

webster science

by kree owen

Dr. Alexander Calandra, chairman of the science department, chaired the first department meeting Monday evening, October 27th. It was a most cordial first meeting of the year.

The main topic of the evening was the future of the revised science department. The major revision that has been enacted is the division of the department into basic, environmental and developmental courses. The general consensus of the meeting was that the Nature Photography and Zoo and Garden courses had been successful. Students seem interested in a functional biology or anatomy course and also a course on the sociological and physiological implications of drugs. This course on drugs will meet every other Tuesday starting next semester. It will be quite flexible in regard to the number of credit hours received.

In view of the great expense of equipment and the lack of course variety in the Science Department of Webster, it was suggested that perhaps an agreement with three other colleges in the area to share their equipment could be made. Next semester a computer will be accessible to Webster science students.

The Science Department discussed the necessity of becoming more communicative with the math department. Scientists need at least two years of calculus and often students must brush up on their algebra, a course which the math department doesn't offer.

It was stated at the meeting that the course evaluations to be completed Friday will possibly be ineffective since not until this meeting was the department informed of their duties.

student association

The Student Association opened its October 23rd meeting with roll call and a reading of the minutes from the previous week.

Michael Calkins then asked for a discussion on the use of the Student Association's money that they have received from the Board of Directors (\$20,000). It was stated that SA will invest \$5,000 of their money for the purposes of helping SA become financially independent. It was asked that students who would be interested in helping discover what investments would be wise contact Student Association.

A discussion of the use of the mini-bus then ensued. Peggy Davies, vice president of SA, stated that SA hoped to make more use of the mini-bus by letting students know that it is free on weekends for student use.

Bernie Caton, sophomore representative and one of the drivers of the co-op bus and the Washington University Library run, stated that to break even with the mini-bus there would have to be ten students a run going to Wash U's library every night. This would pay for the ten cents a mile charge of maintenance and the pay of the drivers.

Ena Harrington, chairman of Social Planning, asked for \$3,500 to bring the New York Rock and Roll Ensemble to Webster November 16th. It was voted that the money be given as a loan, to be taken from the \$5,000 investment money, and be repaid in full with SA receiving 50% of the profit.

The next meeting will be Thursday, October 30, at 1:00 p.m. in the New Mexico Room.



long on contraceptives

by chip keiley

Dr. Frank Long, assistant professor of gynecology and obstetrics, consultant to Washington University health service and to Barnes Hospital School of Nursing, was on campus Wednesday night to discuss contraceptives and V.D.

Dr. Long first described the various methods of birth control. On the withdrawal method he stated, "It's not a method of contraception, it's a method of frustration." It is useless, he feels, as a way to prevent pregnancy. In this case the full burden of responsibility is on the males. However, he must have self-control, timing, and completely direct the sperm away from the vagina. If he fails in the latter the result may be the so-called 'pregnant virgin.' Though the sperm are deposited outside the vagina they are highly mobile and pregnancy can occur.

The douche method was also condemned by Dr. Long. This is because the douche is not fast enough to wash out the sperm.

Also useless are the foams and jellies according to Dr. Long. He said that recently EMKO, the makers of a contraceptive foam, reported

that the percentage of failure was 16%. "Oh, I've delivered some beautiful EMKO babies!"

Though estimated 99% effective he doesn't usually recommend the I.U.D.'s either. "Something we'd normally give to a woman who'd had all the children she'd wanted." The risks are fantastic. They work by actually causing an abortion. The chances that they will become dislodged or embedded in the uterine wall (which would mean surgery to remove it) are very high.

The pill, he stated, is based on the knowledge of the hormones (estrogen and progesterone) and the woman's menstrual cycle. "Anytime estrogen and progesterone are given and then stopped, two days later the woman will begin menstruating." The pill works on the basis of—estrogen for 14 days then progesterone for 14 days, then the period, however, the numbers can vary.

A new product not yet released is the mini-pill. It is the smallest dosage yet. The original pill had a very high dose of hormones and tended to cause nausea. "It was begun on the 5th day and taken for 20 days. Then the dosage was cut by

(Continued on Page 4)

dean conway:

issues and answers

In an interview with Dean of Students W. Thomas Conway, the WEB asked about some of the new and old problems on campus such as security, Student Association, counseling, advising, fourth floor Administration and, the idea of a Joint Commission on Students' Rights and Freedom at Webster. Following is a summary of Dean Conway's remarks.

SECURITY

The guards are under the direction of the Director of the Physical Plant, Mr. Virgil Morris. Their duties are to protect the buildings and grounds, students and the physical property of the school. The decision to ask the guards to remove the guns of the guards off campus was made only after a study of the situation and conferences with others involved in the administering of the school.

STUDENT ASSOCIATION

Dean Conway expressed great hope for the future of Student Association. He believes that student representatives should be told by the people they represent what type of representation is needed. To be an active part of the school Student Association will have to take directives from the student body. Dean Conway hopes to see SA take the \$22,000 they received from the College and make a social and academic program that will be relevant to the school as a whole. He also hopes to see SA taking a creative investment approach with their money to help them become independent.

COUNSELING AND ADVISING

The main drive of the counseling and advising at Webster is to help the students. The counseling services operate on a strictly confidential basis. Dean Conway hopes to see a center for student services, information and counseling which, with counselors working with faculty members, present projects and programs for the students. The course descriptions are just the beginning and Dean Conway hopes to expand on this idea and

many others to give Webster students a better counseling service which would also operate with advising the student.

FOURTH FLOOR AD.

Dean Conway stated that the parietal hours for the boys have been extended to include hours during the week and the weekend previously it had extended only to Sundays. These changes are subject to the "ad hoc" committee that the Faculty Constituency has set up to study the situation. Dean Conway held the hope that hours could be extended in the women's dorms very soon. The two problems that would have to be considered mainly are: maintenance of security and privacy of the students.

JOINT COMMISSION ON STUDENTS' RIGHTS AND FREEDOM

This commission would be established by the President or Acting President and would work to give a clear overall picture of the College to insure good academic and social relationships. This Commission would consist of students, faculty, and administrators. This Commission comes from a sincere desire to create a realistic situation in an artificial environment. This commission could look at all aspects of Webster College and arrive at a joint interpretation of what policies and procedures should be followed.

The Commission could possibly look at the drug situation on campus, Student Association and its relationship to Webster, security, counseling and advising, the dormitories, the expansion and development of student services and possibly the problem of what to do in case of a campus disruption: should the students involved be subject to civil law or a Webster Judiciary Board consisting of student, faculty and administrators? Dean Conway sees this Commission as, "a systematic development of policy and procedures for guaranteeing an academic and social environment conducive to Webster College."

Homecoming

is

Coming

November 7-8

editorial:

letters to the editor

Handwritten notes and numbers in the left margin, including a list of numbers from 1 to 30 and various other markings.

Dear Editor:

I feel very much that the recent editorial (Oct. 24, 1969) was based on a good deal of uninformed opinion. And I find it most interesting of all that I was not asked for my opinions concerning the issue in question, as were the other two officers, neither of whom were involved in the Moratorium, one of whom has not been on campus for the last three or four weeks.

Had the Web investigated further it might have been discovered that not only is the Student Association office Moratorium headquarters, but headquarters for Social Planning, Residence Association, National Student Association, Young Republicans, Young Democrats, Academic Affairs Committees, and all other clubs and organizations on campus as well. Has the Web staff and editors forgotten their own frequent use of the phone in the S.A. office to conduct their own business? Politics and space allocation have little to do with the use of that office; it unfortunately, is the only student office in the building and is available to all groups.

Again had the Web investigated procedures for procurement of supplies, the editors might not have had material with which to fabricate an issue for an editorial. Supplies (paper, posterboard, magic markers) are all procured through the Student Association. Social planning, Residence Association, Young Republicans and the senior class have all procured supplies without approval of the entire representative body. Is the Web suggesting that every ream of paper and posterboard be approved and voted upon? This procedure would be highly inefficient and only lend to the general inefficiency and confusion of the representative body. According to procedures established at the beginning of this semester, the four officers are allowed to charge supplies in the bookstore and the print shop; anyone else must have a note signed by an officer stating either amount or item: i.e. in the Moratorium's case, paper was the specified item (no printing was done as is alleged by the Web).

But this I feel is only a small part of what I wish to take issue with in your editorial. The last paragraph, "WE agree and suggest that roles of Student Association members not be confused with their outside roles. They soon become indistinguishable," smacks of what I would term a naive high school approach to student government. Any administration will be stamped with the particular character and flavor of its chief executive, if he is at all a strong leader. It is not the responsibility of a President to organize both sides of an issue. I agree that a President must be fair, allow for all opinions and listen, but he cannot be expected to sit back and wait until the winds are favorable before he can act.

My role as President of the

Student Association has everything in the world to do with my role as Moratorium chairman for October 15th. The Student Association gave support to the Moratorium, as president I gave my support. As an individual I also gave of my time to an effort I considered important. On paper the two are distinguishable, in action they are not. I agree with Miss Davies that the Student Association is an association with no particular political point of view, that is unless the representative body votes, as representatives, to support a particular point of view. I would call our vote of Oct. 2, enough support to give any organization a political point of view.

So to repeat "We must be professional in our operations." I might suggest the Web investigative staff and editors read that sentence again.

Michael Calkins
President
Student Association

Ed. note to the black student organization, YD's, YR's, class chairmen, etc.: The Student Association office is yours. Supplies will be paid for by S.A. with permission of an officer.

Dear Editor:

WELL, WELL, WELL, I guess it's about time for all the backlash and misgivings to come out now about the October 15th Moratorium. It seems kind of funny that all these wonderful people, who are now so righteously condemning the sweat of those S.A. people who actively participated in the proceedings on this campus October 15th, were hiding under some obscure rock somewhere when they could have voiced some opinion then. Oh well, better late than non-committed, eh people?

"Perhaps, King George can read this without his glasses."
Michael Jackson

Dear Editor:

On October 2, the Student Moratorium Committee was given official recognition by the Student Association. This recognition implies that the Student Moratorium Committee, like any other organized student group, is entitled to supplies, which in the past have been distributed at the discretion of the President of the Student Association. If the WEB takes issue with this procedure, it should direct its criticism neither at the Moratorium Committee nor at the President of S.A. but rather at the S.A. representatives, suggesting that they define the role of S.A. President more concretely. As to the use of the S.A. office, it is common knowledge that the S.A. office is the only student office on campus. It has been available to any student group including the Moratorium Committee.

Peace,
Louise Veninga
Chairman of the
Moratorium Committee

Dear Editor:

Let us really observe, during the November Moratorium, if the

opposition to the group opposed to the war in Vietnam will take the time and the energy to work towards expressing their view.

No one prevented the "hawks" from mobilizing their forces and presenting their position on the war. If they were too apathetic to present their view, then we must place the blame on their shoulders; not on the shoulders of those who devoted their time and energy in developing their program to present, intelligently, the position of **PEACE NOW!!**

Larry Davis

Dear Editor:

The October 24 editorial concerning the political involvement of the Webster College Student Association in the Vietnam Moratorium reflects a view of the Moratorium which is far too narrow—a view so narrow one can regard it as nearly fatal to the antiwar effort.

The editorial attacked the politicization of students, stating that the Student Association represented more than one interest group among the students and therefore could not act on behalf of one group instead of another. But, has Web stopped to consider that every contested appropriation made by S.A. does not have the unanimous support of the student body, that often times people disagree over what spending priorities should be? Does this mean that because there is some disagreement as to how money should be spent that it should not be spent at all? The fact is, a majority of the SA members endorsed the moratorium, so it is hardly illogical, much less unethical, for them to support it financially.

But far more important still is the narrow view the editorial reflects on the meaning of the moratorium. Web interprets the moratorium as a non-violent confrontation designed simply to stop the war. So, indeed, has the national leadership of the moratorium—and this is the tragic error. The moratorium should direct itself towards attacking the system of privileged hierarchy which spawned and perpetuates this war. For what good will a moratorium do if five years from now the U.S. Govt. is fighting somewhere else?

The statement by Miss Davies, "... We cannot allow our personal interest to interfere with the functions of student government." is self-contradictory, for what is student government if not an assortment of personal interests? If the persons in that organization perceive the interests of students to be political, then that organization must be political. This is precisely what the Student Union at Washington University is attempting to do. No matter what the issue may be—moratorium or otherwise—student government must act to organize students as a political force against militarism, privilege, and racism. Otherwise, campus politics becomes nothing more than a game, and a very boring one at that.

Ben Zarichor
Student Body President
Washington University

the WEB

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- copy editor anne del barco
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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

founded october 3, 1924

letters con't.

Dear Editor:

The S.A. office, the "unofficial" headquarters for the Moratorium, is the sole student office in the school. Because of the large majority of pro-Moratorium students as opposed to the silent voice of opposition, it became a focal point for the activities. Why is it wrong to use a student office for student activities? If the opposition is so strong, why was it silent so long? (apathy, perhaps).

Not only this, with all due respect, Peggy Davies was quoted in the editorial. She hasn't, I might note, been on campus for at least three weeks. (Ed. note: Peggy Davies was hospitalized for ten days, prior to the moratorium, and spent one week in convalescence.) An objective or even just response from her is impossible and not honestly expected.

In conclusion, I feel as if the Moratorium Committee was not abusing the office in the face of the non-existent opposition prior to the Moratorium.

Chris Hohl

dorm decisions

by chip keiley

Living in a dormitory can be quite an experience. In a recent interview, the head of residence, Mrs. Beverly Smith, commented on dorm life and problems.

One of her first statements was especially apropos, "It's an abnormal state." She spoke of a new faculty committee organized to discuss the dorm situation and Webster's housing problem.

Noise appears to be the major problem. Spontaneous noise is expected and tolerated but skateboarding down the halls? Presently there is a warning and fine system. This might prove to be a deterrent, but as of yet it is not working too well. "You are living under the handicap of a very old building," Mrs. Smith stated, "the administration real-

izes this and one idea under consideration is carpeting the halls."

Male housing is another problem facing the faculty committee. The fourth floor of the administration is now the men's dorms, we are also housing some male students at Eden Seminary and private homes off campus. Next year with a greater influx of male students the problem will be acute. One idea proposed will be to have the men in the dorms e.g. all first floor will be the men's dorms. This will be presented to the Dean's committee for discussion.

Finally, there are study rooms available in Loretto. However at night it is impossible to study there because of the poor lighting. Mrs. Smith said that decorating these rooms is up to the students. Any suggestions for the rooms will be welcome.

butch and the kid

by rich vejoda

"Butch Cassidy and the Sundance Kid" in which the legend tickles us with horror.

Some people wonder at the humor in dying, just as some cannot see the humor in living. But "Butch Cassidy and the Sundance Kid" reveals to us that the laughter is there, and it is the silent scream of the lost. Butch and Sundance create a comic scene as they run from the law and from themselves. William Goldman's screenplay is a subtle character development that lets us see the two outlaws slowly smothered by time, as they try to escape fear. We do not question the train robberies, for they are done with a sense of boyish adventure that makes us chuckle in envy. What does bring us around to the reality of evil is a gunfight where six Bolivian bandits are shot down. Butch and Sundance have crossed the line — there is nothing left except dying.

Paul Newman plays Butch Cassidy with a charm that lies in the fact that Butch has never grown up. He is a man playing at being a boy. Newman's sense of the comic is superb, as he shows us and does not have to tell us anything. A smile, a funny face, or a grimace conveys for us what is inside the man. The Sundance Kid is seen in a different light, as Robert Redford does some of his best acting to date. There is a mean, tempered toughness beneath the small talk, and the playful relation between the two outlaws. Sundance has killed, he

knows death, and it does not scare him — only the waiting does. Butch Cassidy and the Sundance Kid are basically two rather tarnished, ignoble knights chasing after dreams and times past. Katharine Ross is Sundance's girl, and in many ways she loves Butch as much as the Kid. Miss Ross is a beautiful woman who can act if given the chance. She has few chances in the film, and yet we get to know her — and the whys of her life.

Technically the film has few drawbacks. Director George Roy Hill may stray from the path of originality now and then, but one cannot blame him for doing something he can do well. He lets the film move itself, and with the excellent editing job, we have perfection. Conrad Hall's photography is always a beautiful sight. His trees come alive with the smell and feel of nature. One of the most lovely scenes is a bicycle ride with Butch and Etta (Katharine Ross). But here the film's major fault intrudes, the score. Burt Bacharach has written some pathetic music for what would otherwise be a very well-rounded film.

