themselves in by-laws. The Executive Council could demonstrate the fact that it merits interest by attacking a substantive educational issue—just for the experience.

Perhaps the Executive Council is wondering if it really should do anything. If that is a question, then perhaps it shouldn't exist. We believe, however, that there is a definite purpose for the Executive Council. Its members deserve a chance to prove that our belief is well-founded.

One issue in which the Executive Council could profitably interest itself is the institution of teaching and learning evaluations. Students are the most logical people to institute such evaluations since they are most directly affected by teaching. True, there is opposition to teacher evaluations. However, there are ways to circumvent opposition. No plan for teacher evaluations will be immediately perfect, but an effective beginning can and should be made.

Teacher evaluations are one example of a problem with which Student Association could be grappling. Perhaps, if the council members became a trifle interested in such a project, they might even benefit the students.

pat eickman

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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.

Teaching and Learning committee discusses educational experimentation

On Tuesday, October 22, the Teaching and Learning Committee met to discuss existing interdepartmental activities and the possibilities of expanding and innovating such programs. Present were Mr. Peter Sargent, Sister Mary Mangan, Dr. Carl Pitts, Mr. Thomas Linehan, Dr. Charles Madden, Mr. Dwight Jack, Susan Draper, Mary Daly and Kathleen McCloskey. One of the first questions raised was how a course like a seminar would be set up. Mr. Madden stated, "This is where the whole notion of the underground university or students setting up courses on their own got started, with groups of students saying 'we would like to have an interdisciplinary thing and would ask this professor and this professor; and they were able to accumulate a group who did the course themselves. Immediately you have some problems that students best be aware of. One is that these courses usually do not grant credit, and it means that the student's interest must be rather great to do the reading and give the time. The other thing is how does the institution deal with this according to its faculty's time. If the faculty member agrees to do this outside his regular assignment then, he, too, is interested enough to give that time."

Mr. Jack continued, "There is another field that is of enormous interest to me and that is the problem of bringing in guest lecturers and people who teach for a short amount of time, but teach dynamically. Now the Theater Arts Department was the first one to do this a few years ago when they brought in the mimist . . . That was fabulous because he just took the whole curriculum for a few weeks and the students got an hour or so of credit, but there was an enormous amount learned and gained."

Mr. Madden. "Also the people that were here for the library conference . . . several people after each of those weeks said 'Why didn't we suspend classes for that week and have everybody go to those lectures!' This is more difficult than it sounds because you are suddenly announcing to a whole department that for a week we are going to suspend whatever you thought was important . . ."

Mr. Jack. "However, before the mimist was over, he was bringing in a great deal of the college without enormous publicity. It was just word of mouth, everybody went and gained enormously . . . I was wondering if . . . sometime we could be structured a little more freely so that we could bring in someone that we really couldn't afford full time, but could afford to offer that person for a two hour course at the beginning of the semester, for instance."

Dr. Madden. "A lot depends on where you want to put your sources, you only have a small amount to deal with and . . . if this community feels that this kind of thing is deserving of a certain portion of the resources of the college, it should make this kind of recommendation . . ."

Mr. Pitts. "Let's look at ground rules for a moment, is the concern of the group, is the group assuming that interdisciplinary courses, are better courses, and if so then is the question how do we set up more interdisciplinary experiences."

Miss Daly. "The Committee feels that it may be something that could improve the whole climate of teaching and learning. And at this point how it can be implemented and if it is something that could stimulate the whole environment of teaching."

Mr. Linehan. "I feel that teaching a course that correlates two fields involves at least twice the amount of time for preparation on the part of the person making the presentation. The other thing is that not everyone can do it with every field."

Dr. Pitts. "I think there are three things that inhibit strongly any kind of interdisciplinary approach, given the present situation. The first one is time. In terms of the pressure the school is under right now for income, to have two professors in one course is economically unfeasable. Secondly, what other disciplines I can relate to is an inhibiting factor. Sometimes there aren't many you can relate to. Thirdly, this kind of team teaching interdisciplinary approach necessitates a certain kind of personality style. I think those are the three things, critically, that inhibit very strongly more interdisciplinary experiences. You have to deal with these problems first."

Promise challenges student trio

It is not often that the work of a modern Russian playwright is seen in this country. The first production of the Theatre Arts Conservatory provided its audience with such an opportunity last week when it presented **The Promise** by Aleksei Arbuzov.

The play is a difficult piece of theatre to carry off. It requires an age range of fifteen years of the actors, not an easy task for the experienced but for the student an even more challenging feat.

Pamela Mathews as Lika and Michael Hill as Marat both met this challenge admirably. The subtle maturation was most convincing. Unfortunately David Deutch as Leonidik seemed to always be too old for the age he was playing.

All three actors seemed at times to rush through their lines —with varying results. Miss Mathews and Mr. Deutch tended to bore when they rushed and Mr. Hill's lines would be garbled and lost.

James Bernardi's direction seems to be vague. The staging did not seem to be designed for the thrust stage of the studio, and the relationships of the three characters were unconvincing, especially Mr. Deutch's to the other actors.

Some of the choices which were made, such as Leonidik delivering a long dramatic speech with a head cold, seemed to work against the play and hurt the production greatly.

John Wright Stevens' set was perhaps the most impressive aspect of the evening. It was abstract, yet totally practical and beautifully set the mood for the play.

John Alden

just things

Interesting things have crossed our desk this week. Among them, from the Mount Holyoke **Choragos:**

"In July of 1968, the committee recommended to the Trustees (of Princeton) that 1000 girls be admitted to Princeton; the women would then compromise 25% of the student body."

★

and from the New Mexico **Lobo:**

"There may well be a dime's worth of difference between Hubert Humphrey and Richard Nixon — we're not certain that a dime means all that much in these inflationary times — but there seems to be very little difference between Humphrey and President Johnson, and thereby hangs our endorsement last week of a presidential abstention when voting this year."

★

Just not voting is an act of dastardly irresponsibility.

— Harvey Cox

★

"Extending student involvement in VU decision-making, the University Senate voted Wednesday to restructure its Student Affairs committee to include seven more students, bringing the total number of student members to nine. There are nine faculty members on the committee. The Student Affairs committee is to advise the administration on facets of University life which directly affect students. These areas include the Chapel, intramural athletics, intercollegiate athletics, financial aid, the faculty relationship to Honor Council, student discipline, and medical services."—Valparaiso **Torch.**

★

And a gift of a poem to the **Web** from David Darst:

Trail's End

stray birds
light these hanging clouds as
below
the streets awash life:
V-flags
hopecoffins
candlerallies: and since
deathredeem dark
ness
lurks
hearts
soar in this nightrain:
laughter
bodyhugs
lipskissing
arms linked to handsheld:
wings
blind
I fly many
and

free.

Lunch rebellion proves sticky business

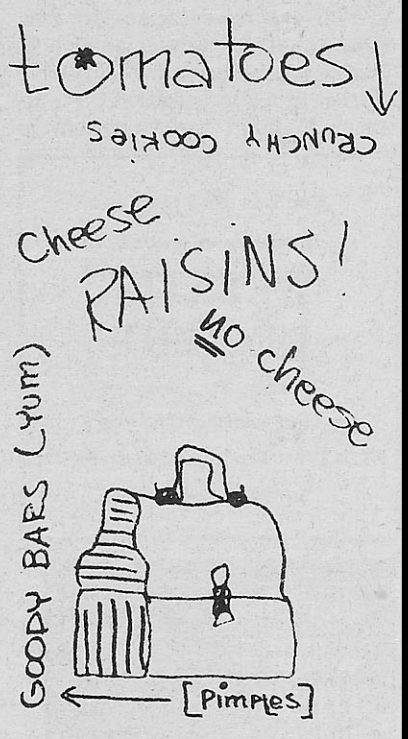
I have a sister named Googs. She's intensely liberal, and slightly neurotic with a flare for the theatrical in family living. Sort of a P. T. Barnum-F.D.R. type, she runs a three-ring, program prolific household. Together with her husband, Big Pat, and their six kids in elementary school she makes a good story. The more chaotic the incident the better the story, which makes "The Lunch Bucket Rebellion of 1966" one of the all time great stories.

Everything Googs knows about housekeeping she learned from Mom, including how to make school lunches for kids. However, tradition proved inadequate and pretty soon the kids started to complain. Mimi was mad because

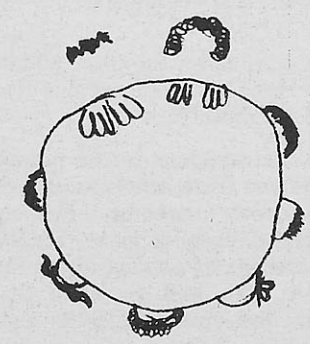
nobody in her class would trade with her for Googs' six-week-old cookies. Annie got hives from the tomatoes. Patrick wouldn't eat cheese sandwiches because his father didn't like them. Miffy kept leaving her lunch in Henderson's hedge because her arm got tired carrying it to school. Ellen didn't like the oranges because she couldn't eat them during class without getting caught. Beth wanted a candy bar in her lunch because everybody else in her class had one. Finally in February open rebellion broke out when Mimi came home from school in tears. She had given her teacher a ginger snap from her lunch bucket. On the first bite Mrs. Ring had chipped her front tooth and had to leave school immediately for her dentist. Googs, being a liberal type, decided on a full scale participative democracy approach to the crisis. She called a family meeting and announced: "Grandmother's lunches are no longer relevant; therefore I propose we set up a committee within the family to study the lunch problem and act on a solution." Without voting Googs was appointed chairman of the Sandwich Steering Committee, and all other members of the family were put on the committee, which met the next evening at seven.

The first item on the agenda was the complaints: stale cookies, tomatoes, cheese, heavy lunches, oranges that have to be peeled, no candy bars. Controversy arose: Patrick like the stale cookies because the boys in his fourth grade threw them at the boys from the other fourth grade. They were better than rocks. Mimi thought the cheese sandwiches would be okay if Googs would add raisins to them. Ann didn't want to have candy bars because she didn't want to get pimples. Beth wanted the lunches to remain at their present weight because she used her bucket to beat up the boys. Debate continued until eleven, then Ellen kicked Mimi in the mouth and Big Pat moved to table the discussion. However, before they tabled it they decided to appoint a committee to look into the complaints and report back to the Central Sandwich Steering Committee in a month. Big Pat, Miffy and Ellen were put on the Temporary Complaint Committee.

Then with the first item disposed of they moved on to the second item on the agenda: possible solutions to the lunch bucket crisis. Mimi suggested that they all buy their lunches, but Big Pat informed her that it was economically unfeasible at this time. Patrick motioned for peanut butter and jelly rather than cheese sandwiches, but he was voted down by the girls who were saving cheese labels to send in for doll clothes. Ellen wanted raisins to replace oranges so she could eat them during class, but Mimi would agree to raisins only if they were put in the cheese sandwiches. The discussion went on until 2 a.m., by which time the kids were all too tired to appreciate their liberal parents and only wanted to go to bed. It was decided, therefore, to adjourn the meeting after setting up a number of temporary committees to handle the problem while the Central Sandwich Steering Committee worked on a long range solution. Mimi and Ann were appointed to the Temporary Committee for Lunch Preparation which was backed up by the Temporary Committee for the Review of the Financial Feasibility of the Plans of the Temporary Committee on Lunch Preparation, which was made up of Googs and Big Pat. The meeting adjourned at 3 a.m. Everyone went to bed except the temporary committee members who reassembled in the kitchen to prepare the day's lunches.



After Mimi and Ann had lined up all the buckets for stuffing they found that the only food in the house was exactly what they'd been getting all along. They were further informed by the Temporary Committee for the Review of the Financial Feasibility, etc., that it was too late to find any stores open. At first Mimi and Ann refused to make the lunches unless certain conditions were met, but Googs and Big Pat convinced them that the limited cupboard was actually an



asset since it reduced their problem solving risk. So the girls put the cheese sandwiches, oranges, tomatoes, and Christmas cookies in the lunch buckets and went to bed at four-thirty.

As it turned out none of the kids needed their lunches that day. They were all so exhausted and sick from staying up so late that none of them made it to school.

Nora D. Randall

Universities neglect urban crisis

by Robert Johnston
College Press Service

DENVER, (CPS) — The American Council on Education rolled out two of education's "big guns" last week to talk to the 1400 delegates at its annual conference about the importance of understanding cities.

John Gardner, speaking at a Friday (Oct. 11) lunch, said that colleges and universities in this country have been "notably laggard" in their response to the urban crisis.

In a veiled reference to problems at Columbia University, Gardner accused many universities of being "poor corporate citizens of their communities." Many universities which are large "in relation to their communities" have not, he said, asked themselves what this implies in the way of obligations." And he added, "If you don't get to work on that, the students are likely to get to work on you."

In a keynote address the day before Gardner spoke, Constantine Doxiadis lectured on the importance of university understanding of cities and megalopolises. "They are expanding so fast," he said, "that in 30 years virtually every college and university in the country will be part of an urban or 'megalopolitan' environment, whether it likes it or not."

In another paper John Caffrey reported on an extensive investigation of "Predications in Higher Education in the 1970's." Caffrey is administrative affairs director of the ACE.

From a set of 36 hypothetical cases presented in a questionnaire, students, faculty and administrators listed those "most probable" for the 1970's, and those most desirable. Those most probable, in order, were:

The great majority of high school graduates will take at least two years of instruction after high school; in loco parentis will be much less important

(continued on page 4)

Continued from page one

Mayor Cervantes on St. Louis

get initiated? Does that come from the top or from an individual?

C. That activity, when you say "that activity," law enforcement is something that comes from the police department and the Chief of Police and the captains. Do you mean enforcement of law?

F. It's what some people would classify as harrassment. You and I don't usually have someone following us around so that if we don't indicate a signal for a turn, or if our license plate isn't lit up, we're stopped and searched. It seems that police activity with regard to these people is much more "careful."

C. I assume, and it is only an assumption, but I assume when the police, regardless of whether it's in this area of disruption of a community or whether it's in the areas of riot or riot control, or the areas of embezzlement or whatever it is, when they find someone who is not good for the community, and they have them under surveillance, the same way they did with the gangsters in the old days, I assume what they do is always watching their movements to make certain that the rest of the community is protected from them.

R. When you say that people are not good for the community, are you referring specifically to Charles Koen?

C. Yes, yes.

R. You think he's not good for the community?

C. Yes, I think he's not good for the community.

R. Do you have anything to say about what precautions are taken to keep policemen, black or white policemen, from taking the law into their own hands? Is there any set rule about this?

C. Certainly there is a set rule about this. This is done by the police department and the police department's by-laws. Of course, our Constitution, our basic Constitution, does not allow policemen to take the law into their own hands. Any time that we feel that they do, they are severely reprimanded.

R. What programs do you have for developing better relations between white policemen and black citizens from the ghetto — that could also be black policemen and white citizens.

C. What you're talking about is the racial tranquility, racial understanding. We have many, many programs. It's not only in the police department, but we've set up a community relations department in the police department that, number one, when a black or white policeman is brought into the police department, he is trained and schooled in the understanding of the opposite color and what the problems are in the ghetto, what the problems are in the higher economic areas and this is number one. Number two, we have continuous schooling with the policemen and with the community organizations. We have set up, for example, 12 centers in the city where we have policemen work with the social problems that have to be understood. We are, of course, trying to increase the amount of black policemen on the force. For awhile we had white and black citizens and policemen riding together in patrol cars so they could understand the problem. Continually, they are updating methods and programs for racial tranquility.

R. What happens to the money —or do you know who's in charge of the money for the maintenance of Federal housing in St. Louis? I'm particularly talking about the ones at 18th and Franklin Sts. I've never seen anything like that in my life.

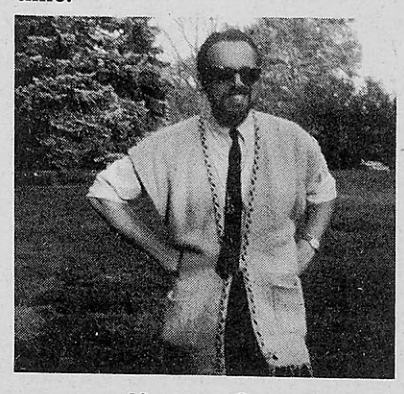
C. The Land Clearance—the St. Louis Land Clearance and Housing Authority has charge of all moneys that are collected and let me tell you what the basic problem is with our housing and we're particularly referring to Pruitt-Igoe. We have a tremendous amount of people clustered into one area. And a disproportionate amount of children. In addition to this, there is some 70-80 per cent of the residents of Pruitt-Igoe on welfare or on A.D.C. The state of Missouri has not adequately funded this so that they can receive a decent amount of money so they can pay a decent rent. We can no longer support these buildings for the amount of rent that we are receiving to furnish the proper maintenance that you are referring to. Until the State increases the allotments to A.D.C. and the general welfare programs, we are not going to be be able to maintain, or the federal government, because the city has nothing to do with it, the federal government is not going to be able to maintain these houses and I think they are right. A typical example right now, the city has had to come in with giving them guard service. We're sending police over, we're sending 17 police over there which primarily is a function of the Federal Government. They had allotted $100,000 for the guard protection. Now they don't have that $100,000. So we have to keep some type of protection over there and 17 policemen at $7-8,000 is a rather expensive thing. And it falls on the shoulders of the St. Louis taxpayer.

How does man integrate newly discovered forces?

by pat eickman

"Is it **the** Harvey Cox?" Yes, it was **the** Harvey Cox, author of **Secular City,** standing on the main stage of the Loretto-Hilton, Tuesday, October 14. As one observed him facing the crowd which spilled over into the center bay, one was struck again by the comic absurdity of the situation. He really would have been much happier to discuss a few thoughts, rather than face the masses for 45 minutes. Such are the limitations of communication. Dr. Cox, however, did cope admirably with the situation, presenting a well-formulated, thought-provoking lecture.

The meat of Dr. Cox's presentation hung on what he considered the two significant elements of religious sensibility in our time.



Harvey Cox

The first is "the quest for an authentic personal style." Such a quest, Dr. Cox noted, assumes a difference between what it expected of a person and who he really is. This search is based on the following proposition: "My experience has a certain validity which I can not and will not sacrifice."

The second element consists of "the quest for a new community," a new human community free for experimentation with new styles of corporate existence. This is expressed in a resurgence of the utopian tradition, an attempt to build the "kingdom of God on earth."

Dr. Cox sees in contemporary theology two analogous movements which speak to each of these tendencies. The first, radical (death of God) theology he sees as speaking to the quest for personhood. He views this movement as evanescent, yet important in that its arguments appeal to **human experience.** This appeal to human experience, in the eyes of Cox, however, is useless without a "re-emergence of the sense of celebration and festivity."

The second movement, which he sees as the theology of hope, corresponds to the quest for community. This movement attempts to re-establish faith and hope in the future in the Christian life and community. Its aim is to form the Church into the "avant-garde of history."

These two movements, expressive of the questing nature which Dr. Cox sees in man, combine to force man into a critical reevaluation of his faith. He can no longer be a simple child, nor a rational believer, ignoring the affective and comic sides of his nature. How does he integrate these newly discovered forces? How does he re-form himself? **Now what?**

Universities

(continued from page 3)

than responsibility for self-regulation as a basis for codes of non-academic student affairs and condut; faculty participation in major aspects of academic goverance will become a widely adopted practice; state-wide coordinating councils will have increasing influence over public colleges and universities; the proportion of students enrolled in private institutions of higher education will decline at an even faster rate; significantly more Federal and state funds will go directly to students, as scholarships or loans.

HOMECOMING

Midst the normal routine of classes and college life, one hears questions, comments and speculations of something called Homecoming Week-End. What's it all about you ask? It's an idea that took root and promises to blossom forth by November 8th or 9th.

Just think about it for a minute—how many other leading co-ed colleges and universities have homecomings? You're right, practically all of them. How did they start? More than likely just like our forthcoming first. People, ideas and more willing people to participate.

As we approach the Big Week-End all sorts of preparations are taking place and interesting items are unfolding. Just to mention a few:

- So far we even have two alumnae cars entered in the parade.
- Mr. Zimmerman, chairman of the Board, will throw out the first ball.
- Miss Grennan and Dr. Kelly are going to be on hand to escort the King and Queen at the Dance.
- Players, stretcher bearers and water boys and girls have signed up for the big game.
- Half-time activities are in the rehearsal stage.
- The teams are in training and formulating intricate plays.

From the Gals' team we hear:

- "Who knows, we may get creamed, but we won't find out until we try."
- "Think we should spot the fellas a few points?"
- "You've got to be kidding! Fellas vs. Gals in Flag Tag Football? I've never heard of it."
- "Another famous first, I can write home and tell the folks I made the football team."

From the Fellas' team we hear:

- "Sure I'll play, we may be outnumbered but we won't be outscored."
- "If we use a split double wing and a lateral fake we could go right through the middle of their line."
- "After the game, those gals will realize they should have considered victory as 'Mission Impossible.' "

At this writing we're unable to divulge the major details of starting line-ups, but we hope to have a scoop on that in the next **Web.** Upon questioning the coaches we're told, "No comment, it's too early to name the starting quarterbacks." But we'll keep you posted, in the meantime mark your calendar so you won't miss the First Annual Homecoming of Webster College.

Saturday, October 26, the newly organized Webster College Film Society will present "Woman in the Dunes," in the Old Auditorium at 7:00 p.m. This oriental film, directed by Hiroshi Teshigahara, deals with the fundamental questions of existences and the meaning of freedom.

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The Web

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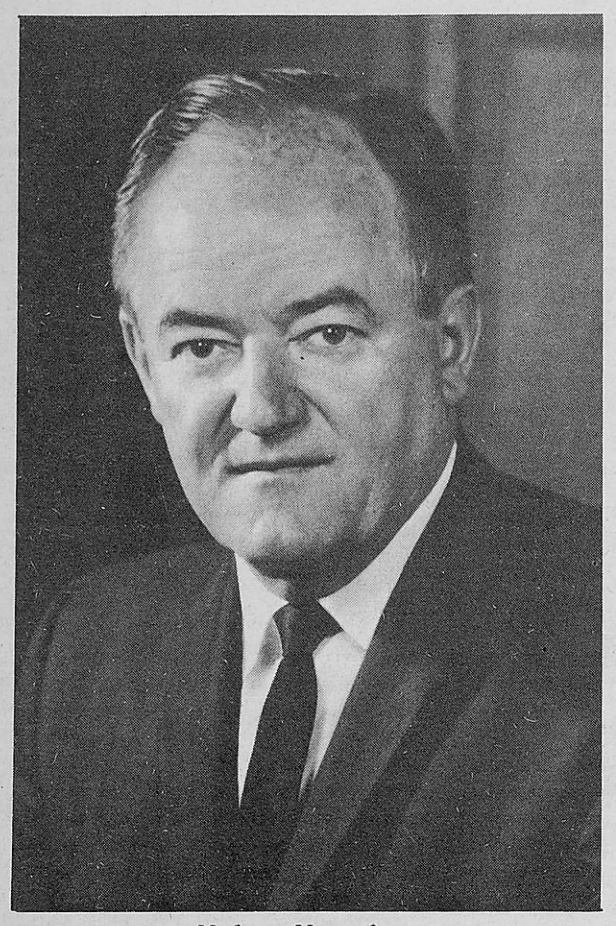
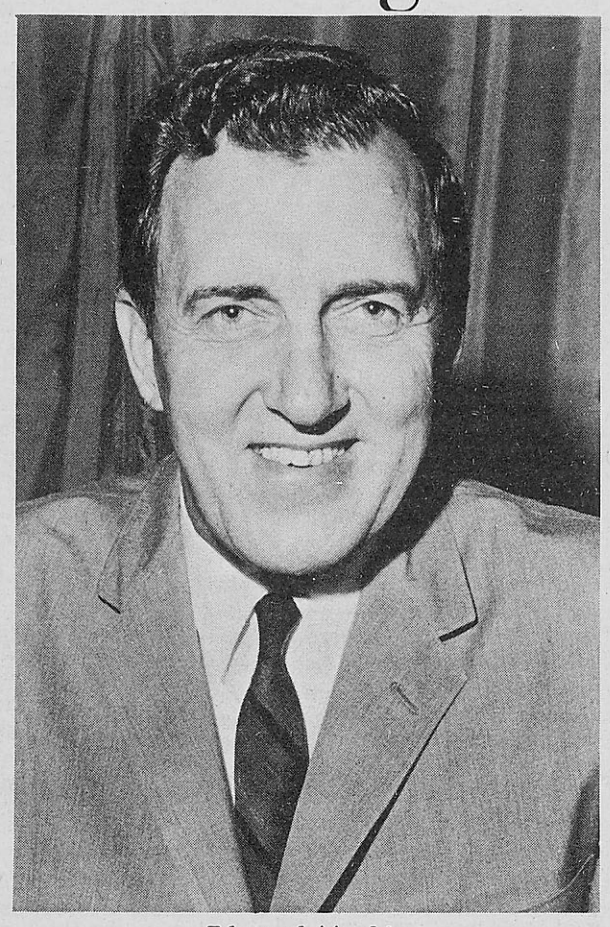
VOL. XLVI, No. 8 November 1, 1968

Admit it! We've got to come back!