"Butch Cassidy and the Sundance Kid" is a western that has never been made before — and will probably never successfully be made again. Beneath the surface wisecracks, there is a cynical cutting edge that tells us if we don't laugh at death, there is really no hope — and then goes further and much brutally, and says that even our cries of joy will do us no good. Butch and Sundance never really lived, for they were legends in a time that would not have them. They died before they had a chance to be born.

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contraceptives

(Continued from Page 1)

1/2 then 1/4. The effectiveness began to change so they began juggling the numbers." Dr. Long stated that the pill is 100% effective, if taken correctly.

Questioned about the possibly side effects of the pill, the doctor felt, "It's 100 times more dangerous to become pregnant than to take the pill."

The subject digressed to pre-menstrual tension. Dr. Long says that this is the time when women the most difficult to understand. It means irritability, crying, a weight gain of up to five pounds, and swelling of the feet and stomach. He reported having read the theory that "all the witches that were burned at Salem were suffering from pre-menstrual tension."

Venereal disease is on the increase, and according to Dr. Long a bigger problem today than it

was during WW II. "Today's rates are probably higher than they ever were."

There are two types of V.D. The first and most serious is syphilis. "This is a much more subtle disease." The first sign is a raised sore which may occur anywhere on the body. It may bleed. Shortly it will disappear, to be followed by a rash. Years later if it is not treated, syphilis will cause heart damage, which if lived through will be followed by brain damage and insanity.

The other types of V.D. is gonorrhea. This is the crippler. It's symptoms are burning of the urine, frequency of urination, also accompanied by discharges. It can cause sterility.

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mad neon dead turn.

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n.e. wishes to announce that she is sick and tired of being harassed.

A Few Words to the Wise

or a Wise Word to the Few
To know the truth is great, or is it not greater that the truth be known.

We seek the things that we desire, but to desire is the thing that we really are.

We believe in things that we trust, but can we really say we trust.

Is it the idea of what we think a person ought to be, or our beliefs of God in man.

We know for a fact man is imperfect, for it he wasn't there would be no God.

If a man could be just what he is, then could he be a man.

To inspire one another is to relate a portion of our knowledge that ought to show what little we really know.

But suppose the world is really flat, would that make our brother black.

To know is to seek . . .

C. Lee Skirvin

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Thursday, November 6th
8:30 P.M.

New Mexico Room
"Medical and Legal Aspects of Drug Usage"
A Panel with an M.D. and a lawyer



webster college
st. louis, missouri 63119

men on floors

by chip keiley

The problem of parietal hours was discussed in an open meeting held Monday in Maria Lounge. Jeni LaVigne, president of Residence Association opened the meeting by explaining the controversy over the call for an extension of hours.

Jeni introduced senior Kathy Tibbs, who spoke in favor of the extension. She stated, "It is beneficial to both the men and the women." Her reasons for the extension of parietal hours were; 1) you are able to study with people in your classes. (It was not mentioned that the library furnishes ample study space.) 2) It is a private place to go with a friend for a date.

The noise level is a problem now for the few hours that the dorms are open. A mass exodus to the library occurs every Sunday from 1 to 8 p.m. If the hours are extended, will the noise level remain as high as it is presently on Sundays?

In Loretto the majority of the rooms have only minimal bathroom facilities. The girls must use the bathrooms at the end of the halls. Is it "good to have men on the floors so that the women become accustomed to the idea of not walking

down the halls to the showers in underwear or nothing," as Miss Tibbs stated or does the girls privacy extend to the corridors?

...With the extension of parietal hours there is also a problem with security. Obviously the doors cannot be left completely open so that anyone can walk around. Some suggestions were:

1. Any men in the halls must be escorted.
2. An honor system, where the men would sign in and out.
3. A pass system, men would receive the pass on entering and return it when leaving.

However since there are four staircases, two elevators and a few fire escapes leading into the dorms, security will probably remain a problem. Any system of checking men in the dorms would call for great cooperation among the residents.

Finally Jeni closed the meeting by stating that whatever is decided upon will be strictly experimental. Now the next step will be balloting, then voting. The results will be given to Dean Conway. "From Tom it will go to Dean Kelly, then to the ad hoc committee, . . . then to God. We don't know where it goes from there!"

moratorium schedule

Thursday, November 13

Leafletting and canvassing all day.

3-6 p.m.—City-wide Mass Rally at the arch including speakers Coretta King, Harry Belafonte, Senators Jacob Javits and George McGovern.

First buses leave for Washington for the march.

Friday, November 14

Student strike, demonstrations against campus complicity.

11:30 a.m.—Gathering at 12th and Market for march and rally.

1 p.m.—Second group of buses leave for Washington.

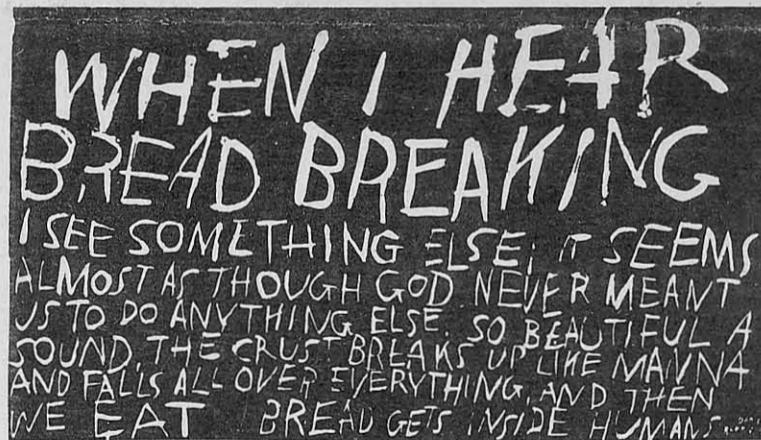
Afternoon campus and war industries picketing.

Leafletting all day.

For further information contact S.A.

Evening Workshops are planned in the Webster Community for Monday, Tuesday, Thursday and Friday of Moratorium Week.

Leafletting—November 8, 13-14. If interested in helping contact Blackie Whelan.



daniel berrigan from the st. louis free press.

homecoming

November 7 and 8 will see Webster students doing something a little bit out of the ordinary; they will be playing football. The second annual Homecoming of Webster College will have arrived.

On Friday evening there will be a rally at 7:30 p.m. on the front lawn of the College with a float building party after the rally. On Saturday, at 1:00 p.m. there will be a parade through downtown Webster Groves with the highlight of the festivities, the football game, to be held immediately afterwards. At 8:30 p.m. in the cafeteria there will be a Victory Dance, for Webster always wins, and the crowning of the Homecoming King and Queen.

The candidates for Homecoming King and Queen are:

Freshmen:	Queen Vicki Riordin	King Lew Prince
Sophomores:	Queen Deb Tierney	King Steve Best
Juniors:	Queen Margaret Szermer	King Andy Porter

A.B.C.

An Association of Black Collegians chapter has been started on Webster's campus. The group is planning a program on "Blackness" for sometime in the future.

The office for the Black Students is on the second floor of the administration building in the old periodical room. Meetings are opened to all blacks on campus. A party is planned for Saturday, November 8 for all new and old members.

editorial

The "March Against Death," November 13 and 14, and the Mass March and Rally on November 15, both sponsored by the New Mobilization Committee to End the War in Vietnam, is picking up much support from the college communities. In view of Nixon's speech earlier this week we are pessimistic about any influence the marches might have on policy formulation concerning ending the war.

Nixon feels he cannot listen to this minority no matter how vocal. He made his appeal for a vote of confidence to his silent majority; he knew they would support his policies. But if we can change the minds of the silent majority maybe we can also have the influence we are marching for.

To this end we must concentrate on broadening the support in the communities. The cause of peace may be better served by staying in St. Louis next week and educating the educable.

in focus

moratoria and mr. nixon

wayne n. powers

On October 15th, a national moratorium was held in which, theoretically, the entire nation was to refrain from 'business as usual' in order to think and learn about the Vietnam war — more specifically, the involvement of the United States in the Vietnam War.

The Vietnam Moratorium Committee, in charge of the moratorium, has as its goal the immediate withdrawal of all American troops from Vietnam in an effort to bring peace.

This is of course a wonderful goal for which to work. However, I sincerely believe that we need to consider a point of extreme significance—

No one wants peace more than President Nixon does. He has no desire to continue a war which has created an inflation that is destroying our nation's economy, nor does he wish to send more American boys off to die in a distant land.

In his letter to Ho Chi Minh, he stated, "I deeply believe that the war in Vietnam has gone on too long and delay in bringing it to an end can benefit no one — least of all, the people of Vietnam."

One must also note the Vietnamization of the war, the sharply decreased number of U.S. casualties, an over 80% decrease in enemy infiltration, and that

by December 15 over 60,000 American men will have been withdrawn from South Vietnam — including 20 per cent of all of our combat troops.

Yes, President Nixon is indeed working toward peace.

October 15th was in many ways a constructive and valuable day. It educated many people about the situation in Vietnam; and, more important, it illustrated to President Nixon that a large number of people have not been satisfied with our current Vietnam policy. The point was made, and now the President is aware of what America thinks.

The President has replied with an outline of his peace program. Now, Mr. Nixon needs the time to let this peace program work.

Another moratorium and a march on Washington in November would not be voicing an alternative Vietnam policy, (that was done in October), but rather it would be a fruitless application of pressure on the administration.

This extreme action, I fear, can only result in further polarization of an already seriously divided America. Let's unite behind our President and give his peace program a chance to work. By doing so, we will achieve peace at home as well as in Southeast Asia.

—w.n.p.

IF YOU'RE LOOKING TO LOSE WEIGHT-- TRY EATING IN THE 'RED CARPET' BETWEEN TWO AND FOUR O'CLOCK!



letters to the editor

Dear Editor:

In your last edition there was significant rebuttal to your editorial of October 24. Unfortunately the critics' argument were made with totally improper justification.

It was argued that because S.A. had voted in favor of the Moratorium actions, therefore the students were justified in using the S.A. office and charging credit for materials under S.A.'s name.

First, just because S.A. showed its support for the Moratorium Day this does not mean that it recognizes the Moratorium Committee as being a permanent or semi-permanent member of Student Association, having the rights to use its facilities.

Also the motion passed by S.A. specifically stated that no financial assistance

from S.A. was to be used. Yet the privilege of using the S.A. charge account was used, without justification.

One of the critics state that all student organizations would be allowed to use the S.A. facilities, but it seems rather to be a convenient excuse to support a weak argument. I question whether the member-organization of S.A. were aware of the policy before, this case in point has arrived.

And finally I question the judgment of S.A. in deciding to support the Moratorium, with or without support of facilities and finances. Are we not alienating a small segment of the college community and moreover, are we fulfilling the role of a truly representative body for all Webster College students?

Respectfully submitted,
Alvin T. Kraiser



at Loretto-Hilton Center

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—M. Cameron

"easy rider"

a mute prayer for america

by rich vejvoda

"Easy Rider" is about America, a country bent on dying. It is about an America that runs in panic from its own reflection, an America with a hungry soul, an America that is going mad with a new-found freedom that it can't control. It is also about another America that we seldom see, an America that is drowning itself in its own pity, and refuses to stretch out a clenched hand, for fear of being lost midst the closed fists of the angry.

Dennis Hopper has directed a most important film, in that it shows us the grandeur of our country. Even though we see it through the eyes of two pot-smoking motorcyclists, we cannot help but sigh in wonder. The photography picks out the stark and the soft nuances of the landscape, and it is hard to turn away. Hopper along with Peter Fonda play the two rebels running from themselves. The acting on their part is notably poor, and weakens what impact the rather pathetic script might have. But there is a stroke of genius in casting Jack Nicholson as a small town lawyer who decides to ride along. In Nicholson we find the real America, the beautiful America that lives behind the boundaries of fear. One extremely powerful scene is around a roadside campfire. The law-

yer has his first taste of marijuana, and finds that he prefers alcohol—in fact he prefers his own imagination to any drug induced state, as he gets high on a tale he spins about a UFO. Nicholson is America. It doesn't take long for him to die.

Hopper and Fonda are traveling to the Mardi Gras, but they find instead—oblivion. Their odyssey turns into a nightmare, as they come face-to-face with God, death, and themselves. It is the latter which in the end destroys them—or maybe it is the real America which awaits crouching, ready to pounce on the unwary.

Hopper wanted his film to be that clenched hand of truth. But he overestimates his talents. And finds instead a beautiful, and disturbing failure. Yes, we are shaken by "Easy Rider," and we are forced to think, but it also tends to drive the fearful farther into their fear, and the brave become a little more self-pitying. The worth lies in the fact that it gives us a chance to search for America. And we find it in the setting sun, the rolling hills, the smiles, the weather-beaten faces, and in a small-town lawyer—and sadly we find it all slowly deteriorating in front of us. "Easy Rider" tells us to be quick to look around, for soon there may be nothing to look at. We listen, but can anyone hear.

'lusitanian bogey'

a period piece

by nora a. randall

I took my white, middle class bod to the Loretto-Hilton Tuesday night to see "Song of the Lusitanian Bogey." I think it's a period piece. Now, I have a feeling that a lot of theatre people are going to disagree; which focuses on the problem. I'm an English major trained to track down thematic significances which I then stuff and mount in a paper. I was dissatisfied with the play. After the play I talked to two members of our action-oriented theatre department. They were ecstatic. They raved about the acting for over an hour. My question is: What does it say about a play, especially a play so obviously constructed to produce a reaction, when the emphasis of the positive critical comments is on the acting and staging technique? I think the play's primary purpose was to confront the audience. Instead this middle class white, along with two others, for sure came out saying what a magnificent production.

In 1966 this play would have confronted me. Now the themes of European destructiveness and systematic societal oppression are so realized in liberal white society that they are no longer confrontation issues. You cannot be confronted with what you integrally know.

I know one objection to my argument could be that there are a lot of people who are not aware of "white guilt," but this objection raises another thorny problem. How large is the audience for this play? I have a feeling that those people who would be confronted with these themes today wouldn't understand the play.

Let you throw this review in the wastebasket as "the morbid musings of an English major" let me say that the ensemble is cause for jubilation. The Negro Ensemble Company is rhythmically one down to their muscle tones. Only one thing happens at any given time in the play. When Anna tells her story I can see her words in the muscle tension of the other women and hear her

(continued on page 4)

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bogey

(Continued from Page 3)

life in the music and yet Anna's portrayal is one in itself. She could have been on the stage by herself and carried the scene. That would have been psychological drama; with the ensemble it became intuitive communication — a concept which opens future possibilities for drama to satisfy the emotional needs of our society.

In every scene I could feel the rhythm of the jazz in the blocking, in their poses, in their facial expressions and in myself. They lured me toward their theme in a ritualistic rhythm that made me feel something important was going to be revealed to me. When the rhythm stopped before the thematic altar I had to say, "Is that all you wanted to tell me?" Won't somebody please write a play that's worthy of Ensemble acting.

CLASSIFIED ADS

happy birthday blackie — love, the group.

pope kral is a mick.

m. s.—congratulations on your nephew.

dr. j. p. is a mushroom.

c. h. one hundred, forty-one dollars and forty-one cents?

mrs. n. j. p.—please send more cookies. signed n. e. and f. e. (we know why he's blushing!)

to whom it may concern, please send the coconut airmail.

QUACK.

e. o. h. have fun on wednesday. "tweetie pie"—i miss you.

n. k.—why are you growing your hair short?

CLASSIFIED ADS

k. h. (not n. e.) happy belated birthday.

buckley — you will hear from my lawyer in the morning. signed w. n. p.

m. k.—leave scotty alone.

klutz and dum-dum—congratulations.

deb tierney for homecoming queen.—paid for by 'citizens for tierney.'

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legal and medical drug usage

On November 6 in the New Mexico Room, the forum, Medical and Legal Aspects of Drug Usage, was held. The two speakers were Mr. Billy Joe Carter, a St. Louis lawyer, and Dr. J. Goodwin, a St. Louis psychiatrist.

In an unusually informative presentation, unfortunately to a very small audience, Mr. Carter stated that the hunt by Federal authorities for people using marijuana is "a 20th Century witch hunt." He also stated that it is his opinion that the statutes concerning marijuana are extremely harsh. The penalty in Missouri for possession of marijuana is twenty years for the first offense; in North Carolina the penalty is ninety-nine years for the first offense and in West Virginia the term is jail confinement for twenty-five years. He also stated that the Missouri statute is a verbatim copy of the Federal Narcotics Law of 1927.

Mr. Carter stated that prior to its widespread use as a drug, marijuana was used for rope and hemp. The introduction of synthetic fibers made that use obsolete. Only the young stalks are considered illegal, the classification exempts mature stalks with toughen fibers. The female marijuana plant has the most toxic stalk.

Mr. Carter related the fact that to search any vehicle, premise, or person for drugs, without a search warrant, the officer must have reasonable grounds for believing a felony is being committed. If it is shown that he does not have these reasonable grounds the search is illegal therefore the arrest is illegal and any evidence found may not be submitted in evidence to the court. However, any information that is voluntarily given during a search, whether the search is legal or not, may be used in evidence against you. Mr. Carter also said statistics show that search warrants are used in only 1% or 2% of all arrests for drugs. To obtain a search warrant the officer needs to have reasonable cause

for suspicion that the place he wishes to search is being used for commitment of a felony. A search warrant must be specific and say what regions of a premise are to be searched. The police may also confiscate any vehicle that is used for transportation of marijuana.

Mr. Carter hopes for a change in the laws governing marijuana usage, but says that it is politically unforeseeable. Some counties in the St. Louis area are arresting people possessing marijuana for conspiracy. This is a misdemeanor and if convicted a person may hope for a suspended sentence. Even if convicted and given an active sentence a person will not lose his voting rights as someone who has been convicted of a felony does.

When asked about the constitutionality of the marijuana laws, Mr. Carter stated that this question must be brought up at the beginning of a case and because of the time involved is almost an economic impossibility. If a defendant can find a way out on a lesser charge they take it because of the prohibitive cost, risk of freedom, and risk of a police record if the case is lost in the Supreme Court. In summary Mr. Carter urged non-usage of drugs because of the severity of the penalties, the possible loss of freedom and jail confinement.

The second speaker of the forum, Dr. Goodwin, stated that marijuana has been used as long, if not longer, than alcohol. No one has been able to measure chemicals in the plant at any given time because there is no way to know the dosage in the plant at any given time. Another reason why information is so sketchy is because marijuana has been a drug for the poor people in poor countries and they die so early that it's hard to discover whether it was harmful or not. Dr. Goodwin also stated that it may take decades to find out exactly what effects the drug may have.

(Continued on Page 4)

"caste"

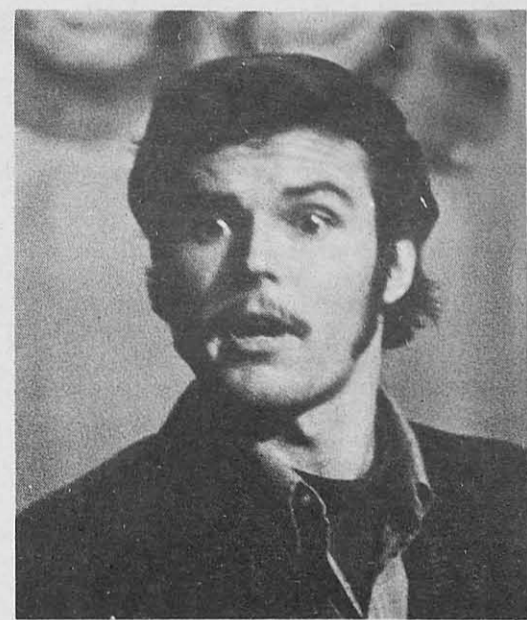
The Conservatory of the theatre arts department at Webster College will present a revival of T. W. Robertson's "Caste," once described as "one of the most popular comedies of the Victorian age," for eight evening performances beginning tomorrow, November 15.

Since its premiere at the Prince of Wales Theatre in London in 1867, "Caste" has been revived a number of times. In September of 1867, four theatres in Boston were offering productions of the play, a testimonial to its popularity at the time. The New York Times hailed it as "the best comedy since 'School for Scandal.'"

The Webster College production, under the direction of Sister Marita Michenfelder, features Steve Flanagan, Susan Loughran, Frank Ries, Rob Stella, Debbie Goldstein, Nancy Scanlon, Bob Walwark, and Bob Jacobson.

"Caste" will be performed in the Studio Theatre of Loretto-Hilton Center November 15-22 nightly at 8:00 p.m. Tickets, at \$1.00 for students and \$1.75 for non-students, may be obtained by calling 968-0517.

The second of five plays to be presented by the Conservatory this school year, "Caste" will be the entry from Webster College in the American College Theatre Festival, to be held at Kennedy Center in Washington next spring.



coming this week

SATURDAY, NOVEMBER 15

8 p.m. Alpha Sigma Lambda Lecture: Dr. William Masters, "Sexual Functioning." Ticket donation \$1. Tickets available at the door. Graham Chapel.

SUNDAY, NOVEMBER 16

3 p.m. "Multi-Media" presentation and participation by art department chairman Sr. Gabriel Mary Hoare and instructor Tom Linehan. City Art Museum. 7 p.m. Alumni Evening at Webster-Eden Library building. Special program includes Dr. Joseph Kelly, Webster's interim president, speaking on intra-institutional cooperation.

8:30 p.m. New York Rock and Roll Ensemble sponsored by Social Planning. Tickets \$3. Cafeteria.

MONDAY, NOVEMBER 17

anytime. Talk to travelers staggering back from Washington about weekend experiences.

ABC's

by clovis bordeaux

The Association of Black Collegians on Webster College's Campus sponsored a record hop last Saturday night in the Kirk House. Miss Jo Kimbrough and Sue Anthony were doing their thing as hostesses. Everyone grooved with the Chicken and popcorn and a thing called the yolk. We're planning more activities with other A.B.C. groups and the Black Artist's Group.

There will be a meeting on Thursday, November 20, at 1 p.m. on second floor in the administration building. So come on over and see what's happening . . .

Moved by President Nixon's speech of Nov. 3, we:

- 1) support the Moratorium of Nov. 13-14;
- 2) support the March on Washington, Nov. 15;
- 3) support the concept of future moratoria;
- 4) urge our fellow citizens to escalate moratoria to the level of national strikes until such time as the President and his Administration demonstrate tangible evidence of hearing and responding to the demands of those opposed to America's position in Vietnam.

ROBERT E. CORBETT
JANE M. CORBETT

"Revolution"

We are challenging our society to radically change itself. If it is 'revolution' that we invite we must critically analyze our situation.

The term is tantalizing but everyday. We fool ourselves into our own frustration by thinking revolution is relatively proximate or relatively remote.

Herbert Marcuse has been ignored by students moving the Movement until of late. We quote him with the tenacity of a forgotten fringe finding a leader:

I have never contended the student movement is a revolutionary force. I have always insisted that we do not live in a revolutionary situation. That it will take a long time to get there and that all their actions overlook this present fact.

As the system under Marx was dependent upon the workers, Marcuse's system is dependent upon college intellectuals (students if you will), to find the New Form. A revolution must be guided by a critical core who can "organize spontaneity" or there can be no revolution. A critical core? There is no revolution.

'high school'

a surreal nightmare

by bill stretch

Most films are judged on a basis of what has previously been accomplished in the particular form in which the film fits, i.e. the western form, comedy form, etc. Critics are full of funny little quips based on unintentional excesses within these forms. One danger of art is unintended self-parody. No such quips, however for Frederick Weissman's **High School**. Weissman has created a whole new form in the documentary field and he hasn't been at it long enough for self-parody.

High School tells it like it is. Weissman has turned away from the slums and Hollywood-characterized slum-school situation (e.g. Sal Mineo knifing his English teacher—nice while it lasted) and hits us where it hurts. The majority are removed from the slum situation so Weissman turned to the shining middle-class high school. No chance for characterization; Weissman simply went in and filmed, no sets, no actors, just the living fact. It's all there and for this high school graduate, it was like opening an old wound. No aloof compassion as in slum school flicks. Reality becomes the surreal nightmare.

Editing can slant even spontaneous truth, of course, and Weissman has been accused of tainting the American dream. Where was all the joy and fun our parents so nostalgically remember?

America has changed and with it the idea that the only "bad apple" in the school system is the slum school. **"High School"** is a documentary and a classic of its time.

in focus

a question of leadership

wayne n. powers

In last week's column, "Moratoria and Mr. Nixon," I stated that the "Viet Nam Moratorium Committee" is in charge of the November Moratorium. In light of new facts, that statement no longer holds true.

The "Viet Nam Moratorium Committee" is being shelved and the action is being largely taken over by the "Student Mobilization Committee to End the War in Viet Nam," (New Mobe). The students involved in the November Moratorium should be made aware of just what this modification involves.

The leadership of New Mobe is clearly extremist. The Steering Committee of this organization includes such questionable characters as Arnold Johnson, public relations director and legislative representative of the Communist Party, U.S.A. (CPUSA); Sidney M. Peck and Irving Sarnoff, both former CPUSA officials; and Fred Halstead, the 1968 presidential candidate of the Socialist Workers Party. Moreover, New Mobe chairman and

Steering Committee member David Dellinger declared in a May 1963 speech: "I am a Communist, but I am not the Soviet-type Communist."

Senator Thomas Dodd (D.-Conn.), in reference to the self-proclaimed leaders of the Moratorium, states: "I have no doubt that there are some innocents among the leaders. On the other hand, there are many people whose antecedents are open to very serious question."

W. Averell Harriman, himself a critic of U.S. involvement in Viet Nam, said that some leaders of the New Mobilization Committee are "people I don't like, people who stand for the violent overthrow of the government, people who carry flags of North Viet Nam."

At this critical point, an urgent call must go out to all students involved in the mid-November Moratorium. It is their responsibility as members of this movement to question the credentials of their leaders. It is their obligation to become aware of their leaders' intentions.

—w.n.p.

letters to the editor

Ann Raphael:

You are fined \$5.00 for the dormitory disturbance of having a boy in your room at 11:00 p.m. Sunday. Please pay Mrs. Smith by Monday, Nov. 17.

Signed: Cathy Ann Kenner

Editor:

I think this piece of paper is inane.

This is perhaps not very extra ordinary. In fact, mundane. Perhaps it does not seem worth the effort of anger. Maybe, in fact, it seems reasonable to you. Certainly, I have broken a rule, and that rule applies to everybody. I am no privileged character—I am subject to the same chastening as the next person. In fact, if I were another person reading this letter, my initial reaction might be something like "How trivial!" But, as I would then (and already have) realized,—**It is the rule that is trivial, rather than my feelings about the rule.** I have found, as a general cosmic rule, one usually receives what one gives to life. Certain rules of my dwelling place have stimulated me to higher and higher, more complex forms of gaping, leering idiocy.

Where I come from, (a large state university in the wilds of Pennsylvania) nearly one half of the town is under 23. We have many, many rooming houses and apartment buildings used solely by the students. In these houses, members of the opposite sex frequently gather and (gasp!) mingle. In these places, you are not supposed to roam around in your underwear, except in your own room. Surprisingly, Webster students, that seems to be enough. Not one student has complained of "Webster's syndrome" or, to be blunt, an unsatisfied underwear fetish.

I came to Webster college hop-

ing to find both responsible freedom, and a mature attitude towards change. What has alternately depressed and amused me is the very little deviation from what our more dramatic ancestors called "the straight and narrow path." What I personally call it is best left to your imagination. However, there is an abundance of liberal wishing, but rarely any liberal thought, which requires action to bear it out. Of the many "liberated," "cool" and even "radical" heads allegedly floating around, I have seen precious little of it showing when we speak of something as minor as opening up our dormitories.

It is truly a tribute to the powers that have formed our minds (God bless the brain police) that the most decisive things we have decided after at least two meetings each, is to decide. We have set up committees, enough for the most discriminating bureaucrat. We have planned meetings and fervently discussed lots of proposals. But what have we really, in truth, in concrete terms settled? That is just plain wishy washy. You have learned your lessons well, kids.

When I write this, I am picturing some of you angered or annoyed, perhaps laughing. That is good. The more you respond, the more emotional the reaction, the closer this is to home. I do not wish to enforce my views on anyone, but I will not remain silent to avoid doing so. I personally will not settle for apathy. If you disagree, then speak up. To remain silent is nothing short of ludicrous. All of us have equal power. But some exercise it. The rest of us are too afraid. **OPEN DORMS. NOW. (This is the time to move.)**

ann raphael

games — a creative process

by james kloemper

Tom Linehan, instructor of art and basic design is designing basic games as a room tool to relieve education of its two dimensionality. Tom is concerned about a flat education. "Education has got to change from the static one dimensional or two dimensional view of the world and of systems, that you are confronted with when you read textbooks, into a dynamic three dimensional experience where you are living a model. You are being exposed to the complexity, to the dynamics of that model and games are a way of doing that."

In far too many cases Mr. Linehan says, "School is where you go to be a member of an audience," and that other areas outside the classroom is where we really learn. One way to get the kids away from the role of audience is through the use of the gaming experience. By changing the physical arrangement of the classroom, setting up the roles and objectives for the game, giving the students roles and, having the teachers back out of an authoritative position. This forces the kids to make their own decisions and break away from their role as an audience.

Tom does not claim that games are a cure-all for the ills of education when there is a dynamic situation to understand. He feels, by designing a model of that situation, walking through the model and gaining experience from the model you can understand the situation better. "This is a very effective device to help us to better understand the complexity of human living."

Games have been used in the classroom for the past seven years. They have been used for the purposes of analyzing and gaining experience in war as far back as the gladiators and jousting knights. Games are considered by Tom and other game designers to be effective learning aids because they spur motivation. Often the games bring in kids that are turned off towards conventional teaching methods and they present the players with decision-making roles.

Games are formulated in any number of ways, from simple to very complex. A possible way, Tom pointed out, of setting up a game is to divide a group of kids into smaller

groups, assign them the roles of people or persons in the situation to be simulated, and give each group separate and to some degree conflicting interests. Thus you work the game backwards by analyzing the situation you wish to simulate.

A very important thing to keep in mind when going through a simulation is that it is a model. Mr. Linehan states, "When working with a model be aware that you are dealing with a model and like any other analogy the model limps and is not the real world."

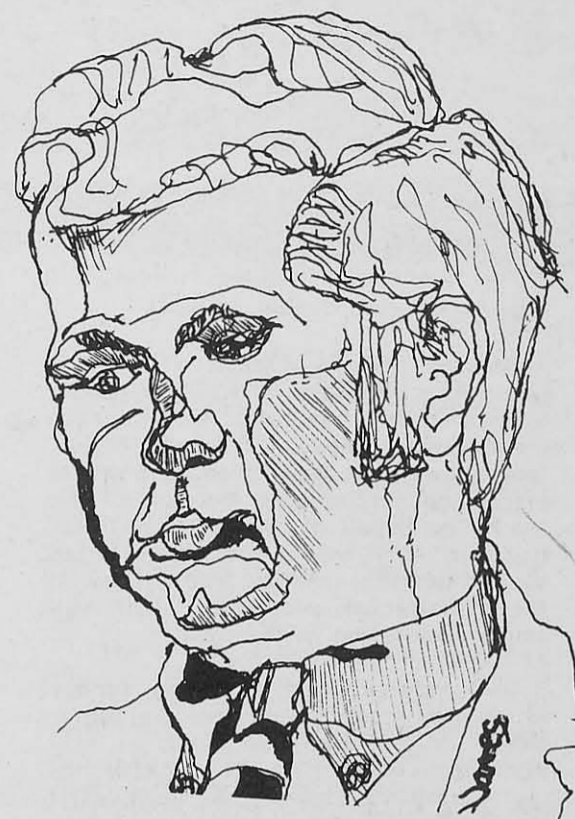
There are several risks involved in presenting a simulation. In the introduction to **Interdisciplinary Curriculum for Elementary School** Tom includes several risks involved:

1. The teacher may have to give up some of his control or authority.
2. The teacher may not know everything the students may learn.
3. The classroom may have to be run more democratically for a time.
4. The teacher may not be able to measure what is learned.
5. The teacher may have to resist impulses to give her conclusions to open-ended questions as they arise.