Hubert Humphrey



Edmund Muskie

by Peggy Davies

Richard Nixon says that the working man is the "forgotten man in America." What he doesn't say is that it's the Republican Party that forgot him. This is not so of the Democrats and will not be so of Hubert Humphrey.

In the past eight years of Democratic Administration, tremendous strides have been made in attacking the problems of our cities, in bringing health services, education, nutrition and equal opportunity for all our citizens. Inaugurating many of these programs was Hubert Humphrey.

Hubert Humphrey's personal record is one of twenty years of leadership and service to the American people, as a Senator from Minnesota and as Vice President of the United States. He is also an author, a former university professor, and former mayor of Minneapolis.

When asked how he stands on the war, he answered, "I want to end it. I want to end it in the only way it can be ended, by a political settlement." In a speech delivered in San Francisco he stressed the importance of establishing a lasting and stable peace —"one which will not lead to new crises that can drag us back into the era of confrontation."

More importantly he stresses that the need for reconciliation and an end to the arms race derives not just from the danger of war, but from the fact that the world urgently requires a major reallocation of resources to the work of providing better lives for the people both here in America and in the world.

"Unless and until the needy . . . hungry . . . ill-clothed . . . ill-housed . . . undereducated majority of mankind has some substantial hope for the future, something worth protecting — peace will be sullen and precarious at best."

As one of the founders of the Federal aid to education, Mr. Humphrey's programs, which have not been enacted, include the 12 month school year and an "educational minimum wage" for every American child which would guarantee a full education from age four through college based "on a strict ability to learn —not ability to pay idea."

In his own words Hubert Humphrey has said, "I did not seek the Presidency to preserve the status quo. I believe in a change. Strong change. I've been a man of change. Some people talk of it; other people live it. I'll present to any audience twenty years of public service, every year marked with change . . . What you need is a man who understands the ferment of change, and does not let those forces run wild but directs them, tries to bring them into some form of direction and consensus so that the change is for social progress and not for anarchy. Change, not of destruction, but change of construction. I think that you demonstrate qualities of leadership by building that which is needed. I intend to be that kind of a builder, in change."

A national student coalition of Students for Humphrey-Muskie has been operating for the past few weeks. The Coalition of former McCarthy-Kennedy-Rockefeller students are basically opposed to the war but are united and committed to the election of Hubert Humphrey because of his domestic record and his non-corporate image, particularly as contrasted to "Slick Dick." The Coalition's theme "Admit it! The stakes are too high. We've got to come back!" is indeed thought provoking.

The following proposed section of the Webster College Policy Handbook will be discussed at an open meeting of the Executive Council, 1:00 p.m., Thursday, November 7, Maria Lounge. All students are urged to participate in this discussion.

STUDENT AFFAIRS

Student

A student is an individual matriculating at Webster College. He is a member of the student body of the institution. Further, he shall enjoy the privileges of membership in the Student Association, as defined in the Constitution of the Student Association.

Dean of Students

A Dean of Students is the administrative director of student service and liason between students and Dean of Faculties in matters concerning academic affairs. Further, he is student services' representative on the President's Council.

The Dean of Students' administrative responsibilities involve those matters **directly** concerned with financial and/or legal aspects of student services provided by the administration. Student Services include personal guidance, residence living, health services, and student activities, as well as academic affairs.

Dean of Students Council

Membership:

Dean of Students—Chairman

Director of Residence

4 students — the student constituent assembly will elect six students and the Dean of Students will exercise two byes.

Function:

To Provide information and advice for the Dean of Students in social and academic matters during the academic year.

Appointment of Dean of Students

In the appointment of Dean of Students, the President has the primary responsibility for the appointment. Student members of the Dean of Students Council shall assist in interviewing candidates and shall recommend a candidate for the appointment.

The Web

Founded October 3, 1924
November 1, 1968

A student opinion

"A wise faculty and administration will do well to try to find out what student opinions about teachers are. But they had better conduct the canvass informally and discreetly. Teaching is a professional relationship, not a popularity contest. To invite students to participate in the selection or promotion of their teachers is to create a relationship in the classroom inappropriate to teaching."

The above opinion expressed by Charles Frankel in a recent article in **Saturday Review** (November 2, 1968) is not without support in the American academic community. In his article, "Student Power: The Rhetoric and the Possibilities," Mr. Frankel explains that formal student involvement in teacher evaluation is contrary to academic freedom. He further states that "students have no common professional perspective or shared occupational interest in academic freedom." His view is that faculty and only faculty, can judge the performance of their colleagues. Although Mr. Frankel presents a thoughtful study of student power in his article, we would differ with him on his stand concerning teacher evaluation.

We base our objection on several premises. The first is that Mr. Frankel, in asserting that only faculty are qualified to hold "formal power over what goes on in the classroom," is ignoring the longer history of university scholarship. Faculty power was developed in reaction to, and as protection against, student power. In the medieval university system, particularly in its early stages, students held tyrannical power over professors. In fact, a professor was sometimes fined if his lecture was not up to par. Eventually, of course, faculty banded together to protect their rights. This trend continued, until in most American universities faculties have almost absolute control over their own status in their profession. Although this sketch of the rise of faculty power is at best cursory, it is obvious that faculties have not always held the power they now possess. Perhaps it is time for a little student conservatism, that is, a demand for ancient rights in a modern form.

Mr. Frankel also seems to imply that students cannot claim academic freedom, at least not the same kind of academic freedom that applies to faculty. It is true, that loss of academic freedom results in different penalties for the two groups, because their roles are different. Yet the "shared occupational interest" of both faculty and students is free and unrestricted academic inquiry, the primary meaning of academic freedom.

The most interesting omission in the author's explanation of his position is that he makes no distinction between levels of possible participation of students and faculty in teacher evaluation. Obviously, students would be most skilled in judging the impact and quality of a teacher's communication to them. No professor can unlearn his knowledge and hear a teacher as a student does. On the other hand, fellow professors are often best able to judge a teacher's grasp of his material. In considering the promotion of faculty members it is essential that formal consideration be given to both perspectives.

Informal consultation with students is not adequate for optimum evaluation. In the paper bureaucracy of a college, recommendations are too often ignored unless they are typed in triplicate.

We would urge students to study and inaugurate a formal teacher evaluation program, beginning with a pilot program next semester. Mr. Frankel's article is representative of a certain strain of faculty opposition to such programs. Yet we cannot believe that we are incapable, simply because others tell us so.

pat eickman

Letters

Dear Editor:

With each passing day, I grow more afraid to read the daily newspaper. Each day, I run across articles with headlines such as "Wallace Attracts Enthusiastic Crowd of 10,000," "Wallace Gaining In Polls," and many others just as frightening.

If his many supporters would only take time out to view his candidacy rationally rather than emotionally, they would realize the fact that Mr. Wallace professes to be "Standing Up For America," and yet he seems to forget the very principle that America stands for . . . the quality of man. He fails to realize that civil rights means human rights.

It truly shocks me to think of a man feeding on his hatred of millions of his fellow citizens proclaiming himself to be American. To me, that isn't what being American means.

Sincerely,
Wayne N. Powers

(Ed. note: the following is a letter from Barb Goetz, Webster College student studying abroad, to Mrs. Wise, chairman of the Language Department. This letter contains worthwhile information for students interested in studying abroad.)

Dear Mrs. Wise,

Hope this letter finds you and your fellow professors in good health and good spirits. I'm enjoying France very much — have had no bad reactions to the food and must be gaining pounds and pounds. Besides that, my French mother is a wonderful cook — and we usually buy a French pastry each day when they pick me up at the university. Oh dear!

I'm very happy and think this program is great — a judgment perhaps a bit premature but solidly based, I believe. It's supposed to be second only to Sweet Briar, and this is only its 3rd year. It's fairly unique in that it brings only one professor from home base, and she acts solely as our directress — she teaches no classes. This year she happens to be from Paris, so that's hardly like bringing an American professor! She's a brilliant woman, very eager to show her country to us Americans, and busy planning or finding cultural events to keep us busy and our minds off home. Since this program is not just for French majors, she has gone out of her way to plan visits to museums and art galleries, lectures by famous artists from Paris, etc. designed especially for art majors, and similar activities designed for majors in other fields. I'm taking time to describe her because I know she is going to be the directress next year, so this may be a help to some students at Webster.

There are 26 of us in the group — 19 from Knox and 7 from other colleges; 19 girls and 7 guys. They are all very interesting and challenging — I liked them the minute I met them at O'Hare Airport!

We're living with French families now until the end of this month. Mine is just wonderful — and they built a new home last year in the country, so I not only have my own room, but a beautiful view from the balcony of my bedroom. They have six children, ranging in ages from 20 to 9 — 3 boys and 3 girls. I'll really hate to leave them when I move to the dorm. My French father is the representative for Kelton-Timex watches. Besancon is the watchmaking capital of France — or the world or something.

This was going to be short and solely about courses, but I'm glad I've taken the time to describe the program, and I hope there are some students at Webster interested in this one. I realize that it is one of the most expensive, but it is interesting to note that I have spent my own money only on stamps, stationery, post cards, my **Petit Larousse** and picture developing. The program pays our families (we eat breakfast and dinner with them) and gives us cash each month for our lunch. The price also includes some field trips (we're going to Paris Nov. 1st for 3 days), round-trip transportation, $150 cash for travelling at Christmas and Easter. We stayed in Luxembourg and Nancy on our way to Besancon and it was great not to have to worry about paying for things, as there were enough new things to which one had to adjust.

Classes don't officially start until November. Right now we're just studying grammar, writing and conversation. We go 4 hours each day: grammar from 9-11, lab from 11-12, conversation from 3-4. On Thurs. we have writing from 2-3, and some of us started an art history course yesterday. I was pretty lost as I've never had art in English, but I plan to give it some time. All the courses are taught by the regular professors here at the university, and none of them speak English. (At least, they act like they can't.)

Now for my courses and the questions I have. It's very hard to understand the French university system. We take the same courses all year and gain nine credits — somehow Knox transfers this into approximately 30 credits. Our French courses continue in November, we also start a course in either 18th or 19th century literature — we have our choice. These two courses (in Fr. study and Lit.) compose six credits. Then we get a choice of courses for two more credits — I thought maybe I'd take another century lit. course. What two centuries do you suggest? Do you have a reading list I should be working on this year? The Directress has required five books for us to read: **16th century Humanisme and Pleade, Le Classicisme, L'Oeurve de Victor Hugo** (he was born in Besancon), **L'Oeurve de Baudelaire, L'Oeuvre de Flaubert** — are these sufficient or do

(Continued on Page 3)

just things

"In an extremely short session of the Student Government Assembly Thursday night, a bill proposing a student referendum on the playing of "Dixie" died for lack of a second, a bill opposed to forced housing for sophomores was referred back to committee and a resolution opposed to interference with free press on the campus was passed."**—Kentucky Kernel**

It's nice to know other people have those problems.

★

Due to the **Kernel's** fearless reporting of the issues, "Down with the Kentucky Kernel" buttons are proliferating on campus. Wonder what it feels like to be notorious?

★

Right Idea Dept.

"We think that any organization whose deliberations are of vital import to the whole University should hold meetings open to the whole University.

"That includes student government (which now is open to all); it includes the trustees; it includes the University Council; and it certainly includes the Faculty Senate.

—Daily Pennsylvanian

★

An official statement from the Dean of Women:

"It seems that there is some misunderstanding in regard to the blue cards used for overnights. If a parent has given "blanket permission" . . . to a student, I feel we must sign the card and not question the destination. Although it is sometimes hard to do, indication of our trust until we have reason to do otherwise — can help establish better rapport with our women."

—The Carolinian

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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.

The minority way

by anita vitullo

Dissent can be heard in many ways and through many modes as evidenced in this election year. It may take the proportions of a third and fourth party, the form of a dialogue and debate through existing parties (a la McCarthy), the drama of a draft card burning, or, pushed to extremes, the debacle of a Watts riot or a Chicago melee.

Is dissent consistent with democracy? Can it be accommodated into the system? Is it **necessary** to the system? I was wondering with Dr. Joseph Kelly, Dean of Faculty, about the effects of today's dissent:

Dr. Kelly feels the third and fourth party movements "are doomed to being one-shot phenomena."

"The definition of a political party is that it lives through time. In order to live through time it must be able to suffer defeat. It must have a longer life than one man. . . . If George Wallace would get a large number of votes then the test of whether there's a third party would come in 1970 when there is no presidential election."

An analogy can be drawn, however inadequate, between the Wallace movement and SDS. Power must be brought back to the community, both say, but methods are vastly different. Yet Wallace, whose force and influence is indebted to the open society, will not brook other—hippie—dissent. Hippies are things to run over with a car and not to listen to. After all, they can't even park their bicycles straight, he continuously tells his audience.

But what part will McCarthy and Wallace play after the election? Will they continue to be rallying points for their respective supporters.?

"Wallace and McCarthy have the same kind of support—people who are angry and mad at the Establishment. Their protest is a protest against the two parties. What historically has happened is that the dissatisfied later move back into the party they complained about.

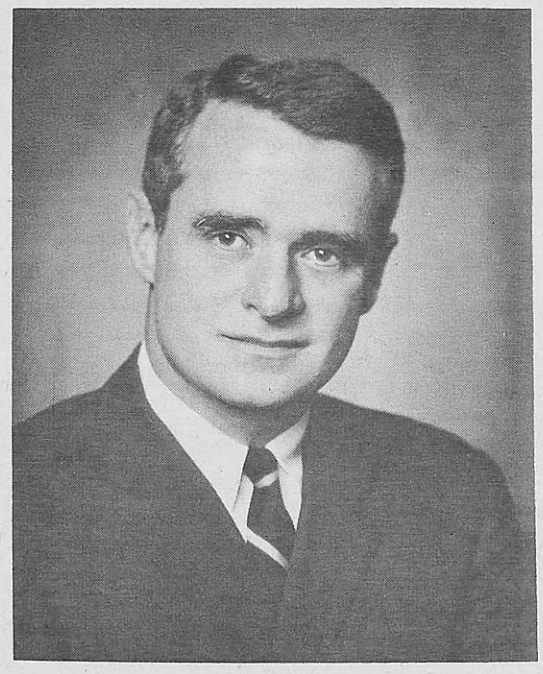
"I expect Wallace to receive 8% of the vote cast. But if he could pull 20-25% he would have a great effect on the next Congress. If one out of four or five Americans voted for Wallace, the House, which is most directly responsible to the electorate, will be looking to what they means. 'What are the people feeling.' It would have two effects. It would make the House much more conservative and Wallace will have enough supporters to continue his effort and perhaps begin to cause people to run in selected districts for Congress."

Is there room in our society for revolutionaries, anarchists and the Radical Left?

"I hope our system, philosophically speaking, makes room for anarchists and radicals on both sides, both very liberal and very conservative. No society or no government, a John Kennedy, a Nixon, a Wallace or a McCarthy government, can long permit anarchy or revolution if it involves breaking of laws and infringing on the rights of other people. To burn a draft card or refuse induction is a well-placed act of dissent. It brings the public to view the law as very bad. When a law is broken you must pay the price but the law may be consequently changed."

The majority finds it very hard to espouse dissent. And what is legitimate dissent? Not majority right but majority rule prevails. Dictators rely on secret police and recurrent terror to prevent revolutions; democratic statesmen rely on broad consensus. We must be liberated from the reverence for the Majesty of the Law. We must embrace instead the Majesty of the Just.

To Albert Camus, rebellion manifests the revulsion of injustice and is essential to free man. Camus's rebel is identical with the responsible citizen who honors the Majesty of Justice, who is prepared to commit civil disobedience against oppressive government or legislation.



Tom Eagleton Credit—Edwin Portrait



Jim Symington

Tom Eagleton, Democratic senatorial candidate from Missouri and Jim Symington, Democratic candidate from the second Congressional district, have been endorsed by the Robert F. Kennedy Club for New Politics. The Club has also endorsed Danforth, Republican candidate for attorney-general for Missouri.

[redacted]

Letters continued

you have other suggestions? I'll probably have books to read in my lit. course, I imagine.

Our last credit course is a "Cours au Choix" and I chose Art History. Yesterday's class was really good—just a bit hard to follow. We have to write a 25-page paper in French at the end, so perhaps this will go for a French credit, also, at Webster.

I think this about does it for now. I'll try to keep in touch, but time is scarce and there are so many things to do. Please share this letter with the department—especially Mrs. Dwyer and M. Chicoineau—as I don't have much time to write to everyone.

Tell everyone I think of them often, send a big **hello,** and hope all is well at Webster College.

Sincerely,
Barb Goetz

Voting Information

Polls open 6 a.m. to 7 p.m.
For location of nearest poll contact the
Board of Elections, GA. 1-5288 or MA. 1-5560.

If you are registered in Missouri at 470 E. Lockwood you are in the:
Second Congressional District
Seventh State Senatorial District
Forty-first State Representative District.

If you are registered with the Garden Apartments as your address you are in the:
Second Congressional District
Seventh State Senatorial District
Forty-third State Representative District.

'Albee before Guare' opens soon

Three short plays from the avant-garde movement of the contemporary theatre will open Friday (November 8) at 8:30 in a production of The Repertory Theatre at Loretto-Hilton Center. The official opening follows previews Tuesday, Wednesday, and Thursday (also at 8:30) for which all tickets are $1.75.

Collectively called "Albee Before Guare," the evening consists of Edward Albee's "The Zoo Story" and "The Loveliest Afternoon of the Year" and "Muzeeka" by John Guare, and gives St. Louisans an opportunity to look at a prototype of this kind of theatre as well as to glimpse two works by a startling new talent.

Robert Murch is cast as Jerry, the alienated young man whose story to a stranger in Central Park on a Sunday afternoon startles Peter, the conservative uptown editor played by James Carruthers, in "The Zoo Story."

For the nostalgic fantasy of "The Loveliest Afternoon of the Year," Peter Duncan plays He and Patricia Egglinger plays She.

In "Muzeeka," James Scott will play Jack Argue, a young man trying to find his niche in the twentieth century establishment, at the same time trying to reconcile his dream with the grim realities he finds. Pamela Mathews is cast as Argue's wife, and Michael Hill will play Number Two, the man with the answers.

Elizabeth Franz is cast as Evelyn Landis, a prostitute whom Argue visits on his long search to find himself.

Artistic director Michael Flanagan is staging the three productions. Scenery is by John Wright Stevens, costumes by James Edmund Brady, and lighting by Peter E. Sargent.

The three contemporary pieces are something of a departure from the "classical" orientation of the remaining seven plays on the 1968-69 season, and will not be performed in repertory. Rather, the limited engagement will extend from November 8 through November 30. There will, however, be some matinees of other plays in the repertory during this period.

The diagonal and the pillar

Now through November 12, the Gallery of the Loretto-Hilton Center is presenting an exhibition of Paintings by Arthur Osver. According to Ernest Smith, Director of the Gallery, Osver uses a recurrent theme of the diagonal and the pillar. The diagonal is used to achieve either a thrust into the upper reaches of the picture plane or a plunge into the lower; the pillar to pin down and control these forces. The pillar emerges as the dominant element. The pillar symbol furnishes the geometric and containing force in the design against which are played off the soft, the amorphous and the billowing. Osver relishes the tremor of the unexpected in paradox in his paintings. The grid of the picture plane is punctured by forms that should look near but appear far, or where the picture plane protrudes with forms that should appear far but look near.

In recent years Osver's paintings have concentrated on a dominant hue, often recalling nocturnal moods with the emphasis on low-keyed blues, purples and greens, as in "Blue Series". According to Kenneth E. Hudson, Dean of the School of Fine Arts at Washington University, Mr. Osver paints only out of that which has been deeply and personally experienced through the senses and absorbed into himself. His paintings are not non-objective inventions but reflect the intensity of his experience in the visible world.

Future scheduled exhibitions for the 1968-1969 season include such works as an exhibition of paintings and structures by Walter Barker, photography by Hank Koch, and an exhibition of **Time** covers, sponsored by **Time Magazine.**

Discount

Special discount cards which will permit students and faculty of Webster College to purchase tickets to performances of The Repertory Theatre at Loretto-Hilton Center at new low prices are now available at the theatre box office in the lobby of Loretto-Hilton Center.

Student discount cards sell for $1.00 each and entitle Webster students only to purchase admissions to the theatre at a price of only $1.00 per play. Each Webster College student may purchase one discount card.

Faculty cards sell for $2.00 each, allow faculty members to purchase admissions at $2.00 for each of the eight productions scheduled this season, and each faculty member is eligible to purchase two discount cards.

Faculty and students who have already subscribed to the theatre (through student coupon books and/or through regular subscriptions) may arrange for an equitable price adjustment through the box office.

The special new prices are lower than any other admission discounts offered by The Repertory Theatre and represent substantial savings over the normal box office prices. Seat assignments will be made on a best-available basis, and discount tickets are available for all performances except Saturday evenings.

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VOL. XLVI, No. 9 (33) November 8, 1968

Food plans – ABCDE

by pat eickman

In the interests of sanity and eyesight, this writer intends to interpret the comprehensive and lengthy food plan proposal presented to the resident students and their parents, November 1.

To begin, residence and food bills will definitely be paid separately, starting January, 1969. The "room bill" will be $320 next semester. The question in hand is: How much do we want our "food bill" to be?

Who makes the decision on that question? The proposal was sent to all resident students and the persons responsible for supporting them. Note: food-eaters are not always bill-payers. In the hard world of economics, bill-payers make the final decision. Therefore, food-eaters are lobbyists in relation to bill-payers. (That means students must talk to their parents unless they pay their own bills.) The deadline for all this decision-making is November 20.

Now, for the food; or rather, to get to the meat of the subject.

One thing that is sure to happen is the establishment of a food-coupon system. Nobody has to use this service. All it means is that, for a little extra bother, one can change real money into "play-money." This "play-money" is good only for buying Webster food. If you don't like to carry money around, or are afraid that you may spend too much real money on viable alternatives other than food, the "play-money" system is a very good thing.