Tom feels in gaming that it is necessary to take these risks because the possibilities outweigh the risks. He feels that in some cases education has made the material so safe that there are no risks. The material in this case can't hurt anyone and has become stagnant.

Tom is beginning work on a new series of games. They will be designed specifically for the high school work-study areas. He is concerned about, "the kid who leaves high school with little or no understanding of the systems he is going to be living in."

An important area Tom feels is the credit experience. He points out that with little or no understanding of the credit system a person may within the first two years of his marriage so financially commit himself that the system will control the kind of life he lives and the decisions he makes. Tom's primary concern is that kids come to understand the system in which they live, not that they play



games. He would like to "expose kids to some of the dynamics of the credit system so at least they are not caught totally unaware by bad luck." It is apparent that no text can give the experience necessary to understanding the credit system.

Tom will also design simulators or understanding what it's like to be a citizen within the democratic system. In our present educational system the student is taught as a young citizen to be a member of an audience. He then expects to sit back and let the officials of the government run the country. Tom stated that "any person who chooses an activist role either politically to the left or right is a communist because he has moved out from his audience role, which you were taught or at least experientially felt was the sign of a good citizen." Tom's games for this area would demonstrate the necessity within a democratic system for people to choose a democratic function more as a democracy.

as you like it

by mike jackson

When I first came to Webster College in the beginning of the fall semester of this year, the issues concerning the Vietnam crisis were brought very strongly to my attention. Up until that point I had never been really involved or had much contact with these implications as a free person. During the period before this fall, I never recognized freedom as I know it now—as being such a precious and tangible entity. Many people do not have the incentive to do anything more for their freedom than to take it for granted. Whether this apathetic state is caused by ignorance, basic contentment with life without knowing the difference between free and not free, sheer laziness or whatever the reason this state of apathy does exist.

If you, as an individual, know what is going on in Vietnam, you know that our country, whatever it means to you, is in trouble. The more one tries to disentangle the myriad issues concerning the war, the more one becomes involved in the complexities of these issues. Today, our country is rapidly becoming divided into two camps as a result of this Vietnam problem. The one side is actively supporting an immediate unilateral withdrawal of troops from the war area,

the other camp is working toward a "just peace," along with President Nixon, which would call for gradual de-escalation of the war as the situation becomes militarily conducive to this end.

Where, though, does this situation leave the person who enjoys the freedom to which he is accustomed? Is he supposed to jump into one of these two existing sides in order to keep from becoming tagged with being an undefined "no comment" middle of the road kind of persons? Fortunately this cushion of undecisiveness does exist in our country, but it sure makes it tough to get anything accomplished.) Or is this person supposed to join our movement or another simply because it is what seems to be the thing that one's peer group advocates? Ideally these reasons for personal commitment should not exist, but in truth they do, and are ever present in our conglomerate social make-up.

Thus, simply, I would like to state that there is no time left to play games with the Vietnam issue. Each one of us must look into the problem, and then sternly into ourselves. The individual must then have the courage to differ with a friend or agree with a stranger in supporting his stand. How you go about this is up to you, but be decisive, it is your freedom.



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drugs . . .

(Continued from Page 1)

Dr. Goodwin explained that the marijuana here in North America is lousy and has very little THC which is found in female resin. THC taken in concentrated doses will produce hallucogenic experience comparable to LSD.

Moving from a discussion of marijuana to a discussion of LSD, Dr. Goodwin stated that five out of six reports in the American Medical Association Bulletin shows there have been no negative effects on chromosomes because of the use by the female of LSD. He also stated, however, that five out of five studies show that when injected into a fetus in the trimester of pregnancy, LSD will cause a mutation in the fetus.

LSD may produce temporary lunacy which may result in suicides, and homicides. LSD induced hallucinations may also keep reappearing after a user has quit taking the drugs (LSD flashback). Dr. Goodwin stated that paranoia may also set in because of use of drugs but this is found more commonly in users of Speed than in those who use LSD.

Classified Ads

m.f. — what's a fella to do? — chicken man

mozzarella concoctions retail for 45c

g.p.—revenge is a spiteful thing and it also hurts a hell of a lot—c.h. & m.s.

daddy jim—why are you blushing?

QUACK

nick kryah builds sets

"... not even the rain, has such small hands."

j.a.n.—i'm sorry—i.l.y.—m.c.p.

"tweetie pie"—i miss you.

war material

The following is a select bibliography of materials on Viet Nam contained in the Webster College Library.

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DS/558/.H3/B47 Berrigan, Daniel. Night Flight to Hanoi; War Diary with 11 Poems. 1968

DS/557/.A68/B7 Brown, Robert McAfee. Vietnam: Crisis of Conscience. 1967.

DS/557/.A5/B8 Butinger, Joseph. The Smaller Dragon; A Political History of Vietnam. 1958

DS/557/.A5/B83 Buttinger, Joseph. Vietnam: A Dragon Embattled. 1967

DS/557/.A6/C3 Can We Win in Vietnam? 1968

DS/557/.A6/F3 Facts on File, Inc. South Vietnam: U.S. Communist Confrontation in Southeast Asia, 1961-1965. 1966

DS/557/.A5/F34/1964 Fall, Bernard B. The Two Viet-Nams, a Political and Military Analysis. 1964

DS/557/.A5/G8 Gurtov, Melvin. The First Vietnam Crisis; Chinese Communist Strategy and the United States Involvement, 1953-1954. 1967

DS/557/.A5/H25 Hammer, Ellen

Joy. Vietnam Yesterday and Today. 1966

E/183.8/.V5/H3/1968 Hartke, Vance. The American Crisis in Vietnam. 1968

DS/557/.A6/H5 Higgins, Marguerite. Our Vietnam Nightmare. 1965

JX/6731/.W3/145 In the Name of America; The Conduct of the War in Vietnam by the Armed Forces of the United States As Shown by Published Reports. 1968

DS/557/.A6/K28 Kahin, George. The United States in Vietnam. 1967

DS/557/.A5/L233 Lacouture, Jean. Vietnam: Between Two Truces. 1966

UB/342/.U5/L9/1968 Lynd, Alice. We Won't Go; Personal Accounts of War Objectors. 1968

The following materials are found in the Webster College Library vertical file.

Bundy, McGeorge. Statement on Vietnam at the DePauw University Symposium on Law, Liberty and Progress, Oct. 12, 1968.

Business Executives Move for Vietnam Peace. First National Meeting, September 27, 1967.

Congressional Opposition to Vietnam War Grows. Congressional Record. February 27, 1967.

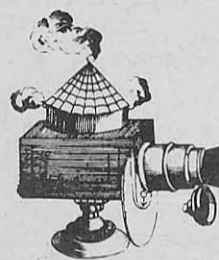
Yale Scientific. April 1968. a thank-you to Mrs. Karen Luebbert, librarian.

News Blurbs

Michael Calkins and Ann Walsh, president and treasurer of SA, are attending a White House Conference on Education in Tulsa, Oklahoma this week.

Nov. 13, 14 and 15—Moratorium

The Trial—old aud. 7:00 p.m. & 9:30 p.m. Nov. 18—50c



magic lantern cinema

ROD STEIGER TRIAD

FRI & SAT 11/14 & 15

"In The Heat
Of The
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SUN & MON
11/16 & 17

"Pawnbroker"

TUE - THUR 11/18 - 20

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Saturday Nov 15
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Nov. 21 - 22 "Blow Up"
Nov. 23 - 25 "L'Avventura"

Comedy "Greetings"

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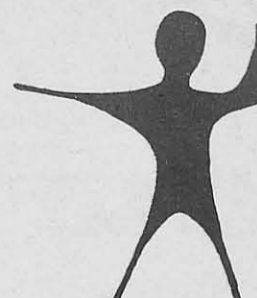
CASTLE

By T. W. ROBERTSON

nightly at 8:00
november 15-22

studio theatre

at
Loretto-Hilton Center



Students can go abroad for a summer, semester or a year. This can be done regardless of their field of concentration and with or without a college background. If you want to know how, where, when or how much (cost averages the same as study on campus) you are invited to attend a meeting sponsored by the modern language department on Wednesday, November 19, at 7 p.m. in the New Mexico room. Refreshments will be served and talks will be given by students who have studied abroad.

webster college
st. louis, missouri 63119

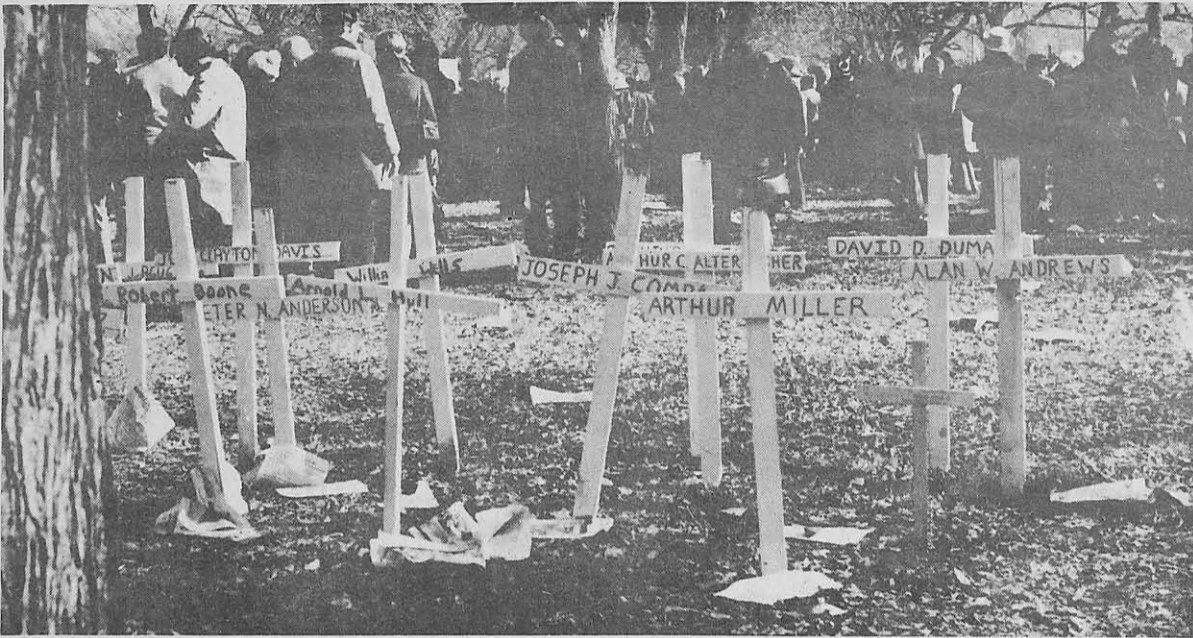


photo by carolyn connelly

Mrs. Philip Hart, beloved member of Webster's Board of Trustees, Mr. Bill Irving, theology instructor, and

Mr. Philip Sultz, art instructor, were arrested in Washington November 13 while celebrating a Mass for Peace

on the Pentagon steps. No Webster students were known to have been arrested—"Come together over me."

stopsky & corbett

morality and self-interest

by chip keiley

Dr. Fred Stopsky spoke last Friday at the Loretto-Hilton Center. The topic was, "Morality Is Not the Issue but Self-Interest Is." Dr. Stopsky defended President Nixon and his policies as justifiable since "a President acts in certain ways because of the dynamics of the situation."

He stated that the one thing that a nation should never do is place itself in a position where it can't leave or advance without losing face. Another position to be avoided is that of having a smaller nation determining the actions of a larger nation. In reference to this point Dr. Stopsky said of Vietnam, "They have us over a barrel."

The great cliché of the Moratorium he felt is their idea of, and opposition to, a military-industrial complex. He stated, "Since 1945 there have been vast divisions in the military. This is caused by the creation of nuclear arms."

Of primary interest in negotiations is not only the interests of the South Vietnamese but also of the Peoples Republic of China. Dr. Stopsky closed with a proposal for an Asian policy. This would include our policies not only with South Vietnam but also Laos, Cambodia, Thailand, and China.

Mr. Bob Corbett responded. He stated his essential objection to Dr. Stopsky's statement that he was willing to negotiate any-

thing. "I am willing to negotiate almost anything!" Mr. Corbett felt that the self interests of the U.S. "aren't worth committing the atrocities that the U.S. is committing in South Vietnam." He added that the United States had been conceived on moral grounds and that our foreign policy must be morally conditioned.

Finally, the first secretary to the ambassador of South Vietnam spoke, Mr. Nygen Nyhoc Bick. He stated that neither national self-interest nor morality would solve the issues—"There must be a middle ground." He spoke of his people and shared the hardships of a seemingly endless war.

The session closed with a question and answer period.

therapy through swimming

by kathleen harper

During my affiliation with the Repertory in Ides of March, I had an opportunity to observe and work in a swim program for trainable mentally retarded children. I took the opportunity to involve myself because Cleopatra had a retarded child, and becoming involved has been a rewarding experience for me, which I want to share with this campus.

At this time the activity is in need of instructors.

The children are brought from State Training Center #13, each Thursday morning for an hour and a half of swimming at Wohl Center, 1515 N. Kingshighway. The program depends wholly on volunteers who patiently work with these children to help them learn the basics of swimming, which is mastered

by some if not by all. However, even those who do not learn to swim achieve some measure of progress because of having the opportunity to feel the freedom they find in the water. Many dedicated volunteers over the years have given their time and their love to these children who are in such great need of having patient help in finding the joy and confidence which swimming brings to them. This is truly an important work.

If anyone has Thursday morning free and is searching for an avenue to dare to be involved, your help is greatly needed. Call the supervisor of the program, also an involved student on this campus, Mrs. Rolla McBriney, 962-2778 . . . swim time 10:00-11:30. The chief qualifications for teaching are the willingness to go and the comfortable knowledge of knowing how to swim.

poor attendance at rock concert

On Sunday, November 16, The New York Rock and Roll Ensemble appeared in concert at Webster College. The concert was sponsored by Social Planning Committee with a loan of \$3,500 from Student Association.

The Rock Ensemble, consisting of Brian Corrigan, rhythm guitar; Dorian Rudnytsky, bass guitar and cello; Michael Kamen, keyboard and oboe; Clifton Nivison, lead guitar; and Martin Fulmer, drums and oboe, played for over two hours to an audience of approximately 250 people. Less than fifty of these people were from Webster College.

The Rock Ensemble combined many instruments, cello, flute

electric bass and oboe plus the conventional rock instruments, to produce a solid sound of rock to present to an audience that appreciated every minute of the performance.

Social Planning lost about \$2,800 on the concert because of the poor response. Ena Harrington, chairman of Social Planning, says, "Social Planning and Student Association will reimburse the Student Association fund for the money lost. We hope to do this by various fund raising functions around the school in the coming semester." Plans will be submitted in the near future by Social Planning to Student Association for their approval.

teachers and tenure

The questionnaire from the Committee on Course and Teacher Evaluations and Tenure were the agenda items considered at the Wednesday, November 19, meeting of Student Association. The questionnaire, which will be used for a teacher and course evaluation at Webster, was presented by Barbara Horgan, student chairman of the committee. This questionnaire would only be used for Academic courses; another questionnaire would be formulated for independent studies at a later date.

The questionnaire will be used to evaluate the course and the instructor so as to provide students with a basis for selecting their courses. It was hoped that the professors would be able to see the results to help them formulate the course and its goals for another semester.

The course description books for the Spring semester of 1970 will be used as the source to determine whether the teachers have fulfilled the stated goals and objectives of the course.

The questionnaire was accepted by the Representative Body for distribution to classes.