We are now faced with the real problem, that is, choosing among plans A, B, C, D and E. These plans have an intrinsic relationship. A offers more meals than B, C, D, E; B more than C, D, E; ad nauseum. A requires 325 committed people to go into effect; all the rest require 200, except for E which rather passes by default. Now, the highest letter in the alphabet which passes (i.e., gets its minimum number of votes) ensures that the letters following it in the alphabet go into effect. However, the letters preceding it lose out. It is important to remember that we are only dealing with the first five letters of the alphabet. There are not 26 plans. That simplifies matters.

How do the candidates line up?

Plan A is for conservatives who like things just the way they are this semester. Students who choose this plan would pay $225 next semester. (Minor note: $245 a semester beginning next fall.)

Plan B allows for 18 meals per week, that is , two less than plan A. That means three meals a day, Monday through Saturday. Total cost: $240.

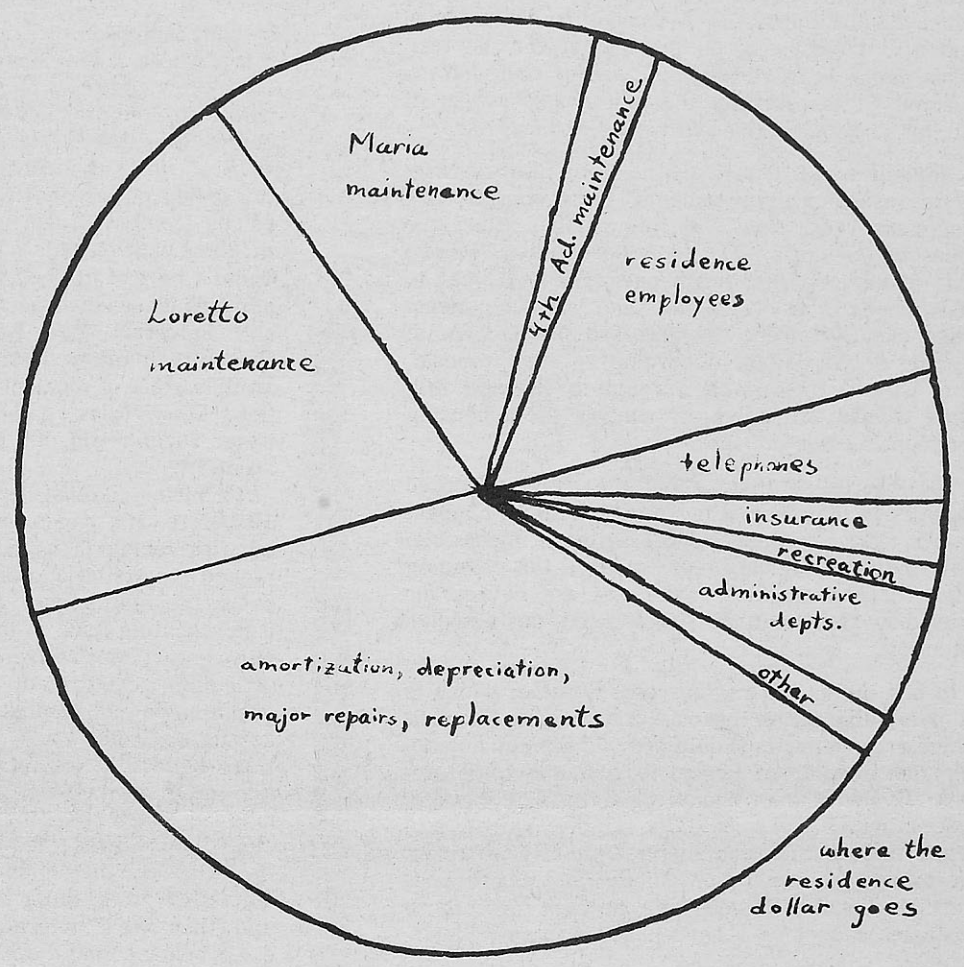
Plan C means 14 meals per week, translated three meals a day, Monday through Thursday and breakfast and lunch on Friday. The cost is $190. (This plan is for those who believe in suitcase-campuses.)

Plan D provides for 9 meals per week: lunch on Monday through Friday and supper, Monday through Thursday. This one costs $145. (You guessed it: this one is for breakfast-haters.)

Plans B, C and D provide tickets for specific meals only. However, you can trade or sell your tickets to other students, which you can't do under plan A. In considering the costs of these plans it is important to note that you might want to eat meals other than those on your chosen plan. Therefore, the cost of the plan does not equal your total food bill.

Then there is plan E. All that choosing it means is that you don't want to reserve any meals. The only way to get food under this plan is by using real money or "play-money" at every meal — your choice. Plan E passes no matter how the vote turns out. The only reason it's on the ballot is to get a true measure of student opinion.

Once you have made your choice the only thing left to do is voice it through the proper channels. That means marking the two (note, two) ballots attached to the proposal sent in the mail. Proper mail slot in the flow-chart of authority: Dean of Students (W. Thomas Conway).



Resident Assoc. president discusses proposal

Ella Hebberd, President, Resident Association, believes that the greatest worth of the new food proposal is the freedom it gives to individual decisions. She sees the new plans granting a new "flexibility of having an individual decision based on time, money, and where you are going to be." She stated further, "Some people will save money; some people won't." But then she said, "That's life, it's not nursery school."

In her interview with the **Web,** Miss Hebberd stressed that the residence arrangements will not be exactly the same next year, no matter what decisions are reached for next semester. "Vaguely, it appears that board and room will be raised next year. They have got to keep board and room in line with the costs. Costs rise every year."

Miss Hebberd also stated that it was very important that everyone send the application forms back to the Dean of Students office. **"We have to have 95% returned."** She also encouraged students to think their decision through carefully before making a choice.

Although the response thus far is indefinite, the Resident Association President reported: "At a couple of floor meetings I took a very simple straw vote and Plan D seemed to have a majority vote."

Although the food plan proposals have not been distributed to day students, Miss Hebberd stressed that "day students, faculty members, male students, VAULT, can sign a contract now or anytime." She continued to ask: "Why haven't the contracts been distributed to day students? I think they should know about it." Miss Hebberd added a note to day students: "Possibly in the future there may be smaller lunch programs offered but we cannot do that until we have the other part of the program put together."

Concerning the presentation to the proposal itself, Miss Hebberd voiced particular appreciation of the groundwork done by Mr. Zilonkowski, Director of Food Services. "However," she said, "I wish that we could have done it at least a month ago. I wish we had more time to think about it."

Incorporated into the food plan proposal is a cost-breakdown of the residence dollar (not including food expenses.) The **Web** reporter questioned Miss Hebberd about the feasibility of a system of co-operative housekeeping, possibly cutting the residence costs somewhat. She replied: "One thing I've always wondered is why they don't hire student help for maid service. In a co-operative system at Rochdale College in Toronto, the students are expected to keep their own living units and dining halls clean. This is strictly a co-operative system which of course we do not have. However, we could give some thought and planning to putting in a similar system."

She further stated, "I have had people approach me with the willingness to work on this kind of thing." Miss Hebberd does not see a wholesale switch to student maid service, at least in the immediate future. However, a beginning could possibly be made by hiring a few students concurrently with the present maid service, starting next semester.

Miss Hebberd concluded: "I would like to see interested students hired to do some of the maid service and even possibly, for the next academic year to have the girls clean their own rooms and bathrooms. The reasoning behind this is that we've received complaints and suggestions concerning this service and perhaps we can open up more student jobs this way."

The Web

Founded October 3, 1924
November 8, 1968

Future changes

The recently released plan for splitting the residence package is rather significant. The plan itself, which details the terms of various meal packages and also includes an outline budget for the residence halls, is extremely well written and well organized. It is certainly the most business-like of similar communications in recent history.

Implicit in this plan is the need for future changes in residence arrangements. Food charges will rise next year. How will this change affect the types of packages available? Perhaps we will be able to have smaller lunch packages next year to accommodate day students. Garden Apartments were excluded from the released break-down of the residence dollar. According to the proposal, they will be offered on a rental basis next fall. More women will move off-campus. More housing for men is essential.

The interesting thing about the above proposed changes is that they will almost certainly happen. A few years ago they would have been impossible. Now they are logical ways to serve the changing needs of the clientele. They are not causes for crusading, but matters which need business-like attention.

In our mind, there is one consideration which is of overriding importance: every change in residence arrangements should provide greater autonomy and freedom of choice for the individual student. Every change should be part of a weaning process which will eventually remove entirely students' residence arrangements from the control of the college administration. Financial and practical considerations will slow this process. But these obstacles cannot be regarded as permanent deterrents.

More students will soon be living off-campus. Those that remain in the dormitories should examine ways of effecting student control over the operation of the halls. A careful modification of a cooperative plan may be the best solution available. Resident students should begin to exercise effective policy-making control over their own living areas, consonant with the financial needs of the college. There should be no limitation on the ideas we consider.

We should not be discouraged by the fact that most colleges have not achieved a radical change in their residence system. Some colleges have effected these radical changes. Then, too, if Webster has one tradition, it is perhaps a willingness to experiment with ideas that have not yet become the majority opinion.

pat eickman

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Office Hours 10-11 a.m. Weekdays
WO. 8-0500, ext. 312

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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.

From the hip

by judi thompson

It's where it's at being young. Every few centuries or so it happens. The Renaissance saw it and before that the Children's Crusade of the 13th century did it. It's called power and it's captured by contemporary youth. So much so that parents want to become a part of it; the adult world admires its sense of purity, ethics and universal love because it shades their tattered society with an ugly stain of mediocre corruption. Look, think, talk and act under 30 and you can still stick around.

But history has been through it all before. It's pages are crowded with rebelli"O"us bodies that melted the status quo only to become the status quo. And here it is repeating itself in the twentieth century. We're free, radical, articulate, committed, militant, openminded and idealistic — just ask us, we'll tell you.

We believe in letting everyone "do their own thing." Just as long as "their bag" is as cool, clear and flower-filled as ours. If it's square they'll just have to do THEIR own thing OUR way and then we'll tolerate it. We can't believe that there are people around who live without rebelling or conforming. It's outrageous and hypocritical. So we force them to either end of the radical line and if they don't feel like playing games we pass it off as ignorance or suppression. That's how strong we are on freedom!

But we can define almost anything without the slightest notion of what it is we're defining. That's because we're so openminded in the realm of opinions. The less we know about something the easier it is to hold an opinion. We're the best "educated" generation around. We realize that only intuitive, revealed knowledge is worthwhile. Learned knowledge just isn't valuable and what's it all worth anyway. A member of our generation, a 24 year old straight—hip—published writer, Cecilia Holland, hits it hard.

"Colleges insist on graduating students who can't write an intelligible English sentence, who don't speak three words of a foreign language, who have read neither Marx nor Kaynes, nor Freud nor Joyce and who never will. It isn't necessarily the colleges' fault. The books and the professors are there, but we've lost the ability to take advantage of them."

We think hip, talk hip—we've kicked clarity and logic out the window and in doing so, sound profound. But we are an innocent generation. And we can change history only if we listen to what we say or stop saying it and do it.

Experiment in living

by linda kelly

Rochdale College, in Toronto, Canada, an independent student residence co-operative, is a result of two years of thinking and working. Its conception stemmed from two trends in student thinking: 1) a student co-operative movement and 2) a need for a new approach to higher education.

By living and doing the work in their own building, Rochdale students can live cheaply, choosing a variety of living arrangements. The building itself is composed of five types of accommodations: prices range from the Ashram Suite at $740 per year for room and board to the Gnostic Chambers which cost $60 per person per month.

Rochdale students operate their housing co-op by using a governing council composed of twelve members elected annually. Rochdale considers itself, among other things, a laboratory for the democratic process.

Although education is built in at Rochdale and free-university style experimentation is encouraged, many of its students also attend accredited schools in the area, which include the University of Toronto and the Ontario College of Art.

To assist students in their independent studies, unique physical facilities are incorporated into the building—art studios, film making rooms, lecture rooms, ceramics lab, coffee house, and book store.

Rochdale also does all of its own publishing. They publish a small booklet entitled "Trivia"—which is a good indication of the co-op's prevailing spirit. Following are some excerpts from this orientation booklet.

"There are phone jacks in the rooms, which people can get the Bell to connect the real things to if they want."

"You have no bureaucracy to fear but your own."

"The drapes are beautiful orange, red, orange-yellow striped things, in a fairly heavy material."

"Pets, Appliances and Children: No restrictions have been made on any of these things. God help us."

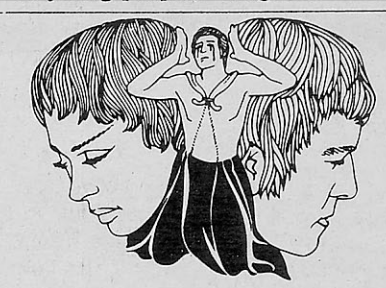
News Briefs

Results of freshman elections:
chairman and treasurer
Kathy Hoener
Student Association
representatives Mamie Warren
Greg McCaslin
resident representative
Mimi Baczewski
day hop representative
Frank Rees

Family Weekend will be held this year January 31 through February 2, 1969.

The committee for this annual event has also been announced. Members are: Lynn Altadonna, chairman, Michelle Miller, Mary Pat Luken, Julie Robben, Carol Colligan, Kathy Dempsey, Frank Garrity, Ann Versical, Kathy Temme, Jim McDermott, and Mr. William Irving.

Members of the committee will work in conjunction with Mr. Blair Farrell and Sr. Mary Rhodes Buckler of the Development Office.



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—Howard Taubman, The New York **Times**

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Year in School Approx. GPA on 4.0 Scale

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COMING LECTURES

Dr. Barry Commoner, "Crisis in Environment," Monday, November 11, 8:00 p.m., Loretto-Hilton Theatre.

Richard J. Neuhaus, "The Church and Democratic Thought," Tuesday, November 12, 8:00 p.m., Loretto-Hilton Theatre.

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The Web

Webster College St. Louis, Mo. 63119

Vol. XLVI, No. 10 (33) November 15, 1968

Liturgy of conscience

Late in July, a group of 54 Washington D.C. priests responded to theological criticism of the recent encyclical **Humanae Vitae** by issuing their own statement of conscience. The 54 held that responsible individuals have the right to form their own consciences on the question of contraception, and advanced their own right to dissent by freedom of conscience.

Washington's Cardinal O'Boyle demanded retraction of this statement. When response of the priests only reaffirmed their positions, O'Boyle took official action against them, rejecting mediation of the National Conference of Catholic Bishops.

His penalties were harsh and irrelevant to the supposed wrong, 39 priests were suspended from use of various priestly faculties: some from hearing confessions and counseling, others from preaching or public celebration of the Eucharist. Many were transferred or dismissed from their parishes.

On October 13, Mrs. Philip Hart member of the Webster College Board of Trustees, established the Center for Christian Renewal in Washington as a supporting body for the 54 dissenters. The organization is backed by the National Association of Laymen and the National Liturgical Convention, in defense of freedom of conscience.

Last Sunday, November 10, the CCR rallied in Washington for a unity day to affirm their support of the priests' dissent, on the day before the meeting of the bishops.

In their public statement, the CCR explains the reasoning behind formation of the organization and its support of the 54 in the single sentence.

"Fifty-four priests in the Archdiocese of Washington, in their continuing liturgy of conscience, are doing something valuable for the church in the U.S. and in the world."

Catonsville 9

The Catonsville Nine, convicted of burning 400 1-A draft files in Baltimore, were sentenced November 8.

The group, including Cornell poet Daniel Berrigan and David Darst of St. Louis, performed their symbolic act of protest earlier this year at Catonsville, and were tried in Baltimore the week of October 7.

On November 8 Philip Berrigan and Tom Lewis received 3½ year sentences to be served in conjunction with their previous six year sentences for an earlier war protest.

Daniel Berrigan, Tom Melville and George Mische were each sentenced to three years imprisonment; the other four defendants each received a two year sentence.

The defendants, except for Philip Berrigan and Tom Lewis, are free on bail of $2,500 each, with the stipulation that they may not travel beyond their home states and may not speak publicly.

The nine intended to appeal the case represented by counsel William Kunstler.

Poetry contest

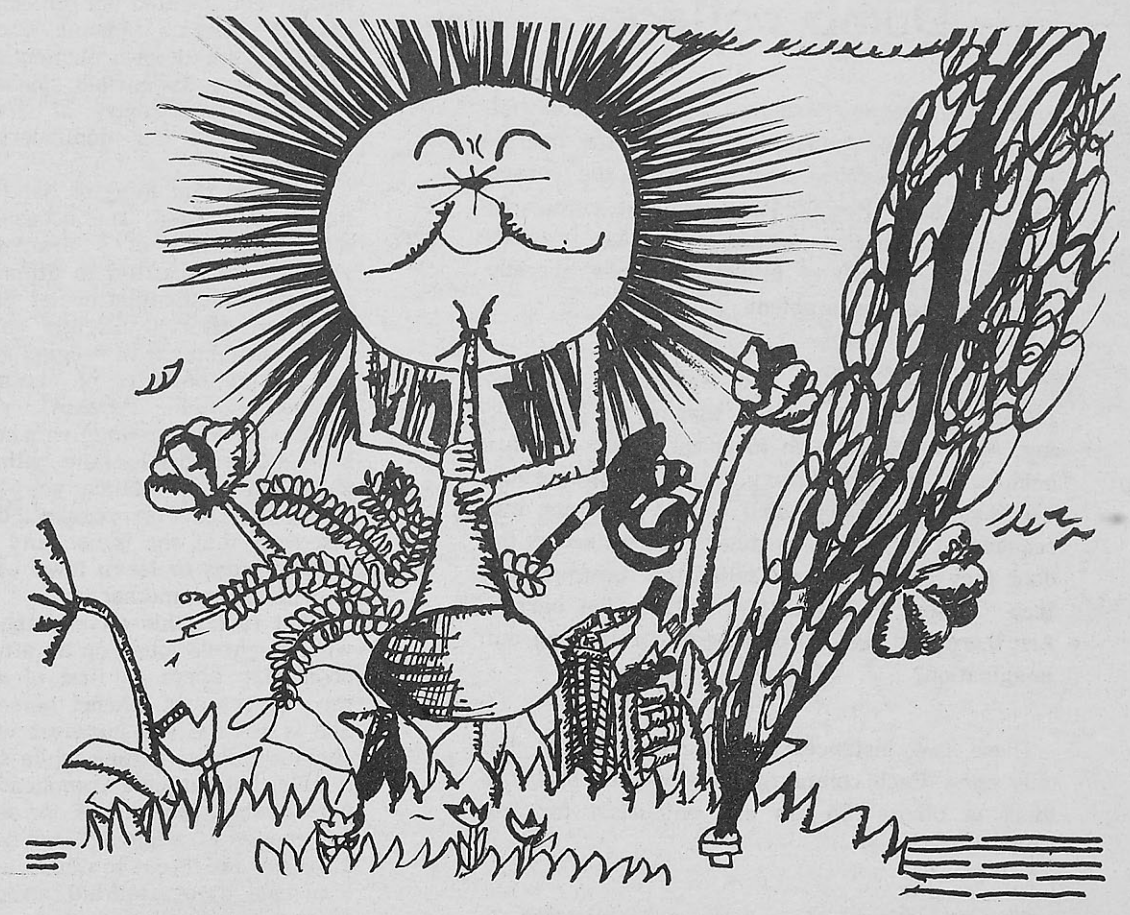
The sixth annual Kansas City (Mo.) Poetry Contests, offering a total of $1,900 in prizes and publication of a book-length manuscript, have been announced by Hallmark Cards.

One of four sponsors, Hallmark will again offer six $100 cash awards to single poems by full time college and university students in the United States. More than 2,000 students submitted entries in the 1968 competition.

In addition, the Devins Memorial Award offers a $500 advance on royalties for a book-length poetry manuscript to be published by the University of Missouri Press and the Kansas City Star offers seven $100 prizes for single poems.

The deadline for submission of entries is February 1, 1969, and winners will be announced on April 24 at the closing of the 1968-69 American Poets Series of the Kansas City Jewish Community Center.

All entries are judged anonymously. The author's name is enclosed in a sealed envelope attached to his entry. Complete contest rules may be obtained by sending a stamped, self-addressed envelope to: Kansas City Poetry Contests, 8201 Holmes Rd., Kansas City, Mo. 64131. (Note: Further information is available in the **Web** office.)



Belson leads off Kinetic Art Program

The opening program in a trilogy of contemporary short film presentations will be this Monday evening, November 18 at 7 and 9:30 p.m. in the Loretto-Hilton Center. This opening series of "The Kinetic Art" will screen 11 films lead off by Jordan Belson's "Phenomena."

Belson, a former abstract painter, is the only American film maker represented in "The Kinetic Art." After becoming involved in abstract film making in the 40's he worked for a time as visual director in the production of "Vortex," a super light show, at the Morrison planetarium. More recently he has been working under a Ford Foundation grant and a Guggenheim Fellowship to complete his most recent film, "Samadhi," which will be the last film shown in the series.

Also included in this first program are Lothar Spree's 55 second film, "Happiness," a Japanese dadaist film, "Two Grilled Fish" by Ni Yaki Zakana and, from Paris, Charles Malton's "La Pomme," which took first prize for experiment at the Tours Festival.

The entire series of three programs was assembled by Brant Sloan, project director for Universal Education and Visual Arts, to promote contemporary short films as a totally new, independent art form. Sloan viewed over 1000 films before choosing the 26 which range from documentaries to dramatic, animated, and experimental films. These films were seen for the first time in the United States at their premiere last July at the New York Lincoln Center.

The remaining films will be shown in two programs consisting of seven films on November 25 and nine films on December 2. Tickets for the entire series are priced at $4.75 for adults and $3.00 for students. Individual program prices are $1.75, adults; $1.25, students. Tickets may be obtained by calling 968-0517, or they may be purchased at the door.

Walter Barker's new show opens at Hilton Gallery

by barbara montfort

The gallery of the Loretto-Hilton Center on the evening of November 19 will be the scene of the opening of a completely new show by painter Walter Barker. Barker, a former St. Louisan and active member of the St. Louis scene in both art and drama, is currently Professor of Art at the University of North Carolina at Greensboro, which calls for him to be teacher as well as painter. As Owen Louis stated in the Greensboro **Daily News,** "He is a superb teacher in the old tradition, and he is inculcating a new generation with age-old values. Yet he is helping them keep abreast of the latest."

Barker, born in 1921 in Koblenz, Germany, spent many of his growing years in St. Louis, enrolling in the St. Louis School of Fine Arts in 1939. 1942, with the United States entering the war, found Barker interrupting his studies to serve his country for two and one half years in three campaigns. He saw duty in London, Southern England, Normandy, Northern France, Belgium, and the Rhineland. Finally, in 1945, he returned to Washington University School of Fine Arts to study under Fred Carpenter, Fred Conway, Gustave Goetsch, and Max Beckmann. His first public recognition came when, as a senior at Washington University, he won the second highest award at the City Art Museum's 1947 Missouri Show, now titled "Midwest American." The prize was for a painting, titled "Omnibus" that has since been destroyed by the hand of the artist. Proof of Barker's intense **discipline** toward his work is summed up very well by George McHue of the Post-Dispatch when he stated in 1961, "In his fourteen years as an active painter Barker has regularly subjected his past production to studious appraisal, and destroyed the paintings and drawings that he considers do not justify continued existence. A good many have been traded back from collectors for the specific purpose of annihilation."

In 1948, after graduation from Washington University, Barker was awarded the John T. Miliken Foreign Travel Scholarship, and spent a number of months in Mexico. Later, in 1955, he visited Europe for the first time, living and working in Venice for nearly one year. His intense interest in art history was greatly enhanced by the opportunity to "experience" it. "I became tremendously interested in art history—not out of the book but what I was in. It is one thing to look at a picture of a pyramid, and quite another thing to climb to the top of a pyramid on a hot summer day. I recommend for all students of art that they get out of the slide room and get where it actually is," says Barker.