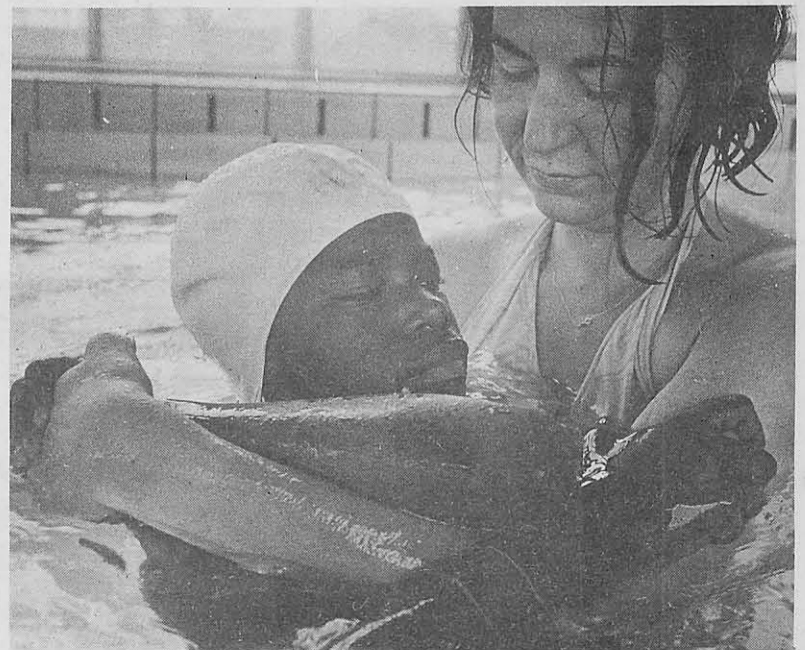
Bernie Caton then presented the recommendations that he and Carolyn Connelly had drawn up for an ad hoc committee on tenure. "This committee would gather advice from three groups of students (and then be submitted to the faculty committee on tenure).

a) majors in the department of the teacher to be tenured,
b) students with a strong interest in the department,
c) students who have had courses with the teacher."

The recommendations presented the following possibilities for evaluation:

a) ability to communicate subject matter with students,
b) concern for students having problems with the course,
c) statement of objectives at the beginning of the course and class evaluation as to whether the objectives were reached,

(Continued on Page 4)



letters to the editor

Dear editor:

This letter is written in reply to a column entitled, "In Focus: A Question of Leadership," by Wayne N. Powers in your last issue.

This column was a blatant attempt to use the McCarthyist smear and red-baiting tactics of the 1950's in order to discredit the November Moratorium. He tries to discredit the Moratorium by saying that the "Viet Nam Moratorium Committee" is not involved in the Nov. 14-15 actions and then tries to discredit the group that he claims is responsible for the march on Washington, "The Student Mobilization Committee to End the War in Viet Nam." He is wrong on several counts:

First: Although the "New Mobe" is heading up this action, the "Moratorium Committee" has given its full official support to the "New Mobe." Furthermore Sam Brown, who was nationwide head of the Oct. 15 Moratorium has given his full support to the Washington anti-war action.

Secondly: Mr. Powers tries to smear the "New Mobe" by saying its leaders are Communist, the implication being that anyone associated with these actions is helping the Communist conspiracy overthrow our government, if any such thing exists. If Mr. Powers had looked into the histories of these people he would have found out some interesting things.

He accuses David Dellinger, one of "New Mobe's" leaders of being a Communist. But, Mr. Powers does not tell us that, while Dellinger says he is no Communist, he has been disowned by the Communist movement. Mr. Powers does not say that as a pacifist he refused to fight in WWII and went to jail for his beliefs. Mr. Powers does not tell that it is Dellinger who is one of the 8 being tried in the Chicago conspiracy and most important, Mr. Powers does not tell us that it was Dellinger who asked special permission of the government to go to North Viet Nam and bring back six American P.O.W.'s in his 2 trips. So far David Dellinger has saved 6 lives . . . that's 6 more than Mr. Powers' buddy Nixon has.

Powers also pins the "Commie" label on Fred Halstead of the Socialist Workers Party. Mr. Halstead is a personal acquaintance of mine, and had Mr. Powers bothered to investigate he would have discovered, that because of his views he is an outcast in the International Socialist movement. His party was, in fact specifically denounced by a recent Pan-American Communist gathering. Halstead has dedicated his life to the struggle against war and imperialism.

All of the people named in Powers' article have been active in the peace movement for many years. It was they who were there and held the fort when no one else would. It was they who stood alone in the early days, when popular support was almost non-existent. And it is only right that they should lead this movement that they had such a large part in building.

If Mr. Powers feels that one should choose his political allies more carefully, he should be made aware of his allies as he has just joined a long line of reactionaries stretching from Joe McCarthy to Spiro Agnew (WHO?)! He should be more careful of his political bedfellows.

Semi-respectfully,
Lewis Prince

P.S. How about equal time for the new left in "The Web."

Dear Editor,

It has been brought to the attention of many of those news and feature editors at Webster College that the web office is a virtual open door for the party people and kleptos of this fine institution of learning. It is because of these facts that the staff members signed below ask for keys and a locked office on weekends and 7:00 p.m. at night.

Sincerely,
Kathi Hoener
Chip Keiley
Wayne N. Powers

To the readers of the WEB:

Apathy's latest conquest occurred among the students of the women's dorms last week when Residents' Association attempted to take the long-awaited sampling of student opinion regarding parietals. We made a specific attempt to see that each resident of Maria and Loretto Halls personally received a ballot. Of the 250 women involved, 88 bothered to fill out their forms and return them.

While I certainly do not consider this a representative number, the results are as follows:

Parietals should remain as they now stand	16 votes
5:00 p.m.-12:00 a.m. Sun.-Thurs.	
5:00 p.m.-1:00 a.m. Fri.-Sat.	11 votes
1:00 p.m.-10:00 p.m. Sun.-Thurs.	
1:00 p.m.-2:00 a.m. Fri.-Sat.	21 votes
1:00 p.m.-10:00 p.m. Sun.-Thurs.	
8:00 p.m.-2:00 a.m. Fri.-Sat.	36 votes

One person rejected all of the above proposals, and opted for a totally coed living situation.

On the ballots, many people rejected the proposal for security made by one of the floors; none of the critics offered any alternative suggestions.

Many chose to ignore the reality that the construction of our dormitories poses a peculiar security problem. We were told things like, "We do not need babysitters." Don't you think it is very naive to assume that it would never enter the mind of an undesirable male to enter a women's residence hall? And everyone, including the 16 themselves, seemed to have no desire to "protect" those who prefer an all-female living situation to an open dorm.

Perhaps we are so secure in our liberalism (armchair variety) that we can afford to forsake rationality.

I have put the 88 ballots, with what comments they contain, in the hands of the faculty ad hoc committee, which is concerning itself with such issues in the dormitory.

Sincerely,
Jeni LaVigne
President, Residents
Association

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Dear Editor:

Why do the outstanding majority of students at Webster College proclaim a need and a desire for a number of social functions focusing on intercollege communication? Why does this same majority swear they will support these functions and consider them part of the advantage of being in an academic environment with so diversified a student body and without the depersonalized masses of a large university?

The number of interest groups at Webster College is really beautiful. The proclaimed liberality and interest of these same groups is yelled in all directions. When given the opportunity to prove this interest, however, these very groups fall far short of their mouths and become the same 9:00 to 2:00, bigoted, segregated, cocktail party, conservative, wife-swapping, business executives" they are so violently disgusted by. They become the capitalists and judges of those with whom they had previously collaborated with.

I am by no means placing all the "blame" of a 2,800.00 loss of The New York Rock and Roll Ensemble upon the students alone. Social Planning, as an organization has learned too expensive a lesson from this. I, personally, accept the responsibility of the loss, but I am accepting it not because of lack of publicity or interest of and for this event; rather, as a lack of sophistication within the organization and a generally apathetic student body, faculty, and administration.

I hate the word "apathetic" because I find it hard for anyone to feel nothing, but it's true. When four times as many people from outside the immediate community show up at a concert on our campus, while the organizations own representatives and supporters are sitting two and three floors away, complaining of the "lack of cultural, educational, and social" stimulation surrounding and suppressing them—then there is obviously something wrong. What happened?—such good reasons!

It was fairly well known that if this concert was a success (we wanted a profit but that wasn't our main concern—it was participation) Webster College could finally start bringing more such attractions to its campus. I thought maybe we could finally get away from the "mixer" and "spring formal" as a means of socializing and integrating this "intellectual" vacuum we live in.

The potential for the "dynamic," exciting and real atmosphere was thought to be here. The Webster College catalogue wasn't pushing a bunch of bull when they said it was a "real world" experience.

Ena Harrington
Chairman, Social Planning

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PRESIDENT'S COUNCIL

Denise Ford, Kathy Gillooly and Al Kraiser have been selected for student positions on the President's Council.

REGISTRATION

Students may take any course for pass/fail with permission of their instructor. But tell the Registrar.

MOVIES

Tuesday night movie: LA DOLCE VITA, 7:00 p.m.-9:30 p.m.; old auditorium — 50c.

STUDENT LOUNGE

Work has begun on the Student Lounge (the old curriculum room). Renovation will be completed by the end of the semester.

"the sterile cuckoo"

pookie, pookie where are you?

by rich vejvoda

When two people meet in a jungle of emotions, they can sometimes end up more lost than they were before. So it is in "The Sterile Cuckoo." The wisdom that one obtains from loving and then losing, is not always worth the price of sorrow. But when one is unsure of the love, then even the wisdom is lost.

"The Sterile Cuckoo" is about a wild, marvelous girl who meets a shy, rather unmarvelous boy. Both are hiding from something that terribly resembles themselves. Pookie does it with laughter, and pranks, and fantasy upon fantasy. She lives in a world where each separate day lies disjointed and slowly fades from view. Jerry hides himself within a wall of security, that never lets his

emotions play the game of life, and never lets love creep beneath the foundation. What we see are two very lost people running into each others arms, trying to find whatever it is they are running from or — towards.

Liza Minelli delivers a beautiful if sometimes distracting performance as Pookie. She is breathlessly alive, and yet there is a dying about her, that one cannot understand until the story is over — and we know that love is not for Pookie, and it is Pookie who knows it and wants it most of all. Wendell Burton plays Jerry rather clumsily. He doesn't show us enough, and yet in the end, we realize that Jerry has lost, for once again he has turned away, and around and around. He is back where he has started. Burton is shy enough, and he is inane, and rather inept at showing his feelings — but he never comes across as being totally real. He lacks the expression of pain, that comes with love.

Director, Alan J. Pakula lets us laugh throughout the film, and lets

us wonder at the photography and the scenic views, but I'm afraid he does not let us die. There may be tears, for with sentimentality one must cry, but there is no dying within — no honest feeling of loss that is most needed. The script falls flat in the end, and where we should exit on one last note of forced laughter, instead only mute people watch the bus pull away. The score is well done and paces the film nicely, letting us shed a great deal of our false emotion before we come to what should be the climax — and the truth.

In the end, it is Pookie who finds herself, and what does she find — she finds herself lost. We want Pookie to live, but know that it never will be. She is condemned to some hopeless despair composed of a grotesque array of laughter and tears. It is always autumn in Pookie's world, everything is beautiful and on the verge of death. In Pookie's world we fall in love, and come face to face with ourselves, only to stop and stare, and then turn and run the other way.

in focus

mc carthy's ghost

wayne n. powers

Last week's column, "A Question of Leadership," seems to have brought my critics out of hibernation. Their calls of "McCarthyism" and "red-baiting" served only to spotlight their closed minds.

My intention in last week's column was simply to report some important facts concerning the leadership of "New Mobe." I believe that, before getting involved in a movement, people should acquaint themselves with the leaders and goals of the organization. This is not always done.

An interesting example of this phenomenon is that many people who supported the October moratorium didn't even realize that, by doing so, they were calling for unilateral withdrawal of U.S. troops from Vietnam.

It is so very convenient to pin

a label on someone who does not agree with you. What can we call this type of reply? An educated response? No. A valid criticism? Never. A desperate attempt at distorting the truth and evading the issue? Bullseye.

It's fine for people to criticize the President. It's also fine for people to criticize the Vice-President, Judge Haynsworth, Secretary Laird, and on down the line. As soon as you question the credentials of moratorium leaders, however, you are guilty of "McCarthyism."

My critics preach the rights of free speech and dissent. Yet they reject all facts that do not agree with the propaganda blurted out by their leaders.

This philosophy of double standards is a very dangerous one. It seriously jeopardizes the future of democracy in America.

—w.n.p.

'caste'---a melodramatic review

by nora randall

This is a melodramatic review so the reader is encouraged to cheer the hero and heroine and boo the villain when cued.

Susan Loughran as the Marquis. (Cheer) *Caste* is worth sitting through just for the moment when the Marquis enters the heroine's hovel, takes one choleric glance at the room, marches straight to the footlights and confidentially informs the audience, "What a hole." I'll never forget it. Susan does a generally excellent job in her other scenes as well. Her comic timing only seemed to be slightly off in two or three instances, but I had the feeling that these rough spots were in the particular production on Tuesday night, not in Susan's overall characterization.

Debbie Goldstein as Polly. (Cheer) Some melodramas name their heroines by their virtues. If this were so of the *Caste* production Debbie would be billed as fluid-face Goldstein. She has such an impressive range of facial expressions that she succeeds in making melodramatic acting look natural. One expression that she could stand to cut down on is the screwed mouth; it gets repetitious.

A hero, Bob Jacobson as Sam. (Cheer) In his first scenes he's just another college performer doing a reasonably good job but he warms up fast and by the second and third act he's delightful.

Not quite hero material, but worthy of a lot of cheers is Frank Ries as Hawtree. He shows a real feel for comic timing much of the time but he tends to lose control and sometimes become obnoxious.

Steve Flanagan as George doesn't have a whole lot to work with, but I don't think he quite masters the timing when the character of George does offer an opening for comic exploitation.

Nancy Scanlan doesn't have a thing going for her in the role of Esther, but she plays it with a great deal of control and doesn't alienate the audience so that a comic character usually manages to save the scene.

Enter the villain. Eccles. Rob Stella fails so totally to capture his part that I think he might have been misdirected. When he has a scene by himself in the last act he almost sabotages the whole show.

The production was kind of like a tilt-a-whirl ride—one breathtaking spin and then a wait for the next one. Individual scenes were visually and comically brilliant while others limped along and some simply fell. The between act songs by Mary Ruprecht and Eddie Deep were a delightful device for drawing the acts together and adding to the melodrama favor. As a whole the production has problems but some terrific acting saved part of the day in true hero fashion.

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Slinker and Clayton
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peggy did it . . .

(Continued from Page 1)

d) involvement and creative contributions to the college community,

e) willingness to experiment with or use of newer techniques developed by educational research.

This committee would elect a chairman to present recommendations in the name of the committee to the faculty committee.

The proposal was accepted by the Representative Body. Carolyn Connelly and Bernie Caton nominated themselves for the ad hoc

committee and it was decided that the rest of the members would come from the student body at large.

The meeting was adjourned and the next meeting will be held Tuesday, November 26 at the Kirk House at 1:00 p.m.

CLASSIFIED

I never give you my number,
I only give you my situation,
Give me your number.

WNP: "I'd like to know you."
Pochahontas

"tweetipie" — i miss you.

multi-media

by chip keiley

On Sunday, November 16, Sister Gabriel Mary and Mr. Tom Linehan of the art department presented a program at the City Art Museum, entitled "Multi-media."

The audience was engulfed by slides and sounds in the first part of the program. This presentation by Sister Gabriel Mary consisted of five slide projectors and multi-sounds, the theme was education.

Mr. Linehan followed with a game for the audience. (He stated that to better participate in it the audience must overcome what he termed the "audience mentality.")

The game consisted of an envelope given to everyone in the audience. Inside these were cards 'yes' and 'no' and also a small paragraph describing the role each person must assume, whether he be in the student-parent or education group. (Groups were assigned also; they weren't designated by age, etc.) The audience was then asked to vote on proposals, centering on educational changes, according to their roles.

Each group at the onset had a certain number of influence points, these could be raised or lowered according to how the voting went. Originally the points were, students—10 pts., Parents—30 pts. and the educators—40 pts. However, at the end of the session and after only four proposals the influence points had changed to students—10 pts. Parents—36 pts. Educators—44 pts.

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tenure: who decides and what it means

by kathi hoener

On December 15 nine of the faculty of Webster College will either be granted or denied tenure. According to the proposal that was approved by both the Faculty Constituent Assembly and Student Association last year: "Tenure means that the faculty member is appointed to a permanent position within the academic body of the college. It is an instrument to encourage and preserve the atmosphere of academic freedom and research. Tenure also means—

1) To attract and maintain men and women of ability in the teaching profession;

2) to evoke the commitment of one's energies to the progress of the educational institution;

3) to promote unity in the achievement of the educational goals of the institution;

4) to promote long range goals with a sense of seeing them through, especially in the face of difficulties;

5) to bring stability and strength of a faculty subject to the frequent changes of personnel."