Barker has also always had a close involvement in the theater and fostered a sixteen year association with the old riverfront area, Bohemia Cafe, and the cast and directors of the Show-

(Continued on Page 4)

E. A. Smith

The Web

Founded October 3, 1924
November 15, 1968

Dumb college

In 1966 Jeanne Pecquet, in a **Web** editorial, expressed concern that at Webster "the liberals presently out-number and out-speak the conservatives." Miss Pecquet believed that certain inhibitions and tensions within the college prevented valid discussion of important issues, thereby creating a serious problem.

Our problem in 1968 is of a different and perplexing nature. It is, rather, that no one is speaking. Student Association meetings, when they are held, are short and boring. At a recent meeting, everyone was disappointed when a quorum was reached. If a few less members had walked in the door they could have cancelled the meeting! The **Web** "Letters to the editor" column lies barren. Are there any readers out there? Or is it all our imagination?

These two instances of lethargy are not the only ones. Each committee member can probably think of others. So can any enthusiast for any cause whatsoever.

What did they find to talk about in 1966? A glance at old copies of the **Web** provides some indication: the comparative educational value of Webster and Loretto Heights Colleges, the quality of the **Web,** parking problems, political apathy, day student mailboxes. These issues are representative ones, problems that prompted at least one person to write a letter to the editor. Obviously, some of the old controversies are dead. Others are still alive. New problems have also arisen to replace obsolete issues.

Yet, the college is silent. One wonders if this indicates future attitudes of Webster students. Perhaps we will all be peaceful suburbanities, saying nothing while the world revolves—or stops revolving. True, Webster is not the "real world." However, we are the same people that will eventually live in that world. If we wait to talk until we graduate we may find that we are dumb. Can we really judge this college to be of such negligible importance that it merits no comment at all?

pat eickman

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Electric art

Boyd Mefferd, the 27-year-old St. Louis born and reared artist whose **Strobe-Lighted Floor** is one of seven environments in the St. Louis City Art Museum's current exhibition **The Magic Theater,** will make a public appearance at the Museum before the exhibition closes on Sunday, December 1. Mefferd, who first exhibited in 1966, is regarded as one of the most imaginative light artists working in the United States.

Mefferd will give a public lecture in the Museum auditorium on Saturday, November 23 at 10:30 a.m. The artist, whose lecture title will be "Electric Art" rather than the previously announced "Light Sculpture," does not regard his work as sculpture and feels that it has to do with more than light. He has said, "I believe that the role of technology in a seemingly technological art is being over-played today and that artists, no matter what materials they utilize, still work in an essentially personal manner and for essentially personal reasons." The talk is in the Museum's Saturday morning "Meet the Artist" series.

Mefferd's **Strobe-Lighted Floor** is one of the most avant-garde of the environments in **The Magic Theater.** It is a slightly raised, carpeted floor which occupies an entire, darkened gallery. Beneath lucite panels set into the floor are strobe lights which fire at random through colored filters. The flashing of these lights gradually overwhelms the participant and propels him into an experience of infinity.

History Department Meeting

Thursday, November 21
Oregon Room, 1:10 p.m.

Guest Speakers:
Karen Smith—KMOX
Mary Helen Stolz
—graduate school
Madonna McGrath—politics

Nike/Chicago

by bonnie torgeson

The mood of violence is not peculiar to America or even to this period of time. Throughout the entire history of man people have been caught up in convulsive changes for various reasons. Aristotle saw these rebellions as a desire for equality of man and Locke declared "rebellions occur when the majority feel that their laws, liberties, lives and perhaps their religions are in danger". Let us consider these ideas as we investigate the riots in Chicago and the Nike Insurrection of Justinian.

It is interesting to note that both riots revolved around an arena in which an established race was being carried on, that is a chariot race in one case and a political race in the other. The similarities do not stop there since Justinian and his empire like the United States was also involved in a hopeless and unpopular venture in Africa while maintaining large forces elsewhere just to maintain the peace. The Nike Insurrection involved the merchants and artisians of the city, the greens which sat on the left side of Justinian, and the landowners and farmers of the outer cities, the blues who sat at his right hand. As in our day, the politician of the street then tended to be the liberal, while those of the agricultural areas remained conservative.

When the people of the city found out that Justinian intended to renew his venture in Africa with new vigor they did not like it; especially since it resulted in new taxes and the elimination of benevolence to the poor. This resulted in a small riot that was put down ruthlessly. Two of the condemned however escaped death, one a green partisan and the other a blue. This was the stage setting for the revolt that started after the chariot race.

There were also differences between the two revolts. The young people in Chicago were trying to change the platform and policies of their party whereas the people in Constantinople were reacting to the oppression caused by the wars. The young people in Chicago were relatively few in numbers and were not joined by the people of the city, whereas the blue and green factions joined together in their revolt against the oppression of Justinian. In both cases the revolts were eventually put down by the military and police.

Time has changed very little the causes and tactics of revolts. Arthur Schlesinger feels, "that Americans because of our more or less continuous involvement in war for a generation are able to tolerate more violence." He also blames the mass media which dwells on violence. "They do not create violence but they reinforce aggressive and destructive impulses and may teach morality as well as method of violence." Perhaps these are not the answers but just convenient scapegoats; perhaps it is still that the individual is unable to face his responsibility toward his fellow man.

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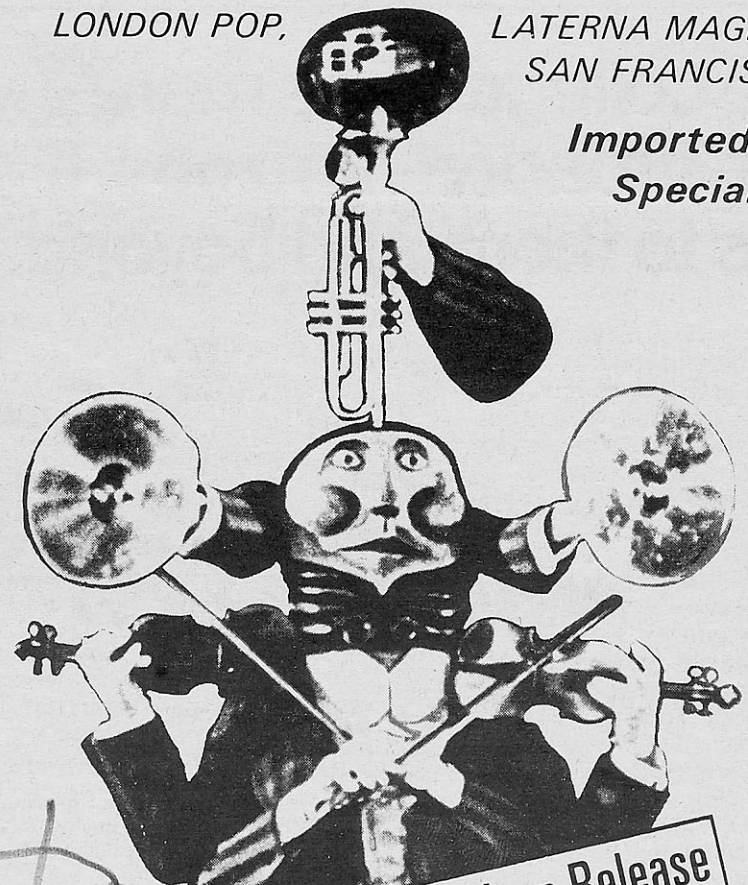

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NEWS BRIEFS

Biafran Information Center Seminar will be held on Tuesday, November 19, at 7:30 in the Webster College Auditorium. In attendance will be Reverend Donald Borri, Miss Sandy Wittenbrink, and members of the Ibo tribe. The seminar is sponsored jointly by the "Committee to Keep Biafrans Alive" and the Department of Philosophy of Webster College.

Dr. Robert I. Strom, professor of education and professor of psychology at the Ohio State University, will be guest lecturer for the graduate Language Arts classes at Webster College, Saturday, November 16. He will speak on "Mythology of Racism," at 9 a.m. and at 11 a.m. on "Language and the Generation Gap."

Students, previously active in the recent political campaigns of liberal candidates, will attend an organizational meeting Monday evening, November 18, to form chapters of CAMPUS AMERICANS FOR DEMOCRATIC ACTION (CADA) in the Metropolitan St. Louis area. The meeting on the campus of Washington University will begin at 7:30 in dorm "O", second floor lounge. The new politics movement will be the topic of a talk by Stephen Darst, St. Louis Alderman.

The Resident Association has elected Maria Burger its representative to Student Association.

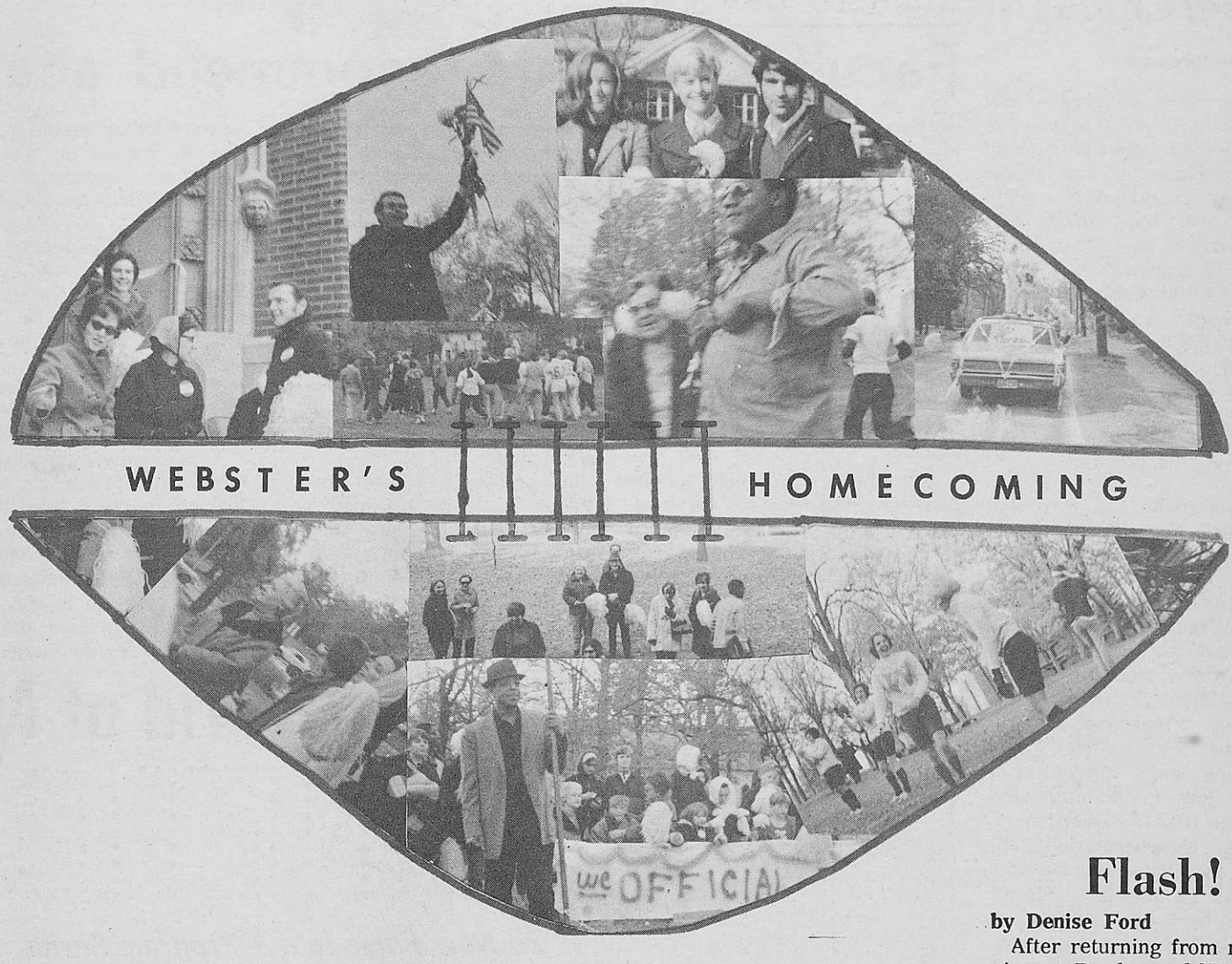
Art show

(Continued from Page 1)

boat. In 1962 he incorporated Ernest Trova's three part assemblages of "Falling Man." His involvement with man and his stage has also had a certain influence on his work. Owen Lewis, in an interview with Barker for the Greensboro **Daily News**, observed, In his box assemblages Barker is building little theaters." And Barker states, "Art for the past decade has been anti-illusionistic. I'm returning to illusionism. I'm working both ends — dimensionally, pictorially. The phasing of the 60's have helped me—the materials, the design. This box is theater, lighting. It celebrated the image of man."

Involvement in the theater and other visual "celebrations of the image of man" were further increased when Barker moved to New York. While there he became closely associated with off-Broadway theater, especially Theater Genesis in the East Village. Later the next year, 1964, he was appointed chairman, Visual Arts, St. Marks in the Bowry and assisted in showing the first underground films and poetry readings at St. Marks.

Lately he has been experimenting with high-gloss, mirror-like, synthetic finished and painting in the round, in addition to his boxes. He considers himself now a super conservative technician. "I have catholic tastes in the art I like. I can like an Ad Rinehart painting or a literalist-traditionalist painting without feeling schizo. The important thing is that the painter should have his whole heart and soul in it."



Flash!

by Denise Ford

After returning from my interview at Purdue and Notre Dame last week, I was assigned to cover the Webster football game at their first annual Homecoming. Braving through the rough parade traffic, I was lucky enough to meet the coaches for these two fine teams. Thomas Conway was convinced of the far yard coverage by the girls, and "due to a necessary balance of power, have decided to put all our men on the field." Sister Paula was more simply confident . . . "we'll do our best and come out on top."

By the end of game the score had been tied, and as fit for Webster in motion, there was a Webster victory.

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WEBSTER COLLEGE
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The Web

Webster College St. Louis, Mo. 63119

Vol. XLVI, No. 11 (33) November 22, 1968

Chris Condon interviews Webster College student leaders

(Ed. note: KSD-TV cameras visited Webster College Tuesday, November 19. After being unable to interview the Dean of Students or the Editor of the **Web**, they filmed reactions of various persons they found on the campus grounds to marijuana in the college. Their views were subsequently aired on the news that night. Chris Condon of KSD-TV came the following day, according to arrangements made Tuesday and interviewed Pat Eickman, **Web** editor, Ella Hebberd, Resident Association president, and Chris Krajenta, Student Association president. The following transcription is an imperfect record of that interview. For example, some of the segments that were on television that night were too garbled on the **Web** tape to include here. Repetitious sections were also edited. The **Web** offers this transcription to its readers as an informative document.)

Wednesday, November 20, 1968, 10:00 A.M.

Condon: The chief instrument in this case is the Webster Groves police chief Zinn. You had a talk with him and you don't believe that he is inclined to slant this way?

Eickman: No, I don't, he is just trying to enforce the law, that's all; he's very straight forward — he has attempted to improve relations with the college and the community — we had a forum shortly before the editorial was written and he participated and answered questions . . .

Condon: He made use of an undercover agent. I understand that there is some resentment on the part of the students — what is your opinion?

Eickman: My feelings — what else could we expect? — using undercover agents is the accepted means of attempting to uncover marijuana users and marijuana pushers — that is the way he does his business — I may not particularly like it but on the other hand he's doing his job, I wouldn't want to see him not on his job. . .

Condon: What he's trying to do is shut off the sources of this drug?

Eickman: Right.

Condon: Do you have any idea where students who do use it might get marijuana?

Eickman: I'm not particularly sure — I haven't really investigated the sources myself. I believe that most of the marijuana in St. Louis comes through San Francisco.

Condon: Ella, do you know where they could get it, have you heard any talk about who they could get it from or anything like that? — Are there parties that go on with the use of marijuana or is it individual use?

Hebbard: From the grapevine— from what one hears in the cafeteria in talk, I would say both, but it's not talked about that much.

Condon: It's not that big an issue of discussion on campus, not a regular sort of topic?

Eickman: The marijuana users aren't hurting anyone — they have a potential of hurting others but personally, they aren't . . . stealing anyone's property —

Condon. Do they ever try to make converts?

Eickman: Well, it seems to me that . . .

Condon: Simply by talking about the pleasures of it, they would be in effect trying to make converts.

Eickman: But we do things like that all the time, people who are adults — and can't resist propaganda! — but this seems immaterial at the moment.

Condon: What is going to be the effect of this adverse publicity on the students — will it reduce their use of this drug or have any influence — what in general has been the response of the college to what has happened?

Eickman: I really have no way of knowing.

Condon: Who do you talk to — you talk to the students here?

Eickman: Yes, and I do believe that students are beginning to realize the possible dangers that could come to the college if they do this on campus and I believe that most of the students care enough about the college to want to help it, not hinder it.

Condon: How about you, Ella — do you think that one has caught it in time, the problem, will this have any effect upon the students?

Hebberd: I think so, as far as caring about the reputation of the school, I think most people do . . . they wouldn't be here if they didn't — we're that kind of school — and a group of individuals too!

Condon: What do you think about the long range fate of this particular drug — just as an individual?

Hebberd: I don't know much about it, I couldn't say.

Eickman: So far — there hasn't seemed to be any medical reports which have shown it to be any more damaging, at least to my limited reading knowledge — than say alcohol — I don't know exactly.

Condon: Is there much talk about it — say just in conversation?

Krajenta: In conversation, yes, in as much as it's a college issue if for no other reason than colleges in general seem to talk about issues that maybe wouldn't be talked about anywhere else.

Condon: Why would they talk about drugs unless there were some actual reasons for this in their conversation . . . not, just, you know, academic talk.

Krajenta: I think the obvious reasons are that drugs are an issue whether or not we use them is the fact that students now are exposed to them —

Condon: Are you a senior (yes) have you been here four years (yes) then have you noticed a change arising in level of discussion of interest of marijuana in the time you have been here?

Krajenta: I would say yes.

Condon: I'm not looking, I'm not insinuating that Webster College is unique, just saying . . .

Krajenta: I would say yes but then you should also take personal history into account — there was the same talk going on as when I was a freshman.

Condon: The general impression is that it is rising rather significantly across the country. What is your impression of other students feeling on this topic, that is, is it permissible to use marijuana even though it may now be illegal?

Krajenta: I think in general the feeling of the ghetto of students is that a student probably may try to stop another student from smoking it on campus.

Condon: It's then an individual choice . . .

Krajenta: Individual in so far as not to involve others who in no way, shape, or form, should be involved.

Condon: Chris, suppose it's a friend of yours who is about to start smoking pot, would you feel neutral about it?

Krajenta: No — I wouldn't feel neutral — I wouldn't say don't. The whole point I think is that if you understand the student mind of late, for the student mind says individual infringements of other individuals is not generally accepted but solutions depend on each of the schools.

Condon: Do you think there has been use on campus?

Krajenta: I don't know if there has been use in the dormitories or not, I just know that students are smoking it but whether or not it is on campus I don't know. I have no way of knowing.

Condon; Christine, is this a general topic of discussion at Webster?

Krajenta: Yes it is, just as it is any topic being discussed by students across the country.

Condon: Chris, do you feel that Webster has been unfairly singled out?

Krajenta: I don't think that Webster has been unfairly singled out. I think colleges across the country, college campuses are obviously being watched for the use of drugs. In that we happen to be a particular college, in a particular town at this time seems to say that we would be watched by the people of this area, in so far as Washington University is or St. Louis University is or Fontbonne or any of the others.

Condon: Is pot used on your campus?

Krajenta: I think that we can say that pot is probably smoked by the students of the college but whether it is smoked on campus is another issue that we could not have evidence for.

Condon: What do you feel about this drug personally?

Krajenta: Personally about the drug, I think that it would sort of be the idea which most of us have about the many other things in student life which is an individual responsibility toward the drug, also the necessity that the people who use it understand the effects it might have on them or on those surrounding them.

Condon: You are saying that if you had a friend who is about to use the drug you would not intercede in one way or another?

Krajenta: I didn't say that I wouldn't intercede in one way or another. I don't think I would go to the extremes to prove that a friend shouldn't smoke pot. I think I would go to the extremes to make sure that they knew the consequences not only for themselves but for everyone else involved.

Condon: Do you feel that this drug, or the feeling of many students that this drug will eventually be legalized?

Krajenta: I think it is the feeling now which is partly wishful feeling on the part of many. Naturally if you are involved in something or have a friend who is involved in something there is the desire that it will sometime be legal. But also the realization that with enough information about the drug perhaps the legal sanctions will be erased.

Condon: Is it generally felt that it isn't a dangerous drug?

Krajenta: I think the feeling you find among students is that it is comparable in sense to smoking cigarettes, in so far as it is a habit without the side effects of drugs.

Condon: What about the responsibilities of the college authorities

(Continued on Page 4)

Zinn describes police procedure

by pat eickman

"Hippie" Officer seizes Marijuana Suspect." That was the headline in the November 16 issue of the **Globe-Democrat.** The 10:00 p.m. news Friday night covered the same news. The news: two people had been booked on marijuana charges, Frank Rice for unlawful sale of narcotics, Pete Rothschild of 7843 Big Bend Blvd., for the possession of marijuana.

Frank Rice, who told police he was a student at Meramec Community College, was arrested on Webster College property, the parking lot by the boiler room on Plymouth Avenue. According to Fred Zinn, Webster Groves Chief of Police, the detective, Harold Jones, who had been working as an undercover agent based at Webster College, bought 13 grams of marijuana from Rice.

Rice and Rothschild, neither of whom is a student at Webster College, are both currently released on bond. Both face sentences of 2-10 years in prison if convicted.

Complaints on Pot

In an interview with Chief Zinn in his office Tuesday morning, I asked him what had prompted him to place a detective on the campus. "We had information from students at Webster College that were most concerned," he said. (He told me that he had checked the college files in one case which showed that at least one of the complaints did come from a registered student). The students complained that others were smoking pot in the dorms, particularly before exams. Complaints from students totalled less than half a dozen. Chief Zinn also said that one person who identified herself as a faculty member voiced a complaint. Chief Zinn has also received complaints from persons outside the college.

Zinn explained that some complaints were sincere; others were based on prejudice. The prejudiced "reports," he said, were "thrown out the window."

Undercover agents

Zinn said the police department has operated undercover at various places at certain times in order to suppress marijuana and crime in general. He added that they would continue to operate undercover as situations arose that demanded it.

The Chief said that, in general, the department didn't like to use informers because they were not properly trained to do a good job. "As I see it right now," he said, "I don't think we'll ever use informers at Webster College." In other words, all undercover agents that may be placed on campus following future complaints will be professional policemen or policewomen.

Zinn also noted that federal agents have been on the Webster College campus. He explained that he couldn't detail their operations in the Webster Groves area because they contact his office only after they have conducted their preliminary investigations.

Zinn noted that his investigations were primarily aimed at stopping "pushers." However, he said, "If you're not using it, the pusher doesn't have any place to go." He also believes that pot is a corrupting influence. In that context he is also concerned with stopping those who use marijuana.

Search Warrants

Zinn noted that in most cases, police officers don't need search warrants. Police can enter a home, or a dormitory room, if they have "reasonable grounds for arrest" or "to aid a police officer." On entering they can search that home or room (not the entire dorm) for narcotics.

He cited two hypothetical cases which clarify these points.

1) A student in the college came to him, complaining about the use of pot. She brought with her a sample of what she believed to be pot, stating in which room she had found it. He had it tested in the laboratory and verified that it was marijuana. This provides "reasonable grounds for arrest." In that case he could search without a warrant in that room.

2) An undercover agent had been present regularly at pot parties, submitting regular reports to him. Police could enter the room, where the agent was at a party, without a warrant, "to aid a police officer." In conjunction with legal arrests, they could search the room.

Prevention

During his conversation with me, Chief Zinn noted that "if I wanted to be sneaky about it, you wouldn't be sitting here." It is best for everybody, he said, if violations are prevented before they occur. He said that he hoped discussion of the situation might help. "Maybe they'll think it over and stop it," he said.

The Web

Founded October 3, 1924

November 22, 1968

Webster under pressure

During the last few days, the college has found itself in a rather uncomfortable spotlight. Last Friday two men were arrested on marijuana charges, one of them on the Webster campus. The undercover agent involved had been based on the Webster campus. Fiction added to fact as erroneous reports stated that Webster College had been busted and/or that one of the arrested persons was a Webster student. Tuesday and Wednesday television cameras rolled as newsmen interviewed Webster students about marijuana on the Webster campus.

It has been, in the least, an embarrassing situation. The publicity seemed exaggerated and perhaps unfair. But a question remains: What if the campus had, in fact, been busted? A brush with the kind of publicity that results from marijuana arrests makes us realize that publicity resulting from an actual campus bust would be even more unpleasant and unquestionably detrimental to the interests of the college.

The pressure is on. Federal and local agents have been on campus and may be here now or in the future. Reports continue to circulate that pot is being smoked on campus. Unwanted publicity has focused attention on the college. It is somewhat like being a clay pigeon in a shooting match.

Under this pressure it is tempting to try to avert a bust by regulating student living, not very much, just enough to keep the pot away. However, even an attempt at such regulation would be a violation of the philosophy of trust that this college defends.

We do not believe that the college will resort to such measures. If individual freedom and responsibility has any meaning, it has that meaning because it is practiced under pressure, when lesser men advise its abrogation.

We believe that students will not deny the responsibility implicit in individual freedom. The present problem can be solved.

pat eickman

THE WEB
Office Hours 10-11 a.m. Weekdays
WO. 8-0500, ext. 312

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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.

Letters to the Editor

Dear Editor:

Your editorial of 11/11/68 has prompted at least this one reply — a reply which admittedly comes from irritation. I am reminded of the newlywed complaining to her mother that she can find no problems—so, something must be wrong with the marriage.

While I suppose I might be the last to proclaim that the college has no problems—important, immediate, urgent, etc. — the fact that these problems are not aired on a perpetual newscast basis does not in any way necessarily mean that nothing is being done about them or that no one is concerned.

There are times when I feel that I am swimming in an ocean of words — most of them complaints. This is surely a reaction to the academic life, much of which is merely words and endless discussions on words. I have participated as much as anyone else in those heated conversations of the wee hours of the morning — and I have learned from them.

But life does not seem to me to be all that simple. There are oscillations in life. And the other side of talk is silence. Silence sometimes gives time to think, to reflect, to gather one's energies in order better to make the attack which may have to be made. Silence is not passivity nor disinterest nor lethargy—at least, it does not have to be. There is nothing wrong with peace, not even with being a "peaceful suburbanite," as long as we understand peace as the joyful celebration of life with all its problems and—yes—its happiness.

It is not always necessary to complain, to comment, even to discuss in order to be concerned. But it seems to me that an intelligent, reflective concern, achieved through some periods of silence, is not only healthy and desirable, but necessary. It may be time for us all to cast off the last vestiges of our puritan/jansenist heritage and try to enjoy life—including its problems.

Webster is not any less a part of the "real" world than any other place. It is the only world we have and if we are not living here, there is no other place to go. A change of place and time does not mean a change in the reality of our worlds. Reality belongs to us — there is no way out of it.

Jerome Perlinski

Box a book

"Who would dare to put a year in a book? To speak up with only a baccalaureate degree? To tell the world about itself from a vantage point in the suburbs?" These are some of the questions to be answered by the yearbook of Webster College in the academic year 1968-69.

In keeping with the policy of setting precedents, the yearbook will be published for and sold to not only the Webster College community but also the public in general.

Such things as education, politics, and communication will be talked about from a student viewpoint. For example, student reaction to a symposium on communication could be recorded.

Structurally the yearbook staff will be composed of five members who will take a sabbatical to work on the yearbook and receive fifteen hours credit. Edited by Frank Garrity, the book will be a "capitalization of what has been said and what is being said." Instead of presenting the usual here-is-the-biology-teacher-teaching-b i o l o g y-pictures, the book will try to give the sensation of what the students experience.

The idea of publishing a yearbook from a student body is new in itself. Will the student body accept this challenge?

The earthquake which prompted Loretto Hall residents to abandon their sturdy fortress for the safety of the streets, also interrupted a meeting of environmental scientists at Washington University. As the room shook, an unidentified geologist stood up to offer his expert opinion: "I suggest we'd better leave the building."

Stopsky on censorship

Mr. Fred Stopsky, history professor, has written a new book **Freedom and Control,** which deals with the question of censorship at local, state and national levels. Published through the Scholastic Book Series, it is designed basically for the high school level. The paperback is a collection of readings. For the most part they concern the Constitutional background and cases involving censorship, original plays based on actual incidences, and also a few articles written by high school students.

One of the case studies at a local level deals with the right of a library to ban a book from its shelves. This question was raised when a student tried unsuccessfully to offer the book "None Dare Call It Treason" to a library. Letters and arguments from the students concerning the matter are included in Mr. Stopsky's book.

Case studies on a national level include the Cuban missile crisis and the problems of the President at this time. One of the plays in the book deals with the complications arising when a student wrote to the Cuban delegation at the United Nations, requesting information about Communist China for a research paper. He received a letter from the CIA asking him to forward any information he obtained and also a copy of the research paper.

These are just a few of the case studies presented which are applications of the law and their contributions to the meaning of freedom and control.

Dimension number three

By Robert Frost's definition, education is "hanging around 'til you catch on." Philip Sultz's slide presentation "Sounds and Surfaces" is, by this definition, unquestionably an educational experience.

The presentation was comprised of a series of slides of natural phenomena taken in various parts of the country and especially the New England area. These were shown without comment against a background of classical music. The music was explained as simply a background which the coughs, creaking seats and similar audience sounds would slip into smoothly. It worked.

In introducing his presentation, Sultz quoted well-known photographer Dorothia L a n g : "The c a m e r a is an instrument that teaches people how to see without a camera." This was the objective of "Sounds and Surfaces." It gave the viewers a chance to "hang around 'til they caught on" to seeing form beneath and within subject matter. Early reactions to slides of leaves, flowers and water were the usual responses to color, then a gradual realization and appreciation of patterns in surface texture, then of form within surface building up massive rock formations or layered patterns of rich-leafed trees.

Sultz explained that understanding the word abstraction is seeing it as a natural part of formation process—an explanation which brought new awareness of forms within subject matter, now seen free of familiar images.

"You can only see evolution by forgetting the familiar—not predetermining," Sultz stated. "Let the sound and the surface voice their own narrative."

Something of value

"To the extent that a technological society takes on aspects of dehumanization, educational leadership must counter by placing urgent and highest priority upon the human values in the educational process. Otherwise life can become inhumane, can become bound in technique and can suffer confusion of purpose."

FAMILY WEEKEND — JANUARY 31, FEBRUARY 1 & 2.

Biafra Information Seminar held at Webster

by mary thelen

The Committee to Keep Biafrans Alive and Webster's philosophy department sponsored a Biafra Information Seminar Tuesday, November 19. The presentation included several speakers and a film entitled "The Tragedy of Biafra."

Panel members were Mr. and Mrs. Michael Whittenbrink, formerly Peace Corps volunteers working in Nigeria, Reverend Donald Borri, an Australian minister, and three members of the Biafran Ibo tribe, Dr. David O'Keke, Dr. Ezeawa, and Mr. Appollus Nwosu. Mr. Whittenbrink opened the seminar by explaining the historical background of the present problem.

The crisis in Biafra evolved from tribal conflicts between the Ibo or Eastern people (now called "Biafrans") and the more powerful major tribe of northern Nigeria, which has the largest percentage of Nigerian population.

Once a British colony, Nigeria won its independence in 1960. Although the country was nominally an independent whole, a basic disunity still existed between tribal powers. Because of the power and influence of the northern tribes in elections, they were able to hold most of the top government offices through corrupt practices. This corruption within the government got out of hand, and in January of 1966 Ibo officials instigated the first military coup, overthrowing northern powers.

The coup was an almost desperate act on the part of the Ibos. This eastern tribe had been more deeply influenced by Christian missionaries, and many tribesmen are highly educated professional men. Their political concerns, until recently, involved a great hope and often lifelong devotion to the cause of Nigerian unity. The educated Ibo worked with and for Nigerians in all areas of that land.

But by 1966 it was apparent that the northern tribes remained antagonistic toward the Ibo tribe, and were interested in extension of power rather than unity. The Ibo felt the only hope for Nigeria was elimination of the corrupt then in power.

The Ibo military government held power from January to July of 1966, when the second coup, this time by northern troops, occurred. This takeover impowered northern Lieutenant (now General) Gowan.

Moslem custom bred the northern belief that the only valuable form of advancement must be a total tribal move—in this case extension of power over all other tribal groups. Under Gowan, the north perpetrated extensive slaughter of innocent Ibo civilians. The objective of this genocide seemed to be extinction of the rival tribe.

Ibo tribe members began a large scale exodus from the north, feeling that they could only live peacefully in their own eastern region. This was the beginning of the political break between the northern and eastern groups. As Dr. O'Keke stated: "We were set upon, we were killed . . . it was time to call our people back to our own land to start anew."

Concerned about the problems facing Nigeria and the problems of their tribe at this time, the Ibo felt no need to remain part of the Nigerian nation, and began thinking of forming their own republic.

Feeling threatened by the possibility of an Ibo republic, the north began a blockade of the eastern region, cutting off all food importation and other commerce. This began Biafra's present problem—the death by starvation of 10,000 Biafrans daily.

A conference of the two tribes in Ghana in January of 1967 proved fruitless, and in May eastern leaders made their formal declaration of independence and publicly chose their own officials.

Late in June fighting broke out on the northern borders of the new Republic of Biafra—and this has continued for the past year and a half, though the northern government once claimed that they could end it quickly. Biafrans know that they are fighting for the life of their republic, and will not be moved from their territory though the nation is starving.

At the present, federal troops from the north are closing in and have pushed Biafrans into a small, central area of the republic. The Biafran military controls only one major city. Even aside from effects of the commerce blockade, food resources are almost totally depleted. Farming is no longer possible, and the present food supply will be gone by December 15. Disease and climate prevent raising of livestock. By January, 25,000 Biafrans will starve to death each day.

Mrs. Whittenbrink pointed out that although the Biafran republic seemed at first to have a good chance of success, they were not recognized by other nations, while Nigeria was recognized by all major powers and received arms and technological aid from Czechoslovakia and other western nations.

Reverend Borri stated: "I didn't come to this country in the name of Biafra; I came in the name of the white western world. I came for us to discover our humanity."

He went on to say that the crises in our own nation are not merely contained within the boundaries of the U.S., but are felt in our foreign relations throughout the world. In listening to the blacks of the U.S., we realize our responsibility for the conditions of the oppressed.

To respond realistically to Biafra's problems, we must see if we are in any way responsible for them. Why do the major western powers, particularly Britain, provide arms and aid to federal Nigeria and not to Biafra, where the deaths by starvation increases by the day?

The question here is one of values. When people are allowed to die while we are more interested in the oil and mineral resources of their continent, can economic concerns be given priorities by our government, and human values be ignored?

In concluding his statement, Reverend Borri suggested that we, as representatives of St. Louis, could take part in a city-wide act in response to the people in need. Hopefully, the St. Louis effort would be a part of national action to aid the Biafran people.

In cooperation with the Meals For Millions Foundation, the Committee To Keep Biafrans Alive is able to air-drop daily several hundred tons of a food preparation created for famine relief. However, thousands of tons of this preparation are needed each day to sustain the remaining Biafran population. It is hoped that St. Louis will provide funds for 100 tons.

If a school of ghetto kids from welfare familis in the city can raise $1100 in three weeks for Biafra, national effort can save the Biafran Republic.

Students can help by writing to senators and congressmen — especially Eugene McCarthy, Jacob Javits, and Edward Kennedy, and by making information on the Biafran crisis available to as many people as possible. Letters to Congress should urge reappraisal of the role of our government and other nations concerning Biafra, and should emphasize that the dimensions of this situation indicate that it should be a concern for United Nations involvement.

"Our people are dying, and we are standing by."



Every 30 seconds a Biafran child starves.

Conservatory to offer double bill in second season

ST. LOUIS, Missouri — The Conservatory of the Theatre Arts Department of Webster College will offer a double bill as its second offering in the 1968-69 Conservatory season.

The two plays — one French, one American — are cast with students under the direction of members of the professional company in residence with The Repertory Theatre at Loretto-Hilton Center.

Jean Giraudoux' "The Apollo of Bellac" raises the curtain on this evening of short plays. Directed by popular actor/director J. Robert Dietz, this contemporary work has a hint for all women who wish to succeed — flatter the men around them!

Carolyn Lofaro will play Agnes, the young lady who learns this invaluable lesson, and Tom Spalding plays the man who teaches her the fine technique of telling men they are handsome. Falling under Agnes' spell are Kevin Hanlon (The Clerk). Chuck Harper (The Vice-President), Alex Iorio (Mr. Cracheton), Nick Kryah (Mr. Lepedura), Frank Warninsky (Mr. Rasemutte), Les Gruner (Mr. Schulte), Seth Rossman (The President), and David Deutch (The Chairman of the Board). Typically, only Martha Murphy (as Chevredent, the President's surly secretary) and Paige Massman (as his possessive wife) are not amused by Agnes' mastery of this important rule.

"It's Called the Sugarplum" by American playwright Israel Horovitz (whose "The Indian Wants the Bronx" won critical kudos in New York last season) completes the evening. Hate becomes understanding and eventually love in this charming play. James Robinson is cast as Wallace Zuckerman, a Harvard student, and Linda Eskridge plays Joanna Dibble, the troubled young woman. Veteran actor Bernie Passeltiner directs.

Scenery for both plays is designed by James Steere, assistant to resident scenic designer John Wright Stevens. Carol Taylor, a junior in the Conservatory majoring in state design, will do the costumes, and resident lighting designer, Peter E. Sargent, will light the plays.

The double bill will be performed nightly December 4 through 8 in the Studio Theatre of Loretto-Hilton Center at 8:00 p.m. (NOTE CURTAIN TIME). Tickets may be obtained by calling 968-0517.

"A MAN AND A WOMAN"
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award winner
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small admission charge

Interview (continued from page 1)

to take care of the students and look after their welfare?

Krajenta: The college as a college has a responsibility for education to the student and to the community, that is its sole goal in life, so to speak. It also has the responsibility as an educational institution to educate the populace there on drugs, on drug use so that perhaps things like drug seminars should be conducted to inform the people as to the effects drugs have.

As a parent guardian it doesn't have a responsibility toward the students.

Condon: It doesn't have a responsibility for their well being?

Krajenta: It has the responsibility for well being but not the responsibility to be a nanny or the replacement for an overly protective mother. It has the responsibility to and for, and I believe if you ask any of the college administrators, the general position would be that the college will not protect the students from the authorities, however the college will not aid legal authorities in trying to arrest the students.

Condon: So if the college authorities did try to harass the students in an effort to stamp out pot, will they succeed?

Krajenta: I don't think the college authorities would do that. I think the college would try to insure the safety of the institution. I don't think the college as it stands now would try to infringe on the individual.

Condon: The feeling is that it is not dangerous, that it is entirely up to the individuals whether they use it or not. Then the general feeling is that it should be legalized?

Krajenta: No, I don't think that's the general feeling in so far as I think the attitudinal campus expression came across not as that. I think there should be a concern, you know with the use of the drug. I think by the individual. It's not a laxidisical kind of "you can do what you want to do." There is an interest in the people but there is also a belief in individual responsibility that people in college are not sure of the truth of the story and so they choose to do these things having the responsibility to themselves . . .

Condon: Is this a growing thing, you've been in college for four years in the use of marijuana on campus or off campus by collegiates increasing?

Krajenta: I think it's increased in the past four years, however I don't know if it's increased because actual usage has increased or if it is increased because awareness of usage has increased.

Condon: Do you think that if it were generally available and in fact were legal that most students would use it?

Krajenta: No.

Condon: Even then? Why not?

Krajenta: For many reasons, probably the most obvious reason would be that most students now don't use it so that only legalizing it would allow them to use it openly. If nothing else would allow it to be used in various ways it's not allowed to be used now, but I don't think people who now would not, would then—in so much the same way as cigarette smoking is found.

Condon: Thank you

Krajenta: Thank you



TO BE BORN TO CREATE,
TO LOVE, TO WIN AT GAMES
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IN TIME OF PEACE. BUT
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IT ALL BECOMES
A QUESTION OF STYLE.
ALBERT CAMUS.

Resident Council

On Wednesday, November 20, Dean Conway spoke to members of the Resident Association. He spoke of the recent publicity given the college by the **Globe-Democrat** and KMOX-TV. Mr. Conway believes that, since there was a lack of news around the world recently, the local broadcasters decided to create a little. "It just is not that grave."

At 6:00 p.m. members turned on KSD-TV news. Chris Condon interviewed Pat Eickman, Ella Hebberd, and Chris Krajenta. Chris Krajenta noted that the college does not attempt to infringe upon the individual and it cannot be held liable for what students do in their personal lives. She continued to point out that the college "has a responsibility for education to the student. . . . That is its sole goal in life."

Mr. Conway said the school refuses to turn to "search and seizure" methods. The present policy is that the administration will neither aid nor hinder the police in their attempts at drugs control. But to avoid further adverse publicity, he said that "We have to find ways of keeping our own house clean."

He suggested that we, as students, abandon the **laissez faire** attitude of "looking the other way." For greater contact and influence he proposes that each floor of the residence halls elect a "floor council." The floor council (made up of 3 to 5 student members) would try to bring about a greater cooperation among resident students.

However, most wing representatives felt this action unnecessary, stating that there were, with the exception of one wing, no real problems with noise or late parties.

Milwaukee 14

Three members of the Milwaukee 14 spoke in the chapel on Wednesday, November 20. Don Cotton, Fred Ojile, and Bob Graf expressed their belief that there can be a real affirmation in a destructive act, that their burning of the draft files in Milwaukee was not anarchy.

The main assertion was that this revolutionary act was a necessary one because there were no other channels. Voting, peace candidates — these have been blacked out. Thus, war and draft protesters no longer can work inside a system, and must not be afraid to go to jail for their actions. Instead of escaping punishment, one should turn it and any publicity into an opportunity for a forum for discussion, as this meeting had been.

The Vietnam war affects each American, they claimed, for its cause lies in American values — which are little more than economy and power addictions. What we must realize, Fred Ojile stressed, is the true human power that reflects itself in society. Women were invited to join forces in acts of resistance, to go to draft boards and talk with soldiers and draftees, to remind them that they no longer need a vocational director, to burn their draft cards for them since the women can't do so themselves.

The Kinetic Art

Julie Christie, Michael Caine, Mick Jagger, Allen Ginsberg, Eric Burdon and The Animals all make the scene in Peter Whitehead's documentary film on the London pop explosion, "Tonight Let's All Make Love in London." This film along with six others will be shown as part of the second program in "The Kinetic Art" series this Monday evening, Nov. 25, at 7 and 9:30 in the Loretto-Hilton Center.

Sharing the bill with "Tonight Let's All Make Love in London" is another documentary, "Paris, mai 1968," which is the first film to come out of the student revolt in France last May.

Tickets for this showing and the last program in the series on Dec. 2 may be obtained by calling 968-0517, or they may be purchased at the door. General admission is $1.75, student tickets are $1.25.

The Web will not publish next Friday because of the Thanksgiving holiday. Publication will be resumed December 6.

THERE'S MORE OF
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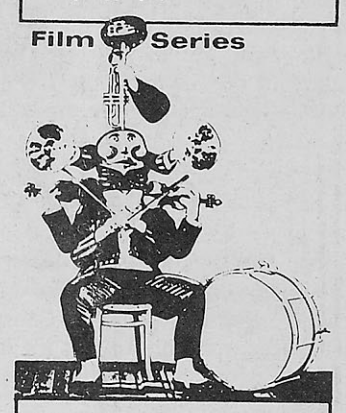
in
THE KINETIC ART
Film Series



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The Web

Webster College St. Louis, Mo. 63119

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Webster Year Box wins art directors' awards

Two Webster students, Mary Jean Lounsberry and Frank Garrity, won top prizes in the St. Louis Art Directors Annual Awards with the entry of the Webster College Year Box, 67-68. Mary Jean, who is currently employed in St. Louis, was editor of the Year Box last year. Frank, also a member of the Year Box staff, is editor of the yearbook for 1968-69. Together they captured the Gold Medal for best in category, the "Best of Show" grand prize, and the Strathmore Paper Award.

The Year Box was one of 1100 entries submitted by art directors, agencies, and individuals within a 150-mile radius of St. Louis. These entries were sent to the Denver Art Directors Club for prejudging. Two hundred were returned for final judging in St. Louis. Gold medals were awarded to the top 13 of these pieces according to various categories, one of which was chosen "Best of Show."

The Strathmore Award was presented to the piece which showed the most creative use of paper. The paper used in the entry did not have to be Strathmore, and in the case of the Webster Year Box was not. The winners of the Strathmore Award receive an all expense paid trip to West Springfield, Mass., to visit the Strathmore plant and company lodge.

According to Charles Biggs, president of the St. Louis Art Directors Club, "To the best of my recollection, this is the first time that a student has won the "Best of Show" Award, and probably the first time any student ever received a gold medal."

Biggs also pointed out the students demonstrated a fresh outlook on a project with which older and more experienced professionals might have experienced difficulty because of a concern over technicalities.

Biggs noted that some of the nation's finest art directors work in the St. Louis area, and were entered in the competition.

'Lower Depths' opens at Repertory tonight

ST. LOUIS, Mo.—The Repertory Theatre at Loretto-Hilton Center will offer the second professional American production in recent memory of Maxim Gorky's "The Lower Depths," a monument to Russian naturalism familiar to every student of literature. The play opens today, December 6.

Although written at the turn of the century, "The Lower Depths" concerns social dropouts and their predicament and has, perhaps, rarely been more relevant to a social condition than it is today in our own country.

Revolutionary in form and content when written, the play is set in a dark, cave-like basement peopled by some 17 outcasts. Michael Flanagan, artistic director of The Repertory Theatre, makes his second on-stage appearance this season as the Baron. Doris Diener is cast as Kvashnya, a dumpling seller, and J. Robert Dietz will play Bubnov.

Kleshch, a cobbler, is played by James Carruthers. Elizabeth Franz is cast as the prostitute, Nastya, and Patricia O'Connell will be Anna. Robert Murch plays Satin and Donald Gantry is cast as a down-and-out actor.

Peter Duncan will play Kostylyov and James Scott will portray Pepel, a thief. Bernie Passeltiner is Luka; Daria Robbiano, Natasha; George Addis, Aloyshka; and Jill Tanner, Vasillissa.

Completing the cast are Arthur A. Rosenberg as Medyedev, a policeman; Thomas Kampman as a Tartar; and Terry Williams as Zob.

"The Lower Depths" is staged by James Bernardi, associate artistic director of The Repertory Theatre, with scenery by John Wright Stevens, costumes by James Edmund Brady, and lighting by Peter E. Sargent.