The teachers to be tenured on December 15 are: Dr. Alice Cochran of the History Department; Sr. Gabriel Mary Hoare of the Art Department; Sr. Eloise Jarvis, chairman of the Music Department; Sr. Mary Mangan, chairman of the History Department; Sr. Marita Michenfelder of the Theater Arts Department; Sr. Deborah Pearson, chairman of the English Department;

Dr. Carl Pitts, Associate Professor of the Social and Behavioral Sciences; Consuelo Wise, chairman of the Language Department and Sr. Ann White, chairman of the Theology Department.

The probationary period of a full-time faculty member beginning his career with Webster College should not exceed seven years. The probationary period of a full-time faculty member who comes from another institution where he has served as a full-time teacher for three or more years should not exceed four years. These two requirements assure that a teacher will have at least seven years experience before being offered a permanent position on the faculty.

Tenure is granted by the Board of Directors and the administration. The Faculty Constituent Assembly has set up an ad hoc committee of five which makes the primary recommendations to the Board and the Administration as to who should be tenured. According to the proposal the "specific responsibility of the (Faculty) Standing Committee on Tenure is to review once a year each and every full-time faculty member to determine whether recommendations for tenure should be made in cases where tenure decisions are due. In other words, recommendations for academic tenure to the Dean of Faculties comes from the Faculty Committee on Tenure. The Faculty Committee on Tenure should work out its own procedures concerning methods of evaluation subject to approval by

Faculty Steering Committee."

What is the students' role concerning tenure? The proposal continues: "... the students should have a formal voice in matters of tenure. The exact procedure of this formal input is left to the student to provide." Student Association on November eighteenth approved a proposal that insures this student input. On this date an ad hoc committee was established that would be responsible for evaluative student input to the faculty committee which, along with the administration and Department chairmen, constitute the four major inputs for the evaluation of teachers to be tenured. This committee hopes to gather advice from three groups of students:

a) majors in the department of the teacher to be tenured;

b) students with a strong interest in the department;

c) students who have had courses with the teacher.

This student ad hoc committee on Tenure could use the following possibilities for evaluation according to the proposal:

a) ability to communicate subject matter with students;

b) concern for students having problems with the course;

c) statement of objectives at the beginning of the course and class evaluation as to whether the objectives were reached;

d) involvement and creative contribution to the college community;

e) willingness to experiment with

or use newer techniques developed by educational research.

The members of this Student ad hoc Committee on Tenure are Bernice Caton, Carolyn Connelly, Lew Prince, Barbara Horgan, and Maryanne Raven.

The administration makes the decision concerning the granting of tenure based on the evaluation submitted by the Faculty Committee on Tenure. The Faculty makes its recommendation for or against tenure by:

a) using the evaluation instrument;

b) consultation with department chairman;

c) consultation with the student representatives.

The Department Chairman makes a recommendation for or against Tenure by:

a) using evaluation instrument;

b) consultation with the full-time members of the department;

c) consultation with the majors of the department.

The Student Representation makes its input to the Faculty Committee.

All four of these inputs will be used before December 15. If you are a major in a department or a student of one of the teachers to be tenured by December fifteenth, and you would like to have your opinions known to the Student ad hoc Committee on Tenure, contact any of the members of the student committee. They will welcome all opinions, be they positive or negative. They can be reached through the Student Association office.

Spiro Agnew's Ten Commandments for Protest-- December 3, 1969

- 1) *Thou shalt not allow thy opponent to speak.*
- 2) *Thou shalt not set forth a program of thine own.*
- 3) *Thou shalt not trust anyone over 30.*
- 4) *Thou shalt not honor thy father and mother.*
- 5) *Thou shalt not heed the lessons of history.*
- 6) *Thou shalt not write anything longer than a slogan.*
- 7) *Thou shalt not present a negotiable demand.*
- 8) *Thou shalt not accept any Establishment idea.*
- 9) *Thou shalt not revere any but totalitarian heroes.*
- 10) *Thou shalt not ask forgiveness for thy transgressions, rather thou shalt demand amnesty for them.*

"mattress"

The fascinating fairy tale of "The Princess and the Pea," set to sparkling music by Mary Rodgers as "Once Upon a Mattress," will open Thursday (December 11) at Loretto-Hilton Center. Milton Lyon, who has over 90 other musicals to his credit, will direct the repertory presentation.

The production by The Repertory Theatre features guest artist Terry O'Mara as the comically sensitive Winnifred. Chet Carlin portrays the romantic Prince Dauntless. Grace Chapman, a member of the resident company, is cast as the proud Queen Aggravain, with J. Robert Dietz as the sage King Sextimus the Silent.

"Once Upon a Mattress" is described as "a bright, musical holiday treat" with previews open to the public on December 8-9-10 at 8:30 p.m. Matinees are at 2:00 p.m. Wednesdays and Fridays. Two shows are presented Saturday at 6:00 p.m. and 9:30 p.m. The musical runs through January 3.

**if president nixon does not sign the
increased student loan bill by december 6 your NDSL loan may be cancelled for second semester—write to him at this address . . .**

president richard m. nixon
1600 pennsylvania avenue
washington, d.c. 20501

editorial

On Thursday, December 11, 1969, at 1:00 p.m. in the New Mexico Room the Ad hoc committee on 4-1-4 will conduct an open forum to discuss a change in the academic calendar year. Though the 4-1-4 program varies from college to college it usually involves dividing the regular two-semester year into three terms. During the first and third terms (September to December; February to May) each student takes four courses, the equivalent of four semester hours each, and during the shortened term (January) only one four semester course. This system was followed by some 90 colleges last year, most of whom were small, private and coed.

Under the plan it is hoped faculty members will carry a lightened work load, students will concentrate on the quality of their courses and not quantity and, in the winter term, both faculty and students will have the time and opportunity to experiment, study, research, invent and create.

Besides affording the college with flexibility and the potential to change the entire curriculum, 4-1-4 also has a practical advantage. It automatically specializes the college and withdraws it from the competition with universities. "Second-rate universities have a change to become first-rate colleges."

There are of course disadvantages to the plan. Sequence courses suffer from a lack of continuity. Library materials are at a premium with a third of the college community doing research (how heavenly academic). The hope that faculty work loads would be lightened sometimes does not materialize.

If there is enough student interest in the plan at next Thursday's meeting (precedence dictates that students need not vocalize their interest, they need only blink in an interesting pattern) 4-1-4 may go into effect by fall of 1971. It might prove interesting to expose the Webster faculty and students, to see if we really possess all those wonderful qualities we have been espousing, to see if the innovativeness with which we pride ourselves coagulates when it hits the air.

the great equalizer

by john st. pierre

The basic equality of all human beings is a point of democratic doctrine and policy that is frequently misunderstood. No democrat has ever said that all men are identical but only that in basic respects they are equal. The very uniqueness of each and every person creates a kind of equality that is important in the democratic outlook. From the religious viewpoint of the Jewish-Christian tradition, all men are equal before God; God's challenge to every human being is the same, although men's response to it varies enormously. From the rationalist-humanistic viewpoint, all men share, over and above differences of race, sex, religion, nationality, and class, one common trait—the ability to reason. In this sense, all men are citizens of the world rather than of a particular, distinctive group, and their basic equality is derived from what they have in common rather than from what separates them.

The Declaration of Independence makes it perfectly plain that all men are created equal, in the sense that they have certain unalienable rights, such as life, liberty, and the pursuit of happiness. The equality that men receive at birth, according to the democratic theory, is thus not in the nature of an outright gift or grant but a loan, as it were, an

opportunity, a challenge. The Jeffersonian phrase "pursuit of happiness" admirably expresses the thought that man does not have the right to happiness, in the sense that the state or his family or friends owe him happiness, but only in the sense that he has the right to pursue happiness, unhindered by unreasonable obstacles.

However, equality does not mean, as Plato charged it meant, "dispensing a kind of equality to equals and unequals alike." The contrary is true, of the ideal democracy at least. In practice it is not easy to ascertain when equals are still equal and when they become unequal. Thus, to take an illustration, the most common interpretation of democratic equality is "equality of opportunity." A grave difficulty arises immediately. If all men were endowed with the same talents and abilities, and were born into the same homes, and received the same schooling, giving all an equal opportunity would be a fair solution. Yet people differ on native talent and even more in background and education.

Legislative action cannot equalize the I.Q. of the population, and there will always be differences of ability, drive and motivation, but laws can make equality of opportunity more real by trying to equalize conditions before the race starts.

letters to the editor

To the editor:

pinkville

now one word must do damnation damn courts martial damn anglo saxon jurisprudence damn psychiatry damn humanism damn newspaper editorials expressing shock and outrage damn those which point out the inevitability of such atrocities in war damn those which add particularly in a civil war on the asia mainland in which we had no business intervening to begin with damn a president who abhors damn sickened senators damn hearings called to investigate the possibility of a coverup by the pentagon damn the trigger pullers damn the stunned refusers damn those who understand the mental and emotional strains of combat the effect of seeing buddies blown to bits by booby traps damn those who dont damn flag flouters damn peace marchers damn the word dink damn jon dressel 35 years old father of two former naval officer journalist businessman who sold out at a profit now a college english instructor who was looking forward to a summer in europe damn every last mothers child of us old enough to be aware regardless of race creed national origin economic status or political affiliation jehovah jehovah god how we need you now satan satan satan come home come home the light is in the window give us your tired and your poor send them send them send us our redeemers send us hitler himmler eich mann the bitch of belsen send us attila nero pizarro ivan the terrible genghis khan send them all we need them please empty the pits quench the fires drag the rivers of excrement and blood break up the lake of frozen tears send them send them give them pitchforks bullwhips pokers corkscrews icepicks reamers sledges fishhooks pliers scalpels tweezers steelfiles sandpaper vises wire give them everything they need give us hairshirts give us scourges give us hoods of penitents give us leeches give us tapeworms give us rats give us vultures make them ravenous unremitting drive us on our bleeding knees down a sizzling stainless steelway stretching to the moon and back for as long as it takes a billion years moaning the miserere all the way damnation damned nation damnationdamned nationdamnationdamednationdamn

jon dressel

(Ed. note: Willie Sharp, a student at Webster, delivered a pro-administration Vietnam speech November 13 in a demonstration sponsored by the Y.A.F. In a statement in the "Post-Dispatch" Sharp said, after the speech, that it was a mistake to "identify with any group whose policies are in conflict with the black movement . . . Therefore I am severing all ties with those in favor of con-

tinuing the war in Vietnam . . . I still have my private opinions about the war but I cannot allow my own point of view to be used against the black movement."

Sharp released the following letter to the WEB which he received in response to his change of position.

Mr. Willie Sharp
Webster College
Webster Groves, Mo.

Dear Sir:

Myself and other friends were quite pained by your statement in regard to the Y.A.F. You were most honored by this great loyal American organization to be honored with affiliation for membership in an Organization—directly opposed to Communist and Leftist principles: It was a rare honor and opportunity to show your patriotism and Loyalty to our great country.

No man can serve two masters with sincere honesty and Group Attitude is often opposed to forces of law and order. I think you have missed a great opportunity to show your faith in America and the principles of the wonderful Organization which has done so much to counteract the S.D.S. and other subversive organizations.

I hope you will take stock and reconsider your abrupt decisions. Webster Groves College has long been a hotbed of pacifism. It has even infiltrated the clergy and the nunneries—such as people of the far left—Rev. Groppi, Sr. Malone, Sr. Cecilia, Sr. Jacqueline and Sisters of here and Fontbonne University.

With much regret,
Ernest Lee
Anti-Demonstration League
Metropolitan St. Louis

Due to student demands for traditional reviews; the sacred cow status of "Jacquel Brel . . ." with the under-30s; and my own confusion about what kinds of comments are worth making about a theatre piece I have decided to cop-out. Therefore I'm putting in this review the things I think students want to hear.

"Jacque Brel is Alive and Well and Living in Paris" is groovy, neat, hip, in and I think you all ought to go see it.

Signed
Mother

in focus

wayne n. powers

Mr. Agnew has delivered several speeches lately, among them his infamous "effete corps of impudent snobs" speech. On November 13, Mr. Agnew shifted his sights, aimed for, and attacked the television news medium. It may have been an historic first, but Mr. Agnew chose a legitimate target and hit it squarely.

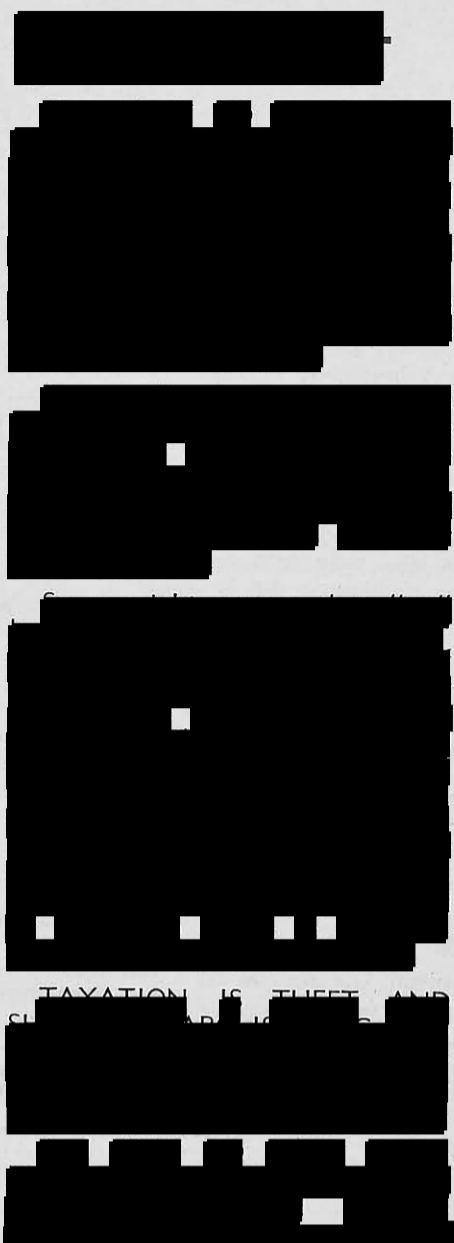
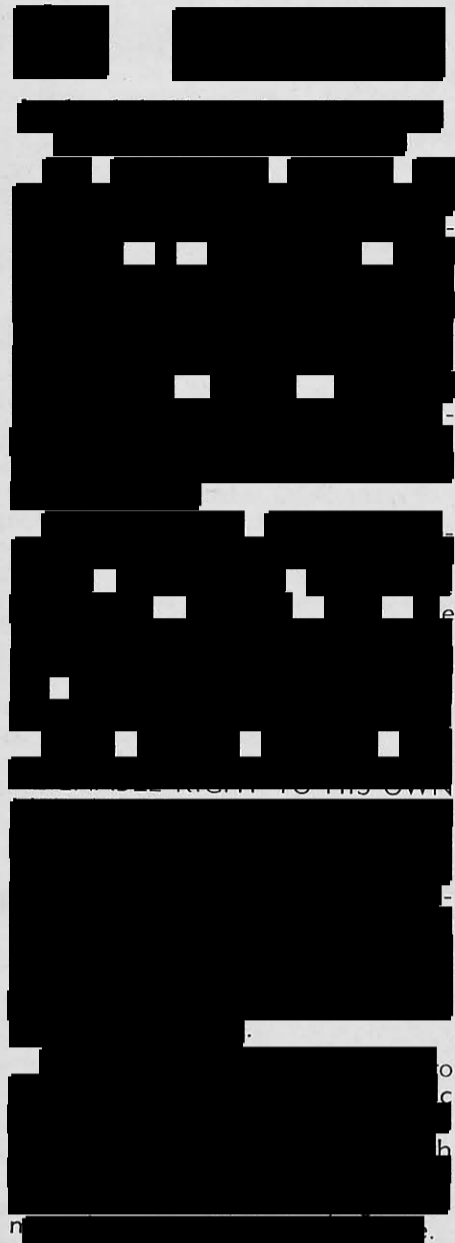
His most vocal critics, the news media themselves (surprised?), attempted compensation by accusing Mr. Agnew of preaching news censorship. In answer to this irrational comment, I need only let the Veep speak for himself. "I am not asking for government censorship or any other kind of censorship." How much plainer do his blundering critics want it? "I am asking," he said, "whether a form of censorship already exists when the news that 40 million Americans receive each night is determined by a handful of men responsible only to their corporate employers and filtered through a handful of commentators who admit to their own set of biases."