The translation being used, commissioned by the Association of Producing Artists in 1963, was prepared by Alex Szogyi, a professor of French at New York's Hunter College.

"The Lower Depths" will be performed in repertory through the end of the season. Specific schedule and ticket price information may be secured by calling 698-0517 or by writing The Repertory Theatre, 130 Edgar Road, St. Louis 63119.

Uncle Tom of the grapes

By David Glazier

NEW YORK (CPS) — Student interest in the labor movement was one degree above stone cold when Cesar Chavez set out a few years ago to organize the California grape pickers.

That students across the nation are now involved in the United Farm Workers strike can hardly be called a revival of interest. Other reasons have drawn them to this struggle — racism, poverty, the relevance of the Church and social justice which, next to the war in Vietnam, are critical issues for students.

The story is not complete without a touch of nostalgia. Out of the heat of charges and countercharges by growers and pickers stepped a character straight from the history books of the American labor movement, a man whose role is steeped in the annals of folklore — the working man's Uncle Tom.

This one is called Jose Mendoza and he emerged last Tuesday (November 19) at a meeting of the Fordham University Young Americans for Freedom, to tell the audience that the working conditions of his people in the California vineyards are comfortable, with pay scales reaching up to three and four dollars per hour. Mendoza claimed he never earn-

(Continued on Page 4)

Webster music notes

Sunday, December 8, 4:00 p.m., Emmanuel Episcopal Church, 9 S. Bompart: Christmas choral concert by Webster College choruses directed by Dwight Jack.

Saturday, December 7, 8:00 p.m., Recital Hall, Music Building: Recital by Janet Scott, flute; Sister Eloise Jarvis, piano (assisted by Leslie Scott, recorder) and Ann Eagleton, bassoon.

The Civic Symphony of Webster Groves, under the direction of Gerald Fischbach, will perform Beethoven's Eroica Symphony, the Prelude from Faure's Pelleas et Melisande, and the Prelude and Love-Death Music from Tristan and Isolde. The Concert, open to the public without charge, will be held at Loretto-Hilton Center, Tuesday, December at 8:00 p.m.

The Web

Founded October 3, 1924

December 6, 1968

The chivalrous castle

Once upon a time there was a chivalrous castle perched prudently on a mountain of glimmering glass. It was hard to climb the massive mountain because the directions were difficult. However, most people preferred to stay in the palatial playground once they got there. A few soured souls left the castle but they were a muted minority.

The ruler of the castle was a lovely lady. She had dressed in black but then she blossomed in blue and all kinds of flowery colors. The lady was surrounded by a garrulous group of courteous courtiers who attempted to please both her and the rest of the people in the castle. Sometimes this was hard to do.

There existed also lesser lords in the chivalrous castle. Working under the guidance of the courteous courtiers, they directed the activities of the pleasant populace in the castle. Every once in a while, the lesser lords attempted to usurp some of the power of the courteous courtiers and the lovely lady. Most of the time they failed.

The pleasant populace liked living in the chivalrous castle. A few of them ambled aimlessly in circuitous circles. Most of them devised diversions for themselves which lasted several years. Others found chambers in the chivalrous castle that were deserted and constructed creations of exquisite beauty. A small segment of the pleasant populace liked to play in the tumultuous tunnels that threaded the chivalrous castle. Often, however, they didn't follow the tunnels all the way but merely speculated about the enormous effort required in such undertakings. The small segment often considered the rest of the pleasant populace as incapable of meeting the difficult demands of tunneling. It would have been nice if the majority of the pleasant populace had proven the small segment wrong.

Most of the time all of the pleasant populace played happily together. The pleasant populace even liked to play with the lesser lords, the courteous courtiers, and the lovely lady. Because everybody played together it was a very unusual castle. Of course, not everybody played fairly all of the time but even chivalrous children cheat once in a while.

Yes, it really was a very happy castle. However, its demise is shrouded in murky mystery. It is possible, of course, that the chivalrous castle still exists. No one really knows for sure.

pat eickman

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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.

Block problems in Mid-City

(Three members of Miller Newton's Community Reorganization class discuss what the group is trying to activate in the mid-city.)

"The reason it is called community reorganization is because in organizing anything there is always some kind of structure there. So you really are not going in and organizing anything but you are reorganizing. You are destroying the bad things about the present structure and you are building a power structure. The important thing is that the organiaztion has power, economic power or power by the people. In Mid-City we're working with power through numbers—the people.

"The purpose of Mid-City Congress is for community reorganization. What the class has been doing is working with partners in a six or seven block area and meeting with Miller and discussing the block problems.

"Earlier in the semester we went through the blocks to find unregistered voters, working through Mid-City Congress. If we do go out and get people to vote then politicians will come in and **do** something for the people in that area. The politicians are more concerned, right now, with the people in the county because they know those are the people that are going to vote and they ignore the mid-city.

"We had some problems with this because many people didn't trust us. They said 'Oh, yes, we're registered' but they really weren't registered at all. Some of them weren't registered and couldn't vote because they had police records. It's a very transient community, too. People are always moving around and you can't figure out where anybody is half the time. We had a list to find out the people who were registered and sometimes we'd end up at a house where no one was living. So we had our own problems trying to get organized.

"A girl who works in Mid-City wanted us to provide transportation and babysitters for the people so they could go down and register. Miller thought the thing to do was to get busloads of people and drive down past City Hall and make a really good showing.

"After working on voter registration we started working on block groups. A lot of block groups that are organized must be reorganized because they are powerless and falling apart. Some only have three or four members left. What you must do is build them into a power structure that can deal with the block problems. We talked to the people on the blocks, talked in particular to the presidents of the block group if there was one. If there wasn't a block group we tried to see if the people on the block were interested in forming one.

"In our own case we picked a block that was organized but still needed reorganization. We have a problem on our block with derelict cars, lotteries, drag-racing and a few dilapidated houses that need to be torn down because of little children playing in them.

"For example, there is a lot of cars that is across the street from Stephens school. The people on the block want to remove all the cars, clean up the lot and tear down this house that is a menace to the block—all in order to make a parking lot for the people in the school.

"First we try and get a good representation from the block. We went down to City Hall to find out who the owner of the lot and the house was. We just don't want to take over. We're going to have enough to say about what to do. We hope to get it accomplished. We hope to get it cleared out and put the asphalt down and have a parking lot.

"You have to do a lot of research. You can't go into this blindly. You have to find out not only about the property but the way people feel about it and the whole process of doing it and how to get it done without having a failure. You have to be so careful that you don't have a failure. As soon as you fail half your block goes; they give up and figure the hell with it all. You've got to know you're going to win before you take any steps. It takes weeks to get familiar with the people on the blocks, to find out the details, to consider anything that could happen."

"We realize how much fear the people have. They are afraid to criticize the things down there because the people who are running the bad things are really powerful. They're afraid their house will be burned down, they're afraid they'll be run over in a car and this fear keeps conditions bad.

"If you imagine how afraid so many middle class white Americans are of the Negro militants who aren't even close to them just imagine what the middle class conservative Negro feels living right there. It's his house that's going to get burned out when the kids or the militants cause a lot of trouble and it's he that's going to get hurt more.

"People really have a misconception of the ghetto. Some things look big and some small but they're turned around when you confront them. Some problems you are not conscious of because they are hidden. There are more problems than broken school windows, serious, pressing problems that you would never suspect. They are hard to work around because the people are afraid to work with them."

Letters to the Editor

Dear Editor:

I am writing this letter in response to the editorial of November 15, 1968. The editorial implied that the voice of the Webster student was a collective sound of silence characterized by a lack of letters to the editor, lack of enthusiasm on the part of the Executive Council members and a general disinterest on the part of students at Webster with institutional activity. I feel that we should listen to these sounds of silence as an indication that we are not collectively apathetic but that our student organizations are not fulfilling the needs of the student body. I am not so sure that a higher degree of activity has existed on the campus in the past three years. Granted there were more letters to the editor two years ago but that sound of silence might indicate that the newspaper, although it is journalistically relevant, has little relevance or appeal to the student body. I am only suggesting a possible reading of one sound of silence, but a possibility that I feel deserves consideration.

An organization is a social unit which is consciously planned, deliberately structured and restructured to seek specific goals, and has a membership of persons interested in attaining those specific goals. Organizations are characterized by the presence of one or more power centers which control and direct the organization towards its specific goals, and review continuously the organization's performance and structure in order to increase organizational efficiency.

I feel that all the problems of the Student Association—the organization—and the Executive Council—the power center—stem from the fact that pragmatically Student Association is not a consciously planned, deliberately structured group of individuals who have voluntarily joined an organization for the attainment of specific goals. For all practical purposes, the Executive Council rather than directing the organization toward attainment of specific goals has in a sense become the organization.

It follows quite naturally that if Executive Council has become the organization and if the specific goal of the Executive Council is to be the power center of the Student Association, the Executive Council will and possibly has lost its effectiveness in a frustrating cycle of who do I represent, what is our function, what is and is there a need for Student Association? All possibilities for effective organizational action are stifled by the inbred nature of the organization and the organization's power center.

I think that if the Executive Council made an attempt to define the specific goals and membership of the Student Association the organization's efficiency and relevance would be increased. I think that a good starting point to strengthen the organization would be voluntary membership in the Student Association. I feel that we are making a mistake by assuming that every full time student at Webster College considers himself a member of the Student Association. This would strengthen the role of the Student Association as a union of students with the specific goal: promotion of student rights, freedoms and interests within the institution.

Sincerely,
Mary E. Daly

Rather the question of papal authority



During filming of "The Pope and the Pill—with Jacqueline Grennan," shown as a segment of CBS 60 Minutes are (left to right) Judy Mathews, Judy Newmark, Jacqueline Grennan, Jan Kennedy, Chris Sims and Candy Campbell. Not pictured is alumna Rose Marie Voelker.

(Ed. Note: **Web** reporter, Gretta Martin, was present at the October 10 filming of President Grennan's discussion with Webster students about the papal encyclical, **Humanae Vitae.** A portion of the discussion was shown by CBS, November 26. Following are her impressions of the discussion.)

It was not an easy task to deal with and answer logically, rationally, objectively, intellectually.

Because time was limited it could not be expected that they could go into the problem or problems in depth. But after four and a half hours of discussion I think they failed to devote any significant amount of time to the major issue.

The question is not whether birth control is moral or not, or whether I consider it right or wrong. Rather the question which is bothering Christian theologians, intellectuals and laymen is whether the Church has the absolute authority to make such a statement.

The panel devoted approximately five minutes, being generous, to the question of authority. Infallibility was hardly mentioned. Why? Isn't this the big hang-up for the many? We, the intellectuals, have reached the point where we assume the Church is not almighty and infallible. What is the basis for this assumption? Is our stand based upon something other than personal opinion? Where does objectivity, discipline, history, fit? Absolutely nothing was said of the Church's history of infallibility.

At one point Miss Grennan said that the Pope does take the arguments for birth control into consideration but he goes on to say that in spite of these it is wrong. Pope Paul was called unrealistic and unconstructive. But were we any more realistic or constructive? Was there any real attempt to understand the "conservative" position? There was not even a "conservative" on the panel.

How can we, as liberals, expect to understand or hope to be heard if we do not know the opposition's stand? It is not even so bad that the conservatives had no representative on the panel. The crime lies in the contention that the liberal position (on this issue—birth control) is the stand of the majority. Therefore, it is up to the minority to listen and to understand us.

First of all, are we the majority? Maybe we are at Webster College, but Webster College is not the "real" world. Secondly whether we are or not, if our argument is to hold any water we had better know why the other side thinks they are right. Why we think they are wrong is completely beside the point.

Basically, many good and intelligent things were said. But my criticisms stand: There was too little objectivity, too little openness to the other side, not enough knowledge of Church or world history.

Vietnamese contend with themselves

(Continued from Page 3)

their cadres of former NLF soldiers, to realize a well-defined social program, including, to name only two aspects, land reform and massive public education. They will continue to apply their "Three Together Policy"—that is, "live together, eat together, work together."

This policy, which had been the basic philosophy behind all VC activity for many years, has been so completely successful that it would be impossible now for the Americans or for the present government to gather a single cadre in the countryside which would be loyal to them, no matter where or how far they searched.

3. THE RELIGIOUS GROUPS

Throughout Vietnam's history religions have played an important position in her political life. The revolution of November 1, 1963, for example, was strengthened by Buddhist participation. Currently the Catholic "Greater Unification Force" and the An Quang Buddhist group are preparing to plea for peace abroad.

After the ceasefire it is certain that religious groups will continue their struggle for popular interests. But how successful will they be?

One veteran politician stated: "I don't believe religious groups can do much outside of social work. I have little hope they could do much against the communists."

Another politician, however, well-known in Catholic circles since 1953, is more optimistic: "We, the Force of Citizens of A-1 Faiths, are prepared to notify our cadres whom to vote for at every level of government. With the united forces of the Catholics, the Buddhists, and the Hoa Hao and the Cao Dai, we are confident we can win any election."

The two million Catholics in South Vietnam are a potential nucleus of anti-Communist activity. The unpleasant experiences with communism that led 800,000 Catholics to leave the north in 1954 created genuine fear of communism among the Catholics. These more fanatical Catholics will probably maintain a hard line against communism. They may form strongholds, or hold militant demonstrations to protest acceptance of the NLF as citizens in the south. The other more liberal Catholics, the majority, will be more temperate; they will stand close to the government and the Allied Forces. And a small group of radicals, such as the Song Dao group, will choose socialism. This last group will be supported by the intellectuals.

Another strongly anti-communist group is the Hoa Hao of the Delta. Their stance (dating from the 1948 assassination of their founder, Dr. Huynh Phy So, by the Viet Minh) is effective, however, in only two provinces. Although they have demonstrated in the past their ability to build their own army, their influence in national politics remains very weak.

The last, but most important of Vietnam's religious groups, is the Buddhists. Buddhism is not a religion of strict ideology, but South Vietnam's 10 million followers are bound together by its strong cultural influence.

Because of its ability to harmonize opposing views, Buddhism has not had reason to lead a campaign against the communists, and vice-versa. The communists do not consider them opponents. From Diem's regime through the Lotus-in-a-Sea-of-Fire-period in 1963, Prime Minister Huong's first term of office (1965) and through the recent Buddhist Charter problem, the Buddhists stand to the left of the government, and they act as a hyphen between the radicals and the conservatives.

4. CONCLUSION

After the ceasefire, there will be a political war, amid dire economic and social problems, no less fierce than the military combat so recently ended. Terrorism, deaths, use of people as the medium for a war of ideologies, will continue. Political groups will take regrettably rigid stands.

Possibly, however, the inertia of the Vietnamese people will act as a brake to slow down the rumbling machinations of a frantic political world. For more than ten years South Vietnam's nationalist elements have been polarized, divided and duped. Perhaps in the coming political struggle they will unite under a strong ideology.

The hope for the future of South Vietnam lies in the character of the Vietnamese people. Their patience with the nationalist regime in the trying days ahead will be critical. It can only be hoped that the communist and capitalist leaderships will not sacrifice between them the Vietnamese people in their struggle for power.

(Note: Huu is a political science graduate student in South Vietnam. He is sympathetic, obviously, to the nationalist parties and hopes to see a middle course between the present government and a communist one charted.

His article was released by DISPATCH, a New Service out of Vietnam.)

Leonard's ecstatic education

(Continued from Page 3)

to the compartmentalization of living that spirals with age and experience.

A graduate of the current educational system has become adept at a kind of post-office sorting job — putting emotion, creativity, frivolity, curiosity and a hundred other human qualities into their assigned cubbyholes, all with his eyes closed.

Leonard envisions an overhaul of this initiation process, by applying theories, methods and technological devices that already exist. First, education would be redefined: "The whole superstructure of rational-symbolic knowledge can be rearranged so that these aspects of life's possibilities can be perceived and learned as unity and diversity within change rather than fragmentation within an illusionary permanence." This concept of education would encompass all facets of human functioning, and education would become "a lifelong pursuit for everyone."

Teachers would share in the learning process with students by expanding consciousness and exploring everyone and everything around them. They would pursue the magic moments of learning that sometimes occur in classrooms today and would become accomplished at techniques of discovering or creating the delight that makes learning worth it.

Several methods of reshaping the concept and processes of education are discussed in **Education and Ecstasy.** One chapter describes an ultramodern school where sophisticated electronic devices impart knowledge and hold discussions with pupils.

In another chapter, Leonard proposes that compulsory school attendance be abolished. To counter objections from horrified parents, the author suggests that the parents attend school for a day, putting themselves in their child's place — no breaks for cigarettes or coffee, no deviations from the classroom regimen. Parents might then see, Leonard reasons, just how much is learned in a day and how much of the child's valuable time and potential are wasted.

This is not to say that schools would cease to exist. Rather, institutions such as New York's Fifteenth Street School would operate, and presumably their "free-learning atmosphere would offer the delights of learning to eager children." The Fifteenth Street School, founded by actor Orson Bean, offers no formal classroom instruction, though five "teachers" read aloud from texts, discuss ideas with students and offer guidance. The school provides books, lounges, art materials, games and playing space, and the children are free to work and play at will.

George Leonard asserts that there can be ecstasy in learning and thus in living. He advocates the total environment and free-learning concepts as a means to ecstasy, citing three institutions that have overcome the barriers of tradition and brought joy to their members. All of this is the "new education," the author states; now it is left to us to assault the system and ourselves.

Mendoza the "spokesman"

(Continued from Page 1)

ed less than $22 a day and often more.

As for the UFW, Mendoza said the union was forcing the workers to join against their will, and that they were satisfied with the treatment given them by the growers—a contention he believed could be proven by the fact that only two per cent of them belong to the UFW. Mendoza also hinted union organizing tactics were somewhat more intense than non-violent.

What gave Mendoza's argument a special flavor out of the past was his insistence that the real issue, as far as the workers were concerned, was **compulsory unionism** and that the vast majority of them were against the union. His reason: the workers would be saddled with union dues and would earn lower wages with a union contract.

One wonders how this fact has escaped the attention of the growers.

In response to such unusual revelations the audience seemed apathetic. Mendoza was hustled from the meeting to an unattended press conference, then to lunch, and on to Yale for his next performance.

Later that day Delores Huerta, a spokesman for the UFW, claimed Mendoza had never picked a grape in his life. She said he used to be a public relations man for a radio station in Bakersfield, California.

YAF has been criticized before for defining itself in terms of the Left, allowing the Left to determine the issues and lead the activism, as a result limiting itself to reaction from the Right. The Mendoza episode proved the disaster of such an attitude: the opponent always picks the battles and gets the best field position.

It was some relief, though, to note the lack of enthusiasm by all concerned—except Mendoza. Perhaps even the YAF leaders were embarrassed by the show.

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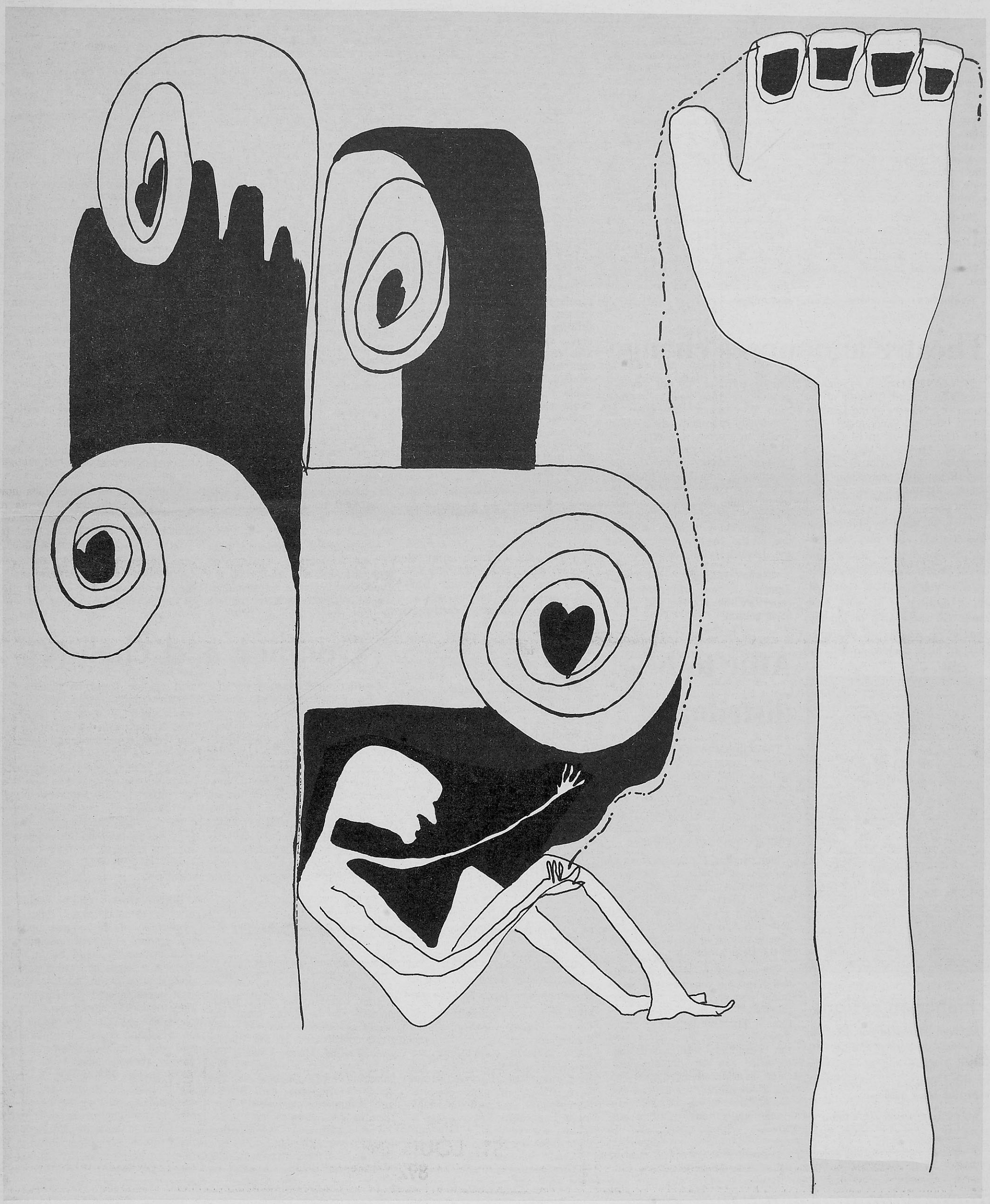

Executive Council takes decisive step

At a meeting of Executive Council, Tuesday night, December 10, members approved a recommendation empowering a committee to plan a student-run course evaluation next semester. The wording of the motion passed reads as follows:

"We recommend that a course evaluation program be set up by the representative council as a student service. This evaluation should be published by the Student Association during the second semester of each academic year. We suggest that the evaluation for this year be limited to core courses. The published evaluation should be studied by the representative council to provide further guidelines for the coming year's evaluation."

Student Association president Chris Krajenta also recommended that the committee work closely with Susan Draper, chairman, Teaching and Learning Committee.

Evaluation committee members are Ann Manganaro, chairman, Carmelita Biggie, Greg McCaslin, and Julie Robbin.

The committee chairman emphasized that these evaluations would be run as a student service, aimed at helping students choose courses for next year. Core courses (staple departmental ones) only would be published in the evaluation booklet, because of the cost and time involved. Members of the Council hope that eventually it will be possible to evaluate all courses offered in the college.

Ann Manganaro also stressed that the evaluations would not be centered on the teacher's performance, but on class content, although there would be some overlapping in the results. For this reason they plan to work closely with the Teaching and Learning Committee and with those people considering student evaluations of teachers in conjunction with the **ad hoc** tenure committee.

Several council members objected to the possibility that student-run evaluations would possibly duplicate the effort of institutional teacher evaluations by students (currently being considered) in conjunction with tenure studies. However, Ann Manganaro stressed the importance of an independently run student evaluation. She also expressed doubt that it would be possible to get a proposed evaluation approved by the faculty and the administration in time to help students for course selection this spring.

Formalization of the committee's proposal and a progress report on the planning of the evaluation procedure are scheduled for the second meeting of the Executive Council in January.

Residents protest move

All women students currently living in the fourth floor of the Administration Building are being moved to rooms in Loretto and Maria Halls and the Apartments over Christmas vacation. Residents of the fourth floor were first notified of this move by a letter sent out over the signature of Mrs. Beverly Smith, Director of Residence, December 11.

The letter informing the residents of the move cited "increased cost and increasing security needs" as reasons for the removal. Thomas Conway, Dean of Students, emphasized that attempts were made in all cases to keep roommates together.

Dean Conway sees this decision as similar to ones aimed at reducing the size of the food package and opening up housing for men on campus. Eventually he believes that the fourth floor will be turned over to men students, who present less of a security problem than women.

Although residents of the floor were not informed of the move before the December 11 letter, moving plans were processed through regular office channels. Dean Conway noted that in most universities informal meetings with resident students are not held before a dorm wing is closed. He also made the point that a specific bed or a specific room had not been guaranteed to the residents. Since other space had opened up on campus and there was a security problem on fourth floor, which also costs extra money to maintain, the move was logical.

Ella Hebberd, president of Resident Association, commented that although the timing of the announcement was inconvenient, she believed the Residence Office would eventually enforce the move.

First reactions of fourth floor residents to the announcement were violent. Jo Lutz described it as an example of "benevolent despotism" and "typical Webster College rhetoric." Diane Weaver was also irate: "We've taken time to fix our rooms up. We've got friends up there. It's ten times better than any place else. There's just no point to it."

Residents of the fourth floor held a meeting midnight, December 11, to discuss the letters informing them of their removal which they had received that afternoon.

The following grievances were voiced: 1. The short amount of time allowed for their moving to other living space. 2. Lack of consideration given to the personal living preferences of the students by the administration. 3. Lack of their involvement in the decision. 4. Lack of other alternatives offered to them if they did not wish to live elsewhere on campus than on the fourth floor. The opinion that Webster was not living up to its stated philosophy was also expressed.

According to those at the floor meeting, it was possible that 16 residents of the floor could move off-campus, fulfilling the present requirements for moving off-campus, if they were unsatisfied with the arrangements made for them by the Residence Office.

Administration officials have expressed willingness to help the residents iron out moving problems.

Miss Grennan, Mr. Conway, Mrs. Smith, and residents of the fourth floor met Thursday evening to discuss problems relating to the move.

Food plan D

Food plan D, that offering 9 meals per week at $145 per semester, will be the only food plan offering reserved meals to resident students next semester. This result of the polling of parents and resident students was announced by the Dean of Students this week. Resident students will also be able to buy food on a cash-and-carry basis (Plan E.) Plan D furnishes the student with lunch each weekday and supper each weekday except Friday.

The Deans of Students' office also announced the institution of a banking service for resident students. Resident students or their parents, using this service will be able to bank sums of money, to be drawn on only for food, in a special account. Students using this service will be able to sign for their meals at the cafeteria (similar to the procedure used for resident counselors). Payment for those meals will then be deducted from their account automatically. At the end of the semester, unused monies will be returned to the depositor.

Results of the polling on the food plan options were incomplete as of December 9, although the deadline for answering the poll was November 20. As of December 9, the results were as follows: plan A—52 votes; plan B — 11 votes; plan C—18 votes; plan D—100 votes; plan E—90 votes. A complete analysis of the polling results will be available early next semester.

Theatre announces change

ST. LOUIS, Missouri — Michael Flanagan, artistic director of the Repertory Theatre at the Loretto-Hilton Center, announced this week the substitution of George Bernard Shaw's "Major Barbara" for the previously scheduled Restoration comedy, "The Beaux' Stratagem" by George Farquhar.

"Last season's production of 'Misalliance' was very successful," Flanagan said, "and a number of people have inquired when we'd be doing another Shaw. Also, a number of schools have made the same kind of inquiry, and we're pleased to announce that we have decided to produce 'Major Barbara' as our seventh production this season, rather than 'The Beaux' Stratagem' as previously planned. As a non-profit enterprise, the Repertory Theatre wants to provide the greatest possible service to our community, and 'Major Barbara' seems more relevant at this particular time than does the Restoration comedy. Furthermore, the Shaw play makes excellent use of the resident company at the Loretto-Hilton Center."

"Major Barbara" will open January 3, and will remain in repertory through the end of the 68-69 season.

fam ily week end

Flanagan resigns

Michael Flanagan has resigned as artistic director of the Loretto-Hilton Theatre and as chairman of the theatre arts department, effective May, 1969.

Mr. Flanagan will continue to work with theatre productions this spring and will continue to assist in the planning of next year's programs.

Attic to be distributed

The fall issue of the Webster College literary magazine, **Attic,** will be distributed via student mailboxes on the Monday preceding examination week, December 16th. Distribution to faculty and staff will be handled through the mailing office.

The present academic year is the first in which two issues of the Webster literary magazine will be offered. Submissions for the spring issue of **Attic** will be accepted through March 27th, and can be placed in the marked box in the Dean's Complex.

The editors of **Attic** feel that the magazine represents a significant departure from the "little magazine" tradition. In their efforts to broaden the format of the magazine, they wish to remind the community that submissions to **Attic** can be virtually anything. In addition to creative writing of all genres, the editors welcome photographs, drawings, musical compositions, political harangues, critical essays, etc. In short, anything which can be reproduced in any manner may be submitted for publication. Submissions from faculty are also

Conflict and change

Conflict and Change is the topic of an independent study course under chosen disciplines for one to five hours credit offered next semester. This is an experimental class organized by students to approach the topic from several viewpoints in order to provide a broader base of understanding of the subject. The idea originated when a group of sophomores were tired of the conventional classroom structure, and wanted to set up an interdisciplinary course, where conflict and change could be discussed from various viewpoints. The class will have a lecture-discussion format with lecturers from the various departments. Members of the faculty from the language, history and theology departments have agreed to lecture and other faculty members will be obtained for the total of the thirteen week session. Mr. William Irving will be the advisor for the class to be held tentatively at 2:00 P.M. on Sunday afternoon.

Requirements include regular attendance and some type of evaluation of the course under the student's chosen discipline. This evaluation could be in the form of a paper or even a panel discussion with the advisor. The first meeting will be organizational and the structure of the class will be discussed. This is on a totally experimental basis, and will possibly be limited to twenty students in order to promote better discussions. Registration will be in January and the student must obtain permission of the departmental chairmen and a sponsor from that department. Any other information can be obtained by contacting Carm Biggie (Ext. 330) or Rosemary Durkin (Ext. 328).

Contemporary dance concert

Alwin Nikolais Dancers will present three choreographies in contemporary dance Sunday evening, Dec. 15, at 8:00 p.m. at Kiel Opera House. Presented by Dance Concert Society, the program features outstanding artists, starring Murray Louis, Phyllis Lamhut with Carolyn Carson in a trilogy of dance poems: Somniloquy, Tent and the hauntingly beautiful, Tower. Typical of the rave reviews is this comment from the New York **Times,** "No one interested in the arts of the theater can afford to ignore (the art of) Mr. Nikolais, who combines the roles of poet and showman in a strangely meaningful way."

This concert has been made possible by a grant from the National Endowment for the Arts, coordinated by the Illinois Arts Council. Dance Concert Society has been assisted by the Missouri State Council on the Arts; co-sponsors are MECA and Washington University Performing Arts Area.

For additional information please contact: Linda Barton, Dance Concert Society, 5156 Westminster, Phone: 361-6278 or Alletta Hudgens, PA. 5-9642.

editorial:

Learning to judge

Last Tuesday the Representative Council of Student Association made its most important decision yet this year by approving a committee recommendation that a student sponsored course evaluation be inaugurated next semester. In doing so, the council began to solve two of its major problems: the perennial question of its own function; and the role of students in influencing the curriculum.

By deciding that one of Student Association's responsibilities is to sponsor student services, the council recognized a reason for its existence. By selecting course evaluations as a student need, the council found a concrete and possible way for students to help create an excellent college.

Any course or teacher evaluation program is based on the premise that students deserve the best possible education. Any such evaluation utilizing student opinion witnesses to the belief that students are capable of making constructive comments about the learning process. Students organizing and running evaluation programs believe that, not only are students capable of answering questions, but of identifying at least some of the questions that need to be asked, with appropriate research and assistance.

In this issue of the **Web** are printed evaluations of two courses that were conducted during the fall semester. We realize that the evaluation method used is imperfect. This lack is partially the result of the fact that we were unable to obtain all of the research material we needed to write a truly excellent form. Its imperfections also stem in part from our inexperience in conducting this type of survey.

In spite of these handicaps we felt, and still believe, that it was extremely important that we conduct some type of pilot project at the end of this semester to break the ground for future evaluation programs. Evaluations have been discussed at Webster for at least two years. It was time to try out the theory, if only on a minute scale.

Imperfections caused by inadequate research we trust will be at least partially corrected by next semester's evaluation program. The problem of inexperience will be solved by working with the evaluation procedure in many classes over a period of time. No program involving such complexity of judgment can possibly be perfect the first time, no matter how many years are spent in its planning. Overly prolonged planning, without actual trial, only results in frustration and the multiplication of picayune problems.

In conducting these evaluations, we were not attempting primarily to judge the effectiveness of two particular courses, although we hope that students and teachers in those classes will find the evaluation useful. Rather, we were attempting to show the possibiilty of an evaluation program and to begin to find out some of the operational problems involved.

We hope that our findings will be of use to students planning an evaluation program next semester. Chances for the success of that program look excellent. We have only to show that the projected odds pay off.

pat eickman

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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.

Stars and superstars of Conservatory

by Delores Whitney

The stars and superstars of the Theatre Arts Conservatory took over the lower level Studio Theatre of the L/H Center last week with two one-act plays. The first play on the double bill was "It's Called the Sugar Plum" by the young writer Israel Horovitz. It's the type of play that plays like those Jean Stafford, Hortense Caldisher and Shirley Jackson stories in the **New Yorker** used to read. Short, fast, slick and a non sequitur title of the piece ending. Mr. Horovitz opens his play with a confrontation between Joanna Dibble, whose man has been run over while skateboard riding on a dark and rainy night, and Wallace Zuckerman, the young man who ran over and killed her friend. "It felt like driving over a bump." He also remembers running over his pet dog several years before and wonders if he doesn't have a thing about running over dogs and people. Anyway, from that premise the rest of the play takes the form of an old Nichols and May improvisation and it is just as funny.

James Robinson and Linda Eskridge handled most of the lightning quick transitions with deft aplomb. Bernie Passeltiner directed and kept things going at such a pace that by the time the line, "It's called the Sugar Plum," was repeated for the third time in succession you had only remembered that you were delightfully entertained.

"The Apollo of Bellac" by Jean Giraudoux was adapted by Maurice Valency. Mr. Valency has described one of the characters, simply named The Man, as a "vagabond and a poet, therefore an inventor." The action takes place in the office of the International Bureau of Inventions where such inventions as a book that reads itself and an adjustable martini are registered. The Man has come with his, as yet, uncompleted Universal Vegetable, (a name for an acid rock group if I ever heard one and that was coined in 1942). While there he meets Agnes, a young lady looking for a job. She can't type, take dictation, file or even be an ordinary clerk. Her only qualification is that she likes men but is afraid of them.

As you can see there is a lot of whimsy packed into the 45 minutes of playing time. Fortunately the director, J. Robert Dietz, avoided most of it. When Carolyn Lofaro, as Agnes, has to say such lines as, "I like men. I like their dog-like eyes, their hairiness, their big feet. And they have special organs which inspire tenderness in a woman," or when she asks The Man if the fly perched on her finger was male or female (he looked and pronounced it male) or in talking to the chandelier with "You are full of sunshine. You are the chandelier of the sun. A desk lamp needs to be lit. A planet needs to be lit. But you have a radiance of your own," she did so with a beguiling directness that resulted in a pleasant performance.

Thomas Spalding, as The Man, had such speeches as "Pride is the invention of non-inventors," or "I've seen a woman throw away a cool million in diamonds and emeralds because she told a clubfooted lover that he walked swiftly, when all he wanted to hear was—you know what." (Answer—that he was handsome.) He handled the above, and likes of such, with a keen sense of overriding the ridiculous.

As the other characters in the play Kevin Hanlon as the clerk, Chuck Harper as the Vice-President, Seth Rossman as the President and Paige Massman as his wife, Frank Warninsky, Les Gruner, Alex Iorio and Nick Kryah as the Board of Directors, Martha Murphy as Chevredent, secretary to the president and David Deutch as Chairman of the Board all handed in finely etched performances.

How does the play end? All of the men have been convinced by Agnes that they are handsome, Chevredent has been fired (she was a tyrant anyway), The Man disappears and Agnes gets the Chairman of the Board. A little whimsy goes a long way and happily on this occasion the company took the shortest distance to make the point.

Frankly speaking, I have always thought of the Studio Theatre as the sort of room where Capt. Zinn and his troups interrogate jaywalkers or interview prospective informants. It's a dark, oddly shaped, depressing room. However designer James Steere managed to transform it into a rather wide scoped Cambridge, Mass., one room flat for "Sugar Plum" and a properly French appointed reception room for "Apollo." Both plays were appropriately costumed by Carol Taylor.

Just one sour note however—somebody connected with these productions was of the conviction that electricians and stage managers, like children, should be seen and not heard. When "Sugar Plum" started I thought maybe the light booth was really a window in Wally Zuckerman's flat and the technicians a group of seraphic voyeurs peeping in on the action. Maybe next time somebody could put planted window boxes around the booth or veil the technicians or do something to hide them. Granted they did a good job but I don't think it was necessary that we had to watch them do it.

Sour notes aside, both plays were directed by faculty members and the casts were made up entirely of members of the Conservatory. Both groups served each other well.

February 12-16, "Miss Julie," a valet, a cook, and a group of dancing peasants are visiting the Conservatory theatre. Why don't you check them out?

Student course evaluations

by Ann Manganaro
chairman, student association evaluation committee

"Course evaluation" is a very nebulous term. It could involve many different goals and methods of evaluating. We might want, for example, to evaluate courses for the teachers' benefit, so that they could have some feedback as to how effective their teaching has been, and how they might improve their classes. Or we might want to provide administrators and department chairmen with information about how particular courses operate and how they are received by students. Or we might want to give students a clear, accurate guide to courses, not as they exist in a catalogue but as they are actually taught. The method used to evaluate a course would naturally depend on the goals of the evaluation.

This is by no means the first time that the whole question of course evaluation has been raised. Two years ago students presented a paper at an open forum arguing for the implementation of an evaluation program. Last year the task of devising such a program went to the Teaching and Learning Committee, one of several joint student-faculty-administration committees initiated by the college's new handbook. The committee's discussion, however, deadlocked over whether or not evaluation information should be published for students.

The Representative Council recently decided to set up a student-run, student-published course evaluation. The purpose of this evaluation will be to furnish students with a complete and accurate description of course offerings which students can use as a guideline when choosing courses. The evaluation this year would be published by the Student Association during second semester. Because it is to be produced independently, by students, there is no possibility of a faculty or administration veto which would keep the results of the evaluation from being published.

Since the evaluation is planned primarily as a student service, there is no automatic guarantee that its results would be considered by administrators, department chairmen, or individual faculty members. But hopefully the quality of the published evaluation will have an influence on formal institutional policy regarding courses and curriculum. The assumption behind the whole evaluation proposal is that students want to evaluate their education critically, that their reactions to a course can be a valid measure of that course's effectiveness, and that their comments will aid other students in choosing courses of real value to their own education.

FRENCH DINNER
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Monday, December 16, 6:00 p.m. — Kirkhouse
Price: 50¢
Puppet show by Monsieur Jacques Chicoineau
All Welcome

collectivism:

"...the optimum responsibility is put on the students"

During the week of November 25-29, the **Web** conducted an experimental study of History 313, Experiences in Collectivism, a class composed mostly of senior history majors. Knowing that the instructor, Dr. Jerome Perlinski, would be given the completed evaluations, and knowing also that the **Web** reserved the right to print the results, 9 out of 10 students (there are 12 in the class) completed the forms. None signed them.

All generally liked the classes, and believed the teacher's objectives to be the observation of the members of a group (average estimated grade point average: 3.3) working together, and the "development of a response on the part of the individual to historical processes." Another wrote that the objectives were to explore and "evaluate collective experiments in the United States and the world, and to discuss whether these experiments are relevant to the world's problems." Their expectations were mostly of a "wait-and-see" attitude, with hopes of a deep, intellectual stimulation. There was only a partial difference between the estimated objectives and the students' expectations.

The structure of the course is loose; place and time of classes are determined by the students and teacher. Whether or not it is important to attend the class all the time was a half-and-half issue, with no stress on attendance given by the teacher. Methods most often used for presenting class material are lectures and small group discussions, student led. There is no homework (as the term in commonly used); there are, however, reports and suggested readings, and "eventually the work gets done," although, "most of us have not read along as expected."

Most participated in the class, but perhaps felt unsure in doing so; this was the fault of the entire group, felt one person. "The challenge was great. Success could have been great but people became fearful, nervous, and felt threatened." The same person noted, in a random comment, that having class in private homes does not necessarily make the group more relaxed and free to communicate."

A suggested improvement for the class was made by a non-history major with 25 hours of history: "higher pre-requisites in history or closely-related concerns." Others remarked that more relation of theory to facts, more factual background, more structure in tying together individual topics were needed.

General comments included these three:

"More emphasis should be placed upon student responsibility. This class would definitely have been a greater success if the required reading had been done. Students were worried about sounding good rather than learning. Failures are traumatic but the most worthwhile learning experiences."

"My objective is simply to learn in greater depth some areas which are general knowledge but in which greater insight is helpful—for this purpose the discussions in class are well-aimed and helpful—as a history course it is **unreal**—and should be limited only to those who's (sic) knowledge of history permits them to pick up a discussion at any point in history."

"The class is designed so that the optimum responsibility is put on the students. There are no coercive methods used; therefore, success . . . depends on the students. Fortunately, this class has a high quality of students. With another class, it might not work well at all."

The **Web** learning evaluation is simply a first step in creating a much needed system of teaching-and-learning criteria which can be utilized by those persons of the college community with a responsibility in this regard. While this experiment was titled simply "Learning Evaluation," it actually stepped into the area of teacher evaluation as well. What conclusions have I drawn in both areas, based solely on the evalution of a single course?

First, students have learned that experimentation is possible throughout an entire course. That is, no course, no subject matter, no method is sacred and, indeed, can be tampered with. Second, students have learned — and for this, I for one am most grateful — that a teacher is in no way omniscient. That is, it may very often be the students who have better ideas as to presentation and subject matter. The teacher may very often be needed simply as a resource person, able to add a word or two, ask a pertinent question, guide a discussion. Third, students have learned that a classroom situation need not be an individual teacher-individual relationship but rather a a group experience in which all participate in a common search for knowledge — based on an initial admission **by all** that there a r e unanswered questions to which we are all attempting to give answers.

Personally, I have learned more clearly that **in most cases** coercive methods are less effective in the long run, but are easier modes of insuring factual knowledge. I have seen more clearly that we all need more patience with each other in a system of free options, realizing that our preconceptions may not merely be unrealistic, but in fact irrelevant. A negative evaluation comment on my own ability to listen shows how m u c h every teacher must learn to overcome his own educational formation which consisted for the most part of accepting and absorbing comments and subject matter from a professor. I have learned that the contemporary teacher, if he wishes to be relevant, must question almost totally e v e r y procedure, every method, every assignment as to whether or not it is submitted merely as a repetition of what he once did in his own educational background or if, indeed, it may serve some useful learning purpose. Finally, I have learned that life in a vacuum is the most meaningless of all — unless there is conservation on every level between faculty and students, and unless students lose every trace of intimidation with faculty, the only progress possible is an imposed one, which is after all not progress at all. Unless I know the dissatisfactions and the satisfactions from the students themselves, I am working in a cloud, supposing this, guessing at that—with the consequent haphazard results.



Some f i n a l questions which might be asked: does the need for sanctioned assignments decrease as the student progresses through college? Should prerequisites for a given course be more carefully worked out to insure greater homogeneity? Or is the present mix a healthier one? How idealistic (in the sense of unrealistic) is it to expect a group of relative strangers to act as a group two or three times a week? How willing are students to experiment with their education? And how much do we all really believe in experimentation, willing to try one method one semester, another at another time, admit the errors and the successes, and try again?

Jerome Perlinski

. . . experimenting with a learning evaluation, quest

LEARNING EVALUATION: SAMPLE

Preface: This form is an experiment designed by the **WEB.** The **WEB** reserves the right to print portions of the results obtained in this trial as part of a study examining the feasibility of teaching and learning evaluations. Your completed evaluations will also be given to the teacher of the course. We cannot, of course, require that you complete this form, but we ask your cooperation in this study. Please answer as honestly and briefly as possible.

Thank you,
The **WEB**

SIGNATURE IS NOT REQUIRED.
ANSWER BY CIRCLING THE APPROPRIATE LETTER.
PLEASE MAKE ADDITIONAL COMMENTS WHERE YOU FEEL THEY ARE NECESSARY.

1. Name of class is_____
2. Name of teacher is_____
3. What is your major or are you undecided? _____
4. Are you
   a) freshman
   b) sophomore
   c) junior
   d) unclassified
5. Estimate number of hours previously earned in the department in which this course is offered.
6. What is your overall grade point average (estimated)?
   a) below 2.0
   b) 2.0 - 2.5
   c) 2.5 - 3.0
   d) 3.0 - 3.5
   e) 3.5 - 4.0
7. Do you like this course?
   a) yes
   b) no
   c) indifferent
8. Why did you take this course?
   a) necessary to fulfill credit hours for major
   b) interest outside major
   c) liked time class was held
   d) thought it would be an easy course
   e) other
9. What do you think are the teacher's objectives in this course?
10. Do you believe the teacher accomplished his objective?
    a) yes
    b) no
    c) partially
11. What were your expectations of this course?
12. Do you believe that your expectations and the teacher's objectives coincide?
    a) yes
    b) no
    c) partially
13. How many students are in the class?
    a) 1-10
    b) 10-30
    c) 30-60
    d) 60-100
    e) 100-over
14. Estimate number of students that attend the class regularly.
    a) half
    b) over half
    c) all
    d) under half
15. Does the teacher stress class attendance?
    a) yes
    b) no
    c) sometimes
16. Do you think it is important to attend this class?
    a) yes
    b) no
    c) sometimes
17. Methods of presentation are:
    (May choose more than one)
    a) lecture
    b) small group discussion
    c) audio-visual
    d) question and answer

history of film:

"no actual student participation because of size..."

A second evaluation experiment was conducted by the **Web** on Wednesday, December 4, in Sister Marita's History of Film class. Out of the approximately 80 students present, 64 completed forms were returned (the remainder were either done not at all, or done only in minute part). Majors were diversified, with many in theater arts, social sciences, and art. Most students were freshmen and sophomores. The average GPA was close to 3.0.