According to Walter Lippmann, "Networks, which are few in number, have a virtual monopoly of a whole medium of communication."

The vice president made reference to the above quote, and further stated, "A virtual monopoly of a whole medium of communication is not something a democratic people should blithely ignore."

Good point, Mr. Agnew.

—w.n.p.



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P.S. We advise those desiring a hold-my-hand-from-monument-to-

more money . . .

The Student Association of Webster College met at the Kirkhouse on Tuesday, November 25, to discuss and appropriate money.

After he called the meeting to order, Michael Calkins announced that he is asking for all reports on restructuring of Student Association by Thursday, December 4.

Ann Walsh, treasurer of SA, then presented a budget report. During the discussion of the budget it was asked if the Cultural Affairs Committee had a budget. It was also stated that if it did, the chairman of the committee, Sr. Ann White, knew nothing about it.

Alan Campbell, editor of the *Attic* (Webster's literary magazine), presented a request for a

budget of \$850.00 for the publishing of the *Attic*. He was granted a ceiling budget of \$850.00. Liz Hooper's proposal to appropriate the money Campbell asked for also included a clause that the *Attic* be sold this year for thirty-five cents. The proposal was passed with the additional clause.

The Sophomore Class asked for \$150.00 for Christmas decorations which they will put up in the Pink Lounge, and sign-out. The Junior Class and Sophomore Class have decided to switch roles this year with the Junior Class presenting the Senior Spoofer and the Sophomore Class doing the Christmas decoration. The money for the decorations was also appropriated.

The next SA meeting was held at 1:00 p.m., Thursday, December 4th in Room 330.

wash u. & co-op bus losing out

Every night, except Saturday and Sunday, the Washington University bus leaves from Sign-out. More often than not, this bus is practically empty. The same holds true for the Student Association Co-op bus which runs in the morning and evening taking students to and from their apartment complexes to school.

Why don't the students use this bus service? There are a variety of reasons: ownership of own cars, car pools, or unreliable co-op drivers. The mini-bus has a lot of wear on it and is sometimes out of commission which may have caused the students to lose faith in its reliability. The students are not well informed about the runs of the minibus either. The Wash U. bus runs Monday through Friday at 6:30 p.m. and 7:30 p.m. going to Wash. U. and comes back at 10:30 p.m. If students want to come back at 9:45 they must tell the driver. He will come to pick up students only if he is told beforehand.

The mini-bus will take students to places which are not too far off the route to the Wash. U. Library but they must tell the driver beforehand. Some students have utilized this service to go over to the Magic Lantern Theater since its opening earlier this semester.

The drivers of the mini-bus will not be responsible for returning books to Wash. U. The students must take them back themselves or give them to someone to take back for them.

More drivers are needed for the Co-op runs and the Wash. U. runs. The pay is \$1.25 an hour and may be incorporated into the work study program next semester. Anyone interested should contact either Bernie Caton at 892-2862 (Day Box 109) or Peggy Davies at 644-5061 or leave a note at the Student Association Office. Anyone with questions about the mini-bus and its service should contact either Peggy or Bernie at the above numbers or Ira Slotkins at 721-7560 (Day Box 210).

music conference

Webster College will be represented at the Forty-Fifth Annual Meeting of the National Association of Schools of Music by Sister Eloise Jarvis, S.L., Chairman of Webster's Music Department.

Some 350 member schools will be represented by the Deans of the Music Departments in most of our universities and colleges, and by the Administrative heads of conservatories.

The general sessions this year were held at the Los Angeles Hilton, Los Angeles, Calif. on November 24, 25, and 26.

Webster College has been a member of the NASM since 1952.

The NASM has been designated by the National Commission on Accrediting as the responsible agency for the accreditation of all music degree curricula with specialization in the fields of applied music, music theory, composition, music therapy, musicology, and music as a major in liberal arts programs. Its deliberations will play an important part in music education trends in this country during the coming years.

The Honorable Sam Yorty, Mayor of Los Angeles, will give the welcoming address.

CLASSIFIED ADS

nora randall is alive and well and writing in websgrovia.

m.s.—your x-mas gift is in maria hall. be good.

dear mother nora; go to college & learn something about people, not just words.

maggie szerner makes me smile.

"tweetie pie"—i miss you.

g.p.—"hello?"

mrs. n.j.p.—send coconut immediately—n.e. & f.e.

wayne—watch your language, its too Grand.

visionary painters

An exhibit by the San Francisco Visionary Painters opened December 2 in the Gallery of the Loretto-Hilton Center at Webster College. The exhibit will run through December 30.

Currently in the art of the San Francisco Bay Area, two strong and active "movements" are in progress in the visual arts. The most obviously prominent is "Funk," a basically neoad, object-oriented attitude exemplified in the works of William T. Wiley, Robert Hudson, William Geis and Robert Kinmont, among others.

The other major camp is that of the "Visionary" group. With the exception of Norman Stieglmeyer and Joe White, the San Francisco "Visionary" painters are generally unrecognized outside of the Bay Area, mainly due to their lack of concern with playing "the game" of dealing with galleries, museums, etc. Most of the "visionary" artists are of an introspective nature and prefer to stay home in their studios and paint.

Gallery hours are: 10 a.m. to 4 p.m. weekdays and 1 p.m. to 5 p.m. Sundays.

MONDAY IS Webster College night

once upon a mattress a musical

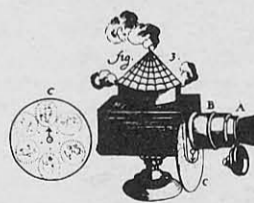
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MARSHALL BARER
DEAN FULLER

MUSIC BY
MARY RODGERS
LYRICS BY
MARSHALL BARER



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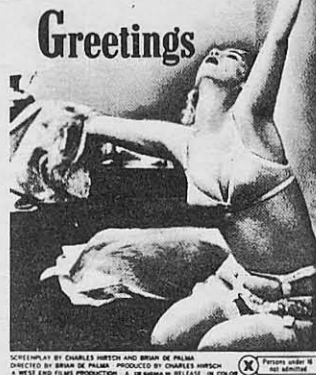
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movie tuesday old aud. 'persona' 7:00 & 9:30 50c.

'once upon a mattress' opens thursday, dec. 11 l-h center, webster college nite—mon., dec. 8, 1969 (see ad below).



webster college
st. louis, missouri 63119

Our humanity endows us with certain susceptibilities that we must accept with guiltless appreciation. "I stress this point to you as students because I have had the impression of a certain stuffiness on the part of many young people, a certain reluctance to face the likelihood that deep in the soul of the most high-minded student activist are some of the same fears and longings that lurk within the soul of the most ravenous, blood-sucking, imperialist war-monger," said Senator J. William Fulbright at Washington University this week. Now that he had most of the student activists, who had crowded into Graham Chapel to see and hear him, wondering about their innermost fears and longings, he plunged ahead with his point.

My Lai exposed "not the unspeakable things that certain G.I.'s did but the unspeakable things that most human beings are capable of doing in extreme circumstances." He was offering us a way out. We will still be able to think of our country as the bald eagle of honor and courage even after My Lai and countless other similar, perhaps smaller, incidents. We wonder if he would apply the same rationalization to war in the ghettos or to a war in which Jews were the victims of "ordinary young men acting under the pressures of intense fear and anger."

This war has been our equalizer. If there is one thing the war in Vietnam has taught us it is that we are no better than the rest of the human race, and no worse either. But Fulbright also said we have humiliated ourselves already, (Is he saying that My Lai has made us appear worse than the rest of the human race?),



contrary to Nixon's wistful speech, and we must undo it with dignity and self-respect. (Will that make us better than the rest?)

But how do we get out of Vietnam? Ah, yes. Fulbright quickly blew out Nixon's candle of hope by saying that "vietnamization" will never win the military victory the Thieu/Ky/Nixon government plans. You will pay the price of an honorable withdrawal with Vietnamese lives.

"The weakness of the policy of "vietnamization" is the weakness of the South Vietnamese government itself." Thieu and Ky, the Senator interjected, have more influence in Washington than in Saigon.

Fulbright does not share Nixon's conviction that we have only two choices in ending the war. Nixon said in his November 3 speech that we could either "precipitate" withdrawal or, if our terms in the Paris peace talks fail, vietnamize. The Arkansas intellectual has a better option: "the negotiation of arrangements for a new interim government in South Vietnam, for elections conducted by the interim coalition regime with or without international supervision, and for complete American withdrawal."

The obstacle again is the old Nixon tenacity to the Thieu-Ky government. In order to get the dove flying again two things are required of us: pushing Thieu and Ky back into the political pool to take their chances with other South Vietnamese factions, and committing ourselves to a phased but total withdrawal from Vietnam.

This type of settlement will be take it or leave it for the Saigon government, according to Fulbright. We will nonetheless negotiate our war aims with Hanoi. Then it will all become a dark footnote to our history which we will remember for awhile.

editorial / news

s.a. plan no. 1

non-rep ingenuity

Plan I

(ed. note: at the dec. 4th meeting of sa, three restructuring plans were submitted. Plan I, submitted by Mary Lou Zak, is printed below: Plans II and III will be in the next issue.)

Meetings with various underclassmen not involved in SA led to several suggestions concerning future structures.

First suggestion was to stop considering SA as a representative type structure and just leave it in the hands of people concerned so that it would function like any other interested-group on campus. It's internal structure would then be determined by its members. As such SA may or may not be considered the official student voice.

An all-college government was suggested secondly. This type of structure would involve a close coordination between students and faculty and in certain necessary instances, such as Admissions, administration as well. Several forms are possible. SA could consist of the suggested senate of 40-44 people (4 representatives from the classes, chosen by normal election procedures, 2 chosen to represent each department, and from 2-6 unconnected students depending on interest shown, chosen by lottery). From this body eight people would be elected by the body composing

the Student Committee. Or the Student Senate could elect a Committee Chairman who would then select 10 other people to the committee. In either case the Committee would consist of the chairman, a treasurer, secretary and seven others.

This student committee would meet jointly and regularly with a 10 member faculty committee also having chairman and secretary similar to the existing faculty executive committee and selected as they are from the faculty as a whole. These 20 people could devise their own structure, assigning each of the 14 "non-titled" members to existing student-faculty committees which would necessarily report back to the CG (College Government!) regularly. Or the existing committees could be disbanded and problems could be generally discussed as the need arises.

The final proposal is similar to the second. A chairman would be elected from the 40 member representative body and would then pick 10 to 15 people from the senate to form an executive board. From these people the chairman would appoint members to the committees existing and to standing committees (such as Social Planning) as well as to special committees. Committee members would necessarily have to report back to the executive board.

on the line-off the hook

Teaching a course to students in three different schools simultaneously from the privacy of your office can be quite an advantage. Professor Charles Madden one of the founders of the system feels that, "It is an effective way of reaching people with a level of learning that is very high." However there appears to be much adversity of opinion as to the effectiveness of the telephone system—students tend to disagree with Mr. Madden.

The amplified telephone has been in use at Webster for the past three semesters. It has brought poets, novelists, and critics into classes that could never afford to have the same people visit and lecture.

There are presently six colleges that maintain the equipment. Stevens College in Missouri is the main planner of the system. Mr. Madden began there in

1963 as the 'master-teacher' or coordinator of the interviews. It is up to the master-teacher to set up the programs and inform the member schools.

Today Webster College is able to share lecturers, under a government grant, with Fontbonne, Maryville, and Lindenwood through the amplified telephone system.

Next semester the phone system will be used mainly to supplement courses with the guest speakers.

The telephone is being considered for other uses too. One idea suggested would be to have a department meeting using the phone hook up with the other schools. This would allow for an exchange of ideas and programs. Other uses for the amplified phone will be explored and it would seem that the programs full potential is yet to be realized.

merry christmas from the web

the web will resume publishing on january 23, 1970.

letters to the editor

To the Editor:

I am not surprised that the article by Chip Keiley distorted the speech I presented at the Loretto Hilton during the recent Moratorium. Your reporter is quite unable to listen when people do not use tired cliches.

According to Keiley I "Defended President Nixon and his policies since a 'President always acts in certain ways because of the dynamics of the situation.'" According to my speech "our primary question is how do we withdraw from involvement militarily upon the Asian mainland?" I argued against military involvement upon the Asian mainland and stressed the need for total withdrawal since Southeast Asia lies within the Chinese sphere of influence. I hardly think this view would meet the approval of President Nixon. Where does Keiley then get the idea that I support Nixon's policies?

My speech did stress the need for **compromise** and **negotiation**. It is apparent that those two words are abhorrent to Moratorium supporters. I also noted that at several points Presidents are restricted by the dynamics generated by conflict and structures. Is Keiley saying that this does not occur? Social and international conflict can only be resolved when individuals have a firm grasp about the complexities inherent in a situation, only then can we determine possible alternatives to resolve disputes. I would suggest Keiley and his friends carefully study the Cuba Missile Crisis. President Kennedy moved cautiously after examining many options, and he **negotiated** and **compromised**. He did not utter trite phrases such as "end the war now."

It is difficult to respond to Keiley's column since it jumps from point to point without any sense of continuity. There is a reference to the military-industrial complex with a suggestion that I don't believe it exists. I am quite aware about the important political and economic effects caused by business and military interests who have a stake in perpetuating international conflict. However, I was suggesting that there is no such animal as the "military view." The American military has been deeply divided since 1945 regarding policy and tactics. One faction in the Army composed of such men as Generals Bradley, Collins, Ridgeway, and Taylor advocated limited war, only using atomic weapons in case an enemy first resorted to such weapons, and the maintenance of flexible and large ground forces (President Kennedy supported this view). The "Admirals Revolt" of the late 1940's indicated resentment among naval leaders at the development of a powerful nuclear armed air force. They feared this would eliminate the navy. During the Korean War a coalition of Army generals such as MacArthur and Clark with naval men such as Radford and some air force personnel such as Curt Lemay argued for using nuclear weapons and development of powerful air and sea power force. The point I am making is that military leaders have been divided about means and ends. Since few Moratorium advocates at Webster have much knowledge of history since 1945, they are unaware of these divisions, and unable to grasp that there are military leaders who wish to withdraw from Asia and limit our military activities. I would suggest that Moratorium supporters hold a sit-in at the library and spend a few days reading.

Chip Keiley states that "Dr. Stopsky closed with a proposal for an Asian policy. This would include our policies not only with South Vietnam but also

Laos, Cambodia, Thailand, and China." I admit to being a simple boy from the Bronx, but could someone explain what that sentence means in the English language. In case people weren't present, what I proposed was: (1) negotiated withdrawal of American forces from Vietnam; (2) acceptance of left-wing nationalist governments in Vietnam and Laos; (3) respect for the boundary of Cambodia; (4) withdrawal of all American forces from Laos and Thailand over a three year period; (5) restoration of trade and diplomatic relations with China and its admittance to the United Nations. I suggested that a Vietnam settlement be made part of an overall negotiated agreement regarding Asia. Unless such negotiation takes place there is the possibility that America will become involved in another Asian nation. I guess Keiley feels that such ideas link me with Agnew and Nixon.

It is obvious that Moratorium supporters react like programmed robots. They applaud at the right cliches and slogans. To listen to other views is extremely difficult for these people. I would suggest that the December Moratorium concentrate on ways of communicating with people who do not agree with the stated objectives of the Moratorium.

I must confess that the Moratorium people at Webster College are rather sad. They remind me of the people who marched to Selma but couldn't take working in the day-by-day problems of the urban area. I note that many people now caught up in the Moratorium were caught up in solving urban problems two years ago. It is amazing how quickly they pass from one catharsis to another. The Vietnam war will only be ended when people engage in long range political action that would reconstitute the structure and nature of our political parties. This is dull, grimy work. It does not give one the thrill of being in a large crowd shouting slogans. I suspect that few Moratorium supporters have "staying power"; they are already turning the Moratorium into a farce of missing classes and taking extended vacations. I really am not upset at people missing class, I suspect they could learn more outside than inside the structure of college. But one only learns when the desire is present.

Above all I wish Moratorium advocates would halt being so damn self-righteous and lacking in humor and perspective. They will never "reach" the American people with those attitudes.

Sincerely,
Fred Stopsky

To the editor:

Nationalism has hit Webster College. It lives in the glory of an old leader, howling progressiveness at the center bay. And the freshman not having experienced the "Mohammed of Webster's golden age," yawn. "How dare they be sacrilegious," cry the upper classmen. "Those young naive heathens," mutter the faculty. Where is our leadership? In Michael who? To hell (yes we are daring) with timid assignments and the over acceptance of ideas. Credit can be given, if artistic merit is shown, for raking leaves. Who are you trying to kid? The disillusionment comes too soon; and unique catalogs with little records are just darling. Where the hell is the substance?

I am asking this question in all sincerity.

Roxanne Hart

Dear Editor:

Innovation does not follow structural change. Innovation is the result of a development of ideas, an evolutionary process. No matter how dramatic the the innovation may seem to be, it has a history that ties it to past experimentation. The 4-1-4 proposal, if adopted, represents structural renovation, not innovation. This change could possibly limit future innovation.

The college has a philosophy of flexibility and innovation that makes structural change possible as needed. If Webster is lacking its advertised innovation, it is the result of our failure as a community to develop ideas to substantiate radical educational and social reform, not an unwillingness to make time-schedule change. This change will not ameliorate Webster's faults, real or imagined, that we observe within our system.

The emphasis placed on independent study for all students in the proposal, raises some concern: the present independent study program is used by many students as an escape from the course structure system. Independent study is designed as a flexible learning opportunity for the self-motivated student who has ideas and concepts to develop, and not as an escape mechanism for those not doing well in the regular system. The one month winter term indicates a tendency toward tokenism in research and does not afford the present flexibility for a long-term independent study.

Webster is now an arena of flexibility. The assumption that it suffers along with other institutions from a structural malady is imagined.

Sincerely,
Philip Sultz, Thomas E. Linehan
and Ernest Smith.

schmaltz on t.v.

by bill stretch

Vulgarity is an integral part of the "x-mas" tradition. Take for instance Famous-Barr's putting Santa Claus (not known for his good taste) in outer space and charging children money to see him. When one is coast to coast however, one must top that, and N.B.C. has attempted to with something called **The Littlest Angel**. It's all based on a rather charming (not extremely — only rather) little book about a maladjusted kid in heaven. Whereas the book is rather charming, the show is extremely — nauseating. It has everything to appeal to the silent majority: cuteness and sentimentality (Fred Gwinne in pleats); sacrilege (Connie Stevens as an angel impersonating Debbie Reynolds impersonating Doris Day); and Johnnie Whittaker, bless the little booger (wind him up and he spews forth pure sunshine—I only wish!); oh yes! E. G. Marshall as God (Charleton Heston only does films). They've even found a cloud for Calloway, heaven's very own token. (But where do Chinese go?).

The whole shebang is set — in

outer space! T.V. would have been a perfect medium for this sort of thing. However what could have been lovely somehow turned into a poorly disguised trampolines, fog machines, and the generally worst special effects ever created. One keeps secretly hoping Miss Stevens' ridiculous costume will allow her to either drown in its folds or to be impaled by those wires she is hanging from. Like the show, she never gets off the ground. Even the heavenly chorus appears to be M.G.M. rejects.

Somehow the littlest angel adjusts to all this heaven—after all, children are influenced by this sort of thing. Another important social comment—the entire show is geared to color (mercifully I was spared **that**—social phenomenon that it is, there isn't a color set in the 'pink' room). All the parents who have not yet gotten color will be squawked at by their deprived children, buy new sets. and keep the economy going.

The whole thing is lumped together by Hallmark and, as we all know, they only present the very best.

in focus

h.r. 14001

wayne n. powers

"Mr. Secretary, Members of the Senate and House, and members of the Youth Advisory Committee who are present here today: I am here for the purpose of signing the draft reform bill, which has been passed by the House and Senate." With those words, on November 26, President Nixon began his brief talk in the Roosevelt Room of the White House, before signing "H. R. 14001," an act of law that will have an effect on the life of every young man in America.

I doubt whether many Americans would defend the inequities of the old draft law — but just how much different is this new system from the old one? President Nixon put it this way:

"As far as this draft reform bill is concerned, it does not remove all the inequity of the draft, because there will be inequity as long as any of our young men have to serve when others do not have to serve. But the agony of suspense and uncertainty which has hung over our younger generation for seven years can now be reduced to one year, and other very needed reforms in the draft can be made by Executive Order."

The Selective Service System has been an issue for many years, now. In a recent Presidential campaign, a certain candidate referred to the draft as "outmoded" and "unfair." He then went on to say that if he were elected to the office of President, he would "... end the draft altogether, and as soon as possible! That I promise you!" Who could that man have been? It wasn't Gene McCarthy or any other darlings of the left-wing perversion. It was Senator Barry Goldwater.

That campaign has long since passed into history. Since that time, though, four years of a Democratic administration have also passed,

and no positive reforms have been made on the draft.

Now, President Nixon has made an extremely significant step forward in the struggle to end the draft. Before signing the new measure, Mr. Nixon stated:

"Finally, I would say that looking to the future, while this measure will remove a great number of inequities and particularly remove the uncertainty to which I refer, we shall not be satisfied until we finally can have the system which I advocated during the campaign of a completely volunteer armed forces. We cannot move to that now because of the requirements for armed services. That is, however, our ultimate goal."

He has just taken a great step toward that goal. Thank you, Mr. President.

—w. n. p.

(Ed. note: It should be noted here that these are brave words since mr. powers' lottery number is 20.)

poem

*the time for me has come and gone,
and though it has, I still maintain
that love is love; and tho' not lost,
it's not been found yet either.*

*the days have vanished in the wind,
seems walls were built unknowingly.
and although the theory sounded good
there was a lack of freedom minds.*

*uncultured, uncluttered, and basically
ignorant—I . . .
I shall not walk your earth again;
hope you'll find some peace of mind
in knowing that you are.*

dec. 8, 1969

Tom R. Campbell

—on leaving webster college—

s.s. strikes

The National Selective Service Headquarters is satisfied with the fairness of the Dec. 1 draft lottery despite the fact that computer checks have shown the drawing favored those born in the first half of the year.

A Selective Service official told CPS the selection process was made as random as possible in that capsules containing dates were stirred with a spade before the first one was picked, and that the picking was done by 52 people, all of whom did not pull out capsules from the same place in the bowl.

Soon after the lottery, two college students, Brian Reid of the University of Maryland and John Ware of USC, were reported to have discovered, by running the lottery results through computers, that draft officials evidently placed the dates in the bowl in chronological order with January at the bottom and December at the top.

The figures bore them out. People born in December had the lowest average ranking, 121. November was close behind at an average of 149, followed by October and September. The average January ranking was 201, February 202, March 226, April 203 and May 208.

Reid said the draft officials fell into the same trap many television shows do: they assumed that stirring the contents of the bowl would ensure a random sample. This falls short of giving everyone an equal chance, he said.

The Selective Service official said the drawing qualified as random under his agency's definition. He said serving in the military is a "good experience" anyway, so people shouldn't be upset. We all have to go sometime." (CPS)

it really is nixon's war

by lewis prince

Richard Milhouse Nixon, the thirty-seventh President of the United States of America, is a liar. He lied when he told us he had a plan to end the war; he lied when he said he had a timetable for withdrawal; and most of all he lied border to border and coast to coast on national television on November third.

The administration has been trying to popularize the notion that it is not Nixon's war; that he is the victim of the misjudgments of past Presidents. This is not true. The New York Times of April 17, 1954, just prior to the opening of the Geneva Conference on Indochina, carries a report that a "high administration official" in an off the record press conference had said, "To avoid further Communist expansion in Asia and Indochina, we must take the risk of putting our boys in. I think the Executive has to take the politically unpopular decision and do it." That "high administration official" was Richard Nixon, the Vice President.

Only weeks after the above statement by Nixon, Communist China, the Soviet Union, and other major powers signed an agreement calling for an armistice and temporary division of the country for the purposes of holding elections and reunifying the North and South in two years. The U.S. refused to sign the document. In recalling the situation in his memoirs Eisenhower says "there was no plausible reason why the U.S. should intervene. We could not even be sure that the Vietnamese population wanted us to do so . . . It was generally conceded that had an election been held, Ho Chi Minh would have been elected president."

The reason we got into Vietnam, then, was not as Nixon said in his November third speech, because "Communist China and the Soviet Union launched a campaign to impose a communist government on South Viet Nam." But because the administration, particularly Nixon, was unwilling to allow the Vietnamese people to have free elections if they (the administration) felt the person elected would be Ho Chi Minh. It is in this undemocratic tradition that our involvement has developed ever since.

What is even more frightening is the attitude of Nixon toward the wishes of the American people. Eisenhower had just been swept into office on the promise of an end to the Korean War, the American people had displayed their displeasure with a land war in Asia, even the military was advising against getting involved in any more Asian wars, Ike said "if the U.S. were . . . to be drawn into a conflict in Indochina . . . the end result would be to drain off our reserves and weaken our overall defense situation," yet the Vice President was calling for armed intervention. Can this be the same man who claims to speak for the silent majority?

So Nixon has lied time and time again. The only thing he said in his speech which did have the ring of truth was when he said, "The American people are entitled to know the truth." Well, how about it, Mr. President?

Peace Brother

A CHRISTMAS STORY

by

Weigh Nenp Hours

Won sir bonnet I'm, eyesore send a gauze combing ow tough age him on knee. Heed den god undo hiss let, bud beef awe heel eft, eye hurt inch out, "May wreak wisk math dwall end dwall ache hood knife!"

arthur theatres'

magic lantern

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'West Side Story'

DEC. 25-31 } 'Help'

'Hard Day's Night'

DEC. 31-) 'Don't Look Back'

JAN. 3) 'Monterery Pop'

mattress parody

by nora randall

Once Upon a Mattress is kind of a happily ever after parody of the happily ever after types. Mary Roger's music is generally uninspiring but Marshall Barer's lyric are deliciously malicious. If played with control and a gleam in the eye this musical can be pretty damn funny. One of the problems with parody however, is that it's too easy to pawn off on the audience a sloppy scene as a parody of the real thing.

I had the feeling during the early scenes Monday night that I was being sold a mess as parody but when the scene between Lady Larkin (Page Miller) and Sir Harry (James Donahue) threw a banana cream pie in the face of romantic love the parody started to rise out of the swamp. Then J. Robert Dietz came on as King Sextimus and pinched a few fair maidens and things started to pick-up.

The pivotal point was the arrival of Terry O'Mara as Princess Winnifred. She came dripping out of the moat with a gleam in her eye that let the audience know immed-

(Continued on Page 4)

macroscopic science

by carolyn connelly

Under the direction of its new chairman, Dr. Alexander Calandra, the Science Department is undergoing a rather remarkable metamorphosis, as exemplified by two new courses.

The first, "Pharmacology of Some Common Drugs," will be taught by Dr. Calandra, Dr. Catherine Verhey of the department, William Roberts, staff instructor, other members of the science department and visiting scientists from institutions interested in the drug problem, including leading physicians from local medical schools. The course will be taught at night (Tuesdays from 7 to 9 p.m.) with an optional Saturday laboratory and will deal with various current drug abuse problems. Besides covering the expected materials on narcotics and hallucinogenics, the course will deal with other "addictions" less publicized but much more widespread. Included will be studies of alcohol, caffeine, aspirin, barbituates, amphetamines, and LSD.

The second course of interest is called "Elementary Aspects of Medical Biology" and will consider the biological aspects of the human body from a medical standpoint. It will be taught by Mr. William Roberts (a third year medical student on leave from the Washington University School of Medicine) and will consider the common disease groups, such as dermatologic, cardiovascular, bronchopulmonary, GI, GU, bone and joint, blood and lymph, endocrine and metabolic, neuromuscular, psychiatric, genetic, and oncologic. The course is arranged in a very flexible manner whereby a student may receive from 2 to 5 credits depending on the amount of work he wishes to do, and is geared so that a student with absolutely no science background can succeed in this course. Such a flexible way of handling courses, is typical of Dr. Calandra's after revolutionary approach to education.

Dr. Calandra is at Webster College part time; he is also Associate Professor of Physics at Washington University. A nationally known educator, Dr. Calandra is well known for his innovative approach to science education from the kindergarten to college and graduate

school level. A typical exemplification of his approach (and interest in students) is the Midwest Institute for Advanced Study, of which Dr. Calandra is a founder and director. The Institute was established to fill an unusual educational gap for doctoral students. Some students are unable, for various reasons, to fulfill the residence requirement for doctoral requirements. Dr. Calandra and some other prominent scientists realizing this, formed the institute, which allows a student to work on and complete his degree by taking courses at different universities and transferring the credits, and dissertation, to the Institute. The Institute is already gaining a solid reputation as an important educational institution, and the future plans are being laid for Institute fellows to study at Oxford and other foreign institutions. Thus, in effect, Webster College's Alexander Calandra can "grant Ph.D.'s on his signature."

review cont.

(Continued from Page 3)

ately that the "delicate princess theory" was about to be blown to hell. The show gathered more life as the production progressed which leads me to believe that opening night will be a lot better than Monday's preview.

The second act twinkled. Tony Geary as the jester transcended the stereotype in a beautiful performance of "Very Soft Shoes," for me it was the high spot of the evening

Peter Hamilton as choreographer should either be congratulated on miraculously moving his dancers or panned for crowding the stage. I was sitting too close to the stage to get an overall sense.

On the whole I have the feeling that this production could live happily ever after too if the cast can gain more confidence in their ability to control the production, but then it's possible that the nervousness I detected was only a first night thing.

music: here and there

With Gerald Fischbach of the Music Department of Webster College as conductor, the Civic Symphony of Webster Groves will present its second concert of the season at the Loretto-Hilton Center on Monday evening, December 15, at 8:30. The program will include the Beethoven **Fidelio Overture**, the Mozart **Symphony No. 40 in G Minor**, and the Mendelssohn **Violin Concerto in E Minor**.

The violin soloist is Eugene Gratovich, who received a doctorate in musical arts from Boston University and a Fulbright grant to study in Germany. He is now assistant professor at the University of Missouri-Columbia, where he plays first violin with the Esterhazy String Quartet. The concert is open to the Webster community.

The Studio der fruhen Music, in residence this semester at Washington University, will give a concert of Elizabethan music, both sacred and secular, in the Loretto-Hilton Center for the Performing Arts at 8:30 p.m., on December 14. The group consists of Thomas Binkley, its director, who plays plucked stringed instruments; Sterling Jones, bowed strings; Andrea von Ramm, mezzo-soprano, and Willard Cobb, tenor. The Quartet also uses additional instruments such as the lute, viols, crumhorns, recorders, and organetto.

Tickets may be ordered from the Department of Music at Webster College, or purchased at the door. Admission will be \$1.50 for the general public, and \$.50 for students with ID cards.

CLASSIFIEDS

quack!

do term papers turn you on

j.k.—i'll tell everybody!

"tweeie pie"—'happy' anniversary (two long months). dec. 9th

nymph—have a good time in rome! the guys.

spano needs a place to live. (how about it maria hall?)

virginity makes a very nice christmas present.

wanted: one coconut from mamaronneck—resemblance to w.n.p.—rush. situation urgent.

NEWS BLURBS

december 17-19 exams good luck

january 14—classes resume

moritorium workshop service mon., dec. 15, 8:00 p.m. eden commons come for peace's sake.

Sex

CINCINNATI, Ohio — (CPS) — An enrollment survey shows enrollments down at 61 single-sex institutions this year out of a total of 141.

Nineteen men's colleges had increases, 23 had decreases, and 13 stayed about the same. At women's colleges, enrollments were up at 33, down at 38, and unchanged at 13.

The survey, made at the University of Cincinnati, estimated total degree credit enrollment for the year at 7,125,000, an increase of about 3.3 per cent over last year.

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january 26, 1970

dorm recommendations

(Ed. note: Last semester these recommendations were drawn up by the committee described below. No action followed, another list of recommendations has been sent to student association, faculty, dean's complex and president Gerdine and vice-president Kelley.)

The following is a summary of recommendations and comments prepared by an ad hoc committee set up by the Faculty Executive Committee to prepare a report on conditions in the dormitories. The committee members were Bob Corbett, Sr. Barbara Barbato, Bill Irving, Sr. Marita Michenfelder, and Bill McConnell. The committee worked together with members of the Students' Residence committee.

The report is in three parts: physical