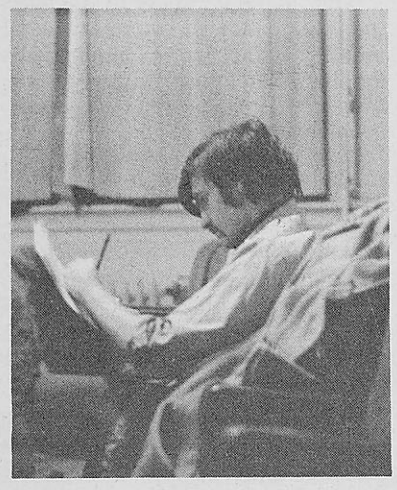
The teacher's objectives were, for the most part, seen to be "to give a background in films as an art and (to) increase appreciation;" "to give historical and some technical background for increased appreciation of cinema;" and "to show evolution of film as an art;" although one person wrote merely, "nebulous."

Students' expectations of the course were generally favorable, but quite hazy, if noted at all. Answers ranged from "seeing a lot of good movies," to "much higher than performance of class has been," to "I expected that the film we would make would be starting in September rather than December. I expected more **in studio** work with film that is supervised," to "I expected to find what was offered and I found even more in depth and variety."

Most students felt it necessary to attend class, to see what had been lectured on be put into actual practice, but said that the teacher did not stress attendance.

The major specific suggestion made was for more discussion; it mentioned that there could be "no actual student participation because of size of class and nature of material." Another remark, similar to the last one, was that the class was "one of the most practical and personally helpful courses this year — really helped me look at film as an art. Sister Marita did a great job handling such a large group."

One person wrote that there was a need for "space with better acoustics." (the class is presently held in the Old Auditorium). Others felt that "a more sophisticated student group," and "self- motivation," were needed,



and that "perhaps an analytical paper on a few (5-6) of the films" would be better than making a film. The subject of making a film for a final mark was a touchy one; several students remarked that they had "insufficient technical background" for the job and that "for only two hours of credit this class takes a big chunk out of study time."

Sister Marita Michenfelder's feelings on the evaluation were that it was a good one, "what with our limitations." Her objectives in the course were to give the students an appreciation of films and to show them a little of how films are made. The course was only an introductory one, it was emphasized. In this way, Sister explained, "I'm frustrated by this class . . . (by) the vast amount of knowledge — in scope." Some students are just beginners, some have already made films and are quite sophisticated in their choice of directors and films. The unwieldy size of the class (134) is another problem: Classes would have to be divided, or limited in some way. "If I ever work with this number again, it will have to be devalued somehow."

Would next semester be limited, or have pre-requisites in order to get more students with the same ability? No, because it was only an introductory course. Sister expects the class to be a smaller one, however. "I handed out about 15 permission cards so far, but I imagine others will have dropped out . . . I hope so . . ."

A smaller class would allow panel discussions, with microphones placed in various spots so that everyone would be able to hear. Acoustics would be better had the class remained in the Loretto-Hilton (the competition of movie sound tracks was too great for the Repertory; thus, the move to the Old Auditorium.), and Sister has asked for the class to return there in January.

A comment on lectures: "I really work on my lectures . . . I try to find out interesting facts and anecdotes . . . two hours is a long time to sit there . . ."

On discussions: "I like discussions. For me, a class is nothing without discussions . . . I always prepare my lectures but one time — I had the lecture all prepared, but I said, 'Look, I can't lecture tonight. We'll look at the films and discuss it later.' And it worked out — people were able to hear each other . . . I guess . . . knowing that we're human . . ."

A high school evaluates itself

Rockhurst High School, Kansas City, Missouri, has used a faculty evaluation system for at least two years. A copy of their "Handbook for self evaluation of teachers" was given to the **Web** by a member of the "Committee on ways and means of evaluating the professional competence of the faculty." There are obvious differences between Rockhurst High School and Webster College. However, the Rockhurst evaluation form does furnish some useful and interesting ideas to groups planning evaluation forms for their own school.

The purpose of the Rockhurst evaluation is stated succinctly: "The primary purpose of the self evaluation of the teacher is the improvement of the teacher. This is the objective that must be kept in mind by all people concerned with the evaluation. The primary purpose of this handbook is to serve as an aid to self evaluation."

The completed self-evaluation form contains comments by the teacher's students, the teacher's department head, at least three other teachers and the teacher's own reactions and comments.

Uses of the results of the self evaluation are stated as follows:

"1) Primarily the results are for the teacher to use to improve himself.

"2) It is strongly encouraged but certainly not required that the teacher discuss this evaluation with the administration.

"3) If the administration has completed a thorough and independent evaluation of a teacher then the teacher's self-evaluation should be made available for comparison."

The student section of the evaluation asks the student to rate the teacher is seventeen areas. A five-point rating scale is used. The student is also allowed to respond with a "no comment" and encouraged to add extra written comments. The seventeen points are as follows: 1. student respect for the teacher; 2. interest and enthusiasm of teacher; 3. teacher's presentation of subject; 4. thinking demanded of the student; 5. feeling between student and teacher; 6. balance and humor of the teacher; 7. sympathetic attitude toward student

8. classroom discipline; 9, teacher stimulates intellectual curosity; 10. scholarship of teacher: 11. enunciation and volume; 12. leading discussions and questions; 13, written and study assignments; 14. teacher's preparation of classes; 15. fairness and reasonableness in grades; 16. personal peculiarities; 17. personal appearance.

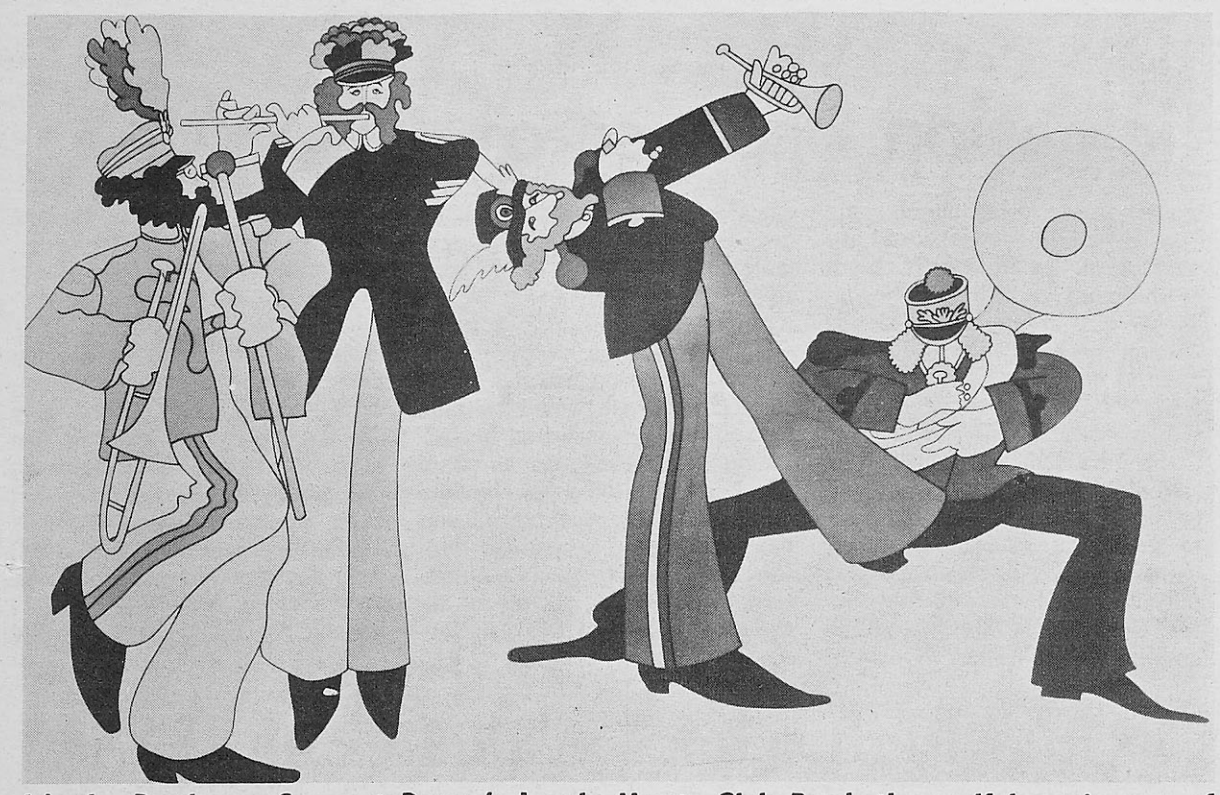
Teachers serving as outside evaluators are instructed to fill out their evaluation of a teacher only after a minimum of four visits to a classroom. Their reactions are solicited regarding the teacher's planning, discipline, teaching methods, and student relationships. The answers are in essay form.

A separate evaluation of the teacher's records, lesson plans and use of books and audio-visual materials is also included in the evaluation dossier. The final item is a form for the teacher's own reactions to the evaluation. He is encouraged in his response to reply with specific proposals for improvement of his technique.

ioning methods of education...to be continued...

e) student led discussions
f) (explain)

18. Were methods best suited for presenting class material? (Refer to number 17)
    a) yes
    b) no
    c) sometimes
19. Does the teacher seem to know the course material?
    a) yes
    b) no
    c) sometimes
20. Does the teacher emphasize what you feel are the key portions of the course material?
    a) yes
    b) no
    c) sometimes
21. Does the teacher explain his material well?
    a) yes
    b) no
    c) sometimes
22. Is the homework assigned meaningful for the class?
    a) yes
    b) no
    c) sometimes
23. Are written assignments required?
    a) yes
    b) no
    c) sometimes
24. Are reading assignments required?
    a) yes
    b) no
    c) sometimes
25. How often do you complete assignments?
    a) always
    b) never
    c) sometimes
26. What part of the class do you feel usually does the work?
    a) all
    b) most
    c) half
    d) less than half
27. Does the class discussion center on assigned material?
    a) yes
    b) no
    c) sometimes
28. Does class material frequently involve related outside material or unassigned material?
    a) yes
    b) no
    c) sometimes
29. Does the teacher comment on your assigned work?
    a) yes
    b) no
    c) sometimes
30. Do you usually participate in the class?
    a) yes
    b) no
    c) sometimes
31. Is there adequate time allowed for class discussion?
    a) yes
    b) no
    c) sometimes
32. Students are encouraged to:
    a) reproduce teacher's ideas
    b) to use their own imagination and ideas
    c) other
33. Tests are:
    a) many
    b) few
    c) none
34. The form of the test is usually:
    a) essay
    b) objective
    c) other
35. Do you feel testing method is suitable for this class? (Refer to last two questions)
    a) yes
    b) no
    c) sometimes
36. In relation to the questions asked, can you sug- make any additional comments about your class?
37. Since this questionnaire is experimental, please make any additional comments about your class or about this questionnaire.



It's the Beatles as Sergeant Pepper's Lonely Hearts Club Band, the soulful music men of Pepperland, in "Yellow Submarine."

[redacted]

Evaluation cited negatively

by ann corcoran and kree owen

We received few comments concerning the value of the questionnaire distributed in the teaching and learning evaluation experiment. Although most of those few were negative, we cannot agree in whole with the person who thought the questionnaire bad because some questions didn't apply to that class. The questions could not possibly apply to every class, and were not meant to.

The two classes, Dr. Perlinski's and Sister Marita's, were at extremes in size and set-up. One was small and consisted almost entirely of discussion; the other was too large for discussion. For a fair evaluation (of the learning and of the quality of the questionnaire itself), the same questionnaire was given to both. It was expected that some questions would not apply to one class or the other and possibly that some would apply to neither. In compiling the results, the first and last pages were considered first and most often; on these pages, even more attention was given to questions 9 ("What do you think are the teacher's objectives in this course?"), 11 ("What were your expectations of this course?"), 36 ("In relation to the questions asked, can you suggest any specific improvement for this class?") and number 37 ("Since this questionnaire is experimental, please make any additional comments about your class or about this questionnaire."). These were essay-type questions, the answers to which gave subjective information about the particular class.

Many students in both classes objected to the choice of "yes, no, sometimes." Perhaps "most of the time" or "not always" would be more specific. Many questions about homework and assignments were irrelevant. Number 32 ("Students are encouraged to: a) reproduce teacher's ideas b) to use their own imagination and ideas c) other ————") should probably be re-written or else thrown out altogether. Perhaps if number 35 ("Do you feel testing method is suitable for this class?") had not been asked, there would have been a greater response to the last two opinion questions.

Black students occupy offices at Wash. U.

December 11.

Black students continue to occupy Accounting Service offices at Washington University, extending a demonstration which began Thursday, December 5. No results were announced from the Monday, December 9, open hearing which was concerned with the alleged brutal treatment of Elbert Walton by five campus policemen on Thursday morning, December 5. Another hearing is scheduled for Monday, December 16.

Black students originally began protesting the alleged brutal treatment of Elbert Walton by moving into the campus police headquarters Thursday.

Demands made by the Black students include the creation of a Black Studies area, and increased financial aid and enrollment of Black students.

While Black students occupied the campus police headquarters white students moved on the Chancellor's office.

Plans for an anti-ROTC demonstration made last week by white radical leaders originally intended to seize the rifle range and hold the territory as long as possible to force a confrontation on the issue. After news of the sit-in in the campus police headquarters spread, ROTC plans were initiated early. Failing to seize the rifle range due to locked doors, 25 students decided to take the Chancellor's office.

Having successfully established themselves, the demonstrators selected five representatives to present the demands to Chancellor Eliot.

The position of the Chancellor as presented during his confrontation with the students was interpreted by the demonstrators as follows:

1. No campus police will be suspended until they are given a hearing, according to the Chancellor.

2. The Chancellor stated that the faculty must decide on the future of the ROTC program.

3. Students' participation in curriculum and grading changes should be determined by the faculty.

4. Wages of non-academic employees are controlled by union contract and are therefore not negotiable on a unilateral basis by the university administration.

5. The arrest of Ken Holder (student arrested for allegedly attempting to break into Cupples rifle range) was not conducted by the university but by the St. Louis County police authorities is regrettable but the university can do nothing to avoid this. (Note: It was later learned that the charges against Holder had been reduced from attempted burglary, a felony, to intent to destroy property, a misdemeanor. Now it is possible for Holder to go free if the University decides to let him go.)

Withdrawal of academic credit from Army and Air Force ROTC courses was approved by the Faculty of Arts and Sciences on Friday, December 6. A motion urging the administration to seek the early termination of the ROTC contract was also passed.

In other action, the faculty endorsed the principle of student participation in decisions of the faculty, voted to create a Black Studies program, and passed unanimously a motion supporting the spirit of the demands of the protesting Black students.

As a result of the faculty's action, no credit will be given to upper level Military Science and Air Science courses after the present juniors have completed the program. Thus the phase-out can not be completed until 1971.

A moratorium on demonstrations and demands to allow the Administration to consider the demands of the Black students was approved at a student meeting, Sunday night, December 8. The exact wording of the carried motion, proposed by Terry Koch, is as follows: "We are calling an indefinite moratorium on our demonstrations and demands so that the administration may give its foremost attention to the demands of the black students."

Meanwhile, ABC, Association of Black Collegiates, held a press conference in the campus security office and issued a Black Position Paper which had been presented to the Administration on Friday, December 6.

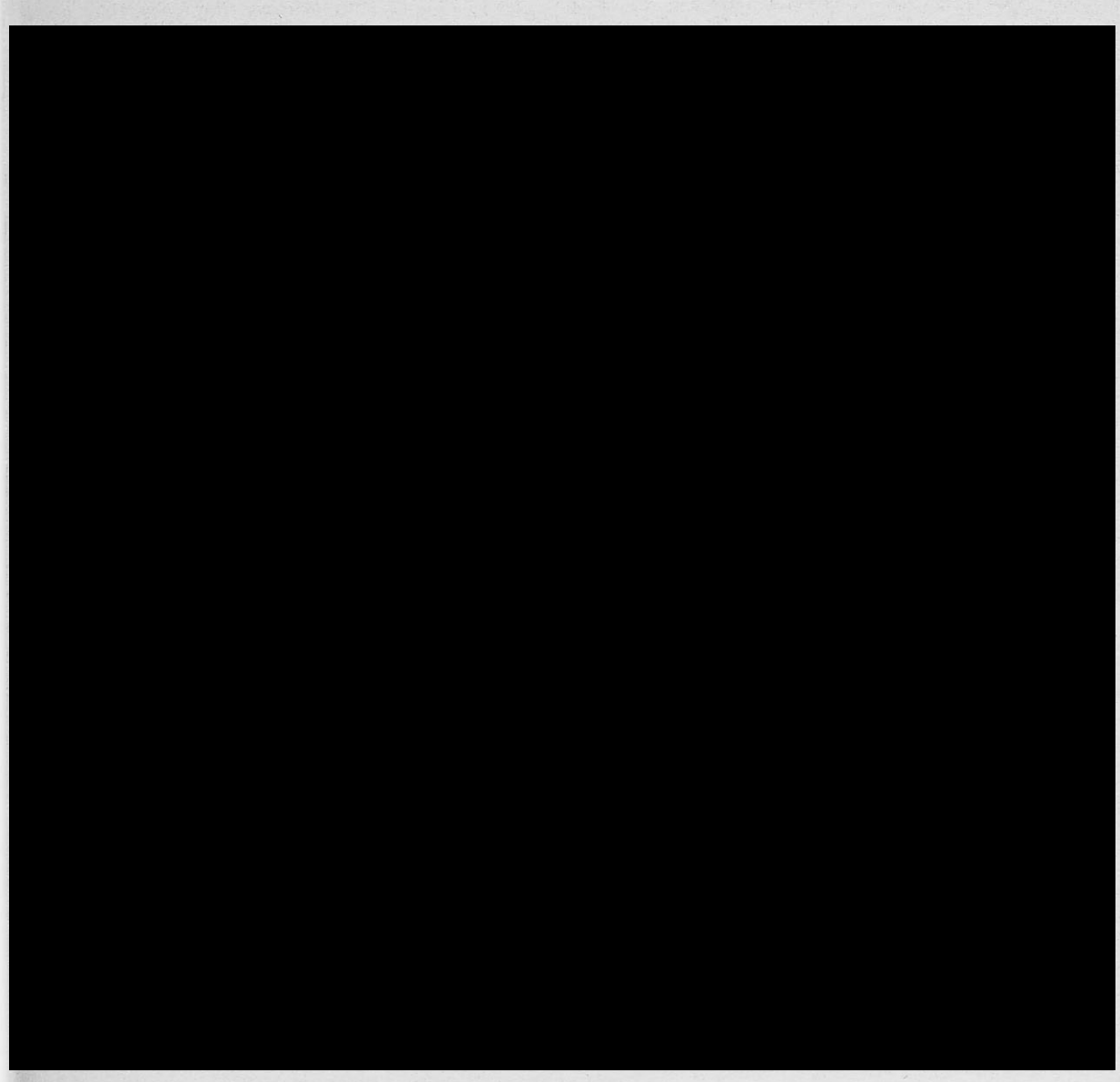
A prerequisite for negotiations on the ABC demands was the removal of three campus police officers and the suspension of two others.

When Jim Thompson, Director of campus police was questioned concerning the status of the accused police officers he replied, "My understanding is that these men have been released with pay to prepare their defense."

(Information for the above story was obtained from **Student Life,** Washington University.)



Student protesters at Washington University demonstration.
—Student Life Photo



The misunderstood child

by Willie Sharp

I am a student teacher at Carr Lane Elementary School. This school is located in the Banneker District, which covers the housing projects of the inner city of metropolitan St. Louis. In this school there is a special classroom for slow and retarded children. After several weeks of observing these so-called "retarded" children and working with two of them, I asked myself the question: are these children really retarded? The answer is: no.

To substantiate this opinion, I will use as examples the two children that I have worked with. Let me introduce you to Rochelle and Earline. These two girls are from poor families. Rochelle's mother and father are separated. She has been transferred from her mother's home to her father's home and back again. She does not have many clothes; she wears the same clothes to school each day. They are torn, dirty, and too small. These existing conditions have placed a severe strain, both mental and physical, upon this child.

Although Earline lives in the same housing project, her condition is not as drastic as Rochelle's because her mother and father are still together. The clothes that Earline wears are not the best; however, they are clean and they fit. But even these clothes cannot erase the fact that she lives in poverty. She does not have money to buy her lunch; she is on the school's free lunch program. Although these two children exist in this devastating environment, it does not have a fatal effect on their ability to learn, as I will point out in the following paragraphs.

When Rochelle and Earline came to me, they were sad and discouraged. However, after a couple of hours, they were like persons who had been born again. They responded to me and my method of teaching, which was totally different from any teaching that they had ever had. My technique was this: I explained to them who I was, and what I wanted to do. At first, I used simple arithmetic problems. In twenty minutes, they had mastered the rules for solving these problems. I was really amazed.

At this point, I decided to use modern math, which deals with finding a rule that will enable a person to predict the answer for equations pertaining to a set pattern of data. These mathematical equations were the same ones used in my regular math classes at Webster College. Within one day, Rochelle and Earline were able to solve different patterns of mathematical data. With half of the data and a set rule, they were able to complete every equation that I gave them.

The best way to sum up the total situation that pertains to the so-called "retarded" children, is to say: After careful consideration of the above examples, I am convinced that there should be a revision in the methods that are used to determine whether a child is mentally retarded or has passed beyond the realm of elementary teaching.

DRUG USED	PHYS. SYMPTOMS	LOOK FOR	DANGERS
GLUE SNIFFING	Violence, Drunk Appearance, Dreamy or blank expression	Tubes of glue, Glue smears, paper bags or handkerchiefs	Lung/Brain/Liver damage. Death through suffocation, Anemia
HEROIN, MORPHINE, CODEINE	Stupor/Drowsiness, Needle marks, Watery eyes, Blood stain on shirt sleeve, Running nose	Needle or hypodermic syringe, Cotton Tourniquet - string, Rope, Belt, Burnt bottle, Caps or spoons, Glassine	Death from overdose, Mental deterioration, Destruction of brain and liver
COUGH MEDICINE CONTAINING CODEINE AND OPIUM	Drunk appearance, Lack of coordination, Confusion, Excessive itching	Empty bottles of cough medicine	Causes addiction
MARIJUANA, POT, GRASS	Sleepiness, Wandering mind, Enlarged eye pupils, lack of Coordination, Craving for sweets, Increased appetite	Strong odor of burnt leaves, Small seeds in pocket lining, Cigarette paper, Discolored fingers	Inducement to take stronger narcotics. Recent medical finding—**Marijuana does injure organs**
LSD, DMT STP	Severe hallucinations, Feeling of detachment, Incoherent speech, Cold hands and feet, Vomiting, Laughing and crying	Discolored sugar cubes, strong body odor, Small tube of liquid, capsules and pills	Suicidal tendencies, Unpredictable behavior, Chronic exposure causes brain damage
PEP PILLS, UPS, AMPHETAMINES	Aggressive behavior, Giggling, Silliness, Rapid speech, Confused thinking, No appetite Extreme fatigue, Dry mouth, Shakiness	Jar of pills of varying colors, Chain smoking	Death from overdose, Hallucinations
GOOF BALLS, DOWNS, BARBITURATES	Drowsiness, Stupor, Dullness, Slurred speech, Drunk appearance, Vomiting	Pills of varying colors	Death from overdose, Unconscious and possible addiction

The information contained in this pamphlet includes symptoms and danger signals on the use of such things as glue sniffing, heroin, marijuana, LSD, pep pills, etc. Physical symptoms are detailed as "What to Look For" tips in order to recognize and understand changes in behavioral patterns and appearances. Such changes as those described above do not necessarily indicate that a person has become a "User," but certainly should serve to put one on the alert. Questions or information concerning narcotics and potent drugs should be directed to either your local Police Department or to the Office of the Chief of Detectives, St. Louis County Department of Police. A desire to remain anonymous will be respected by all law enforcement officers.

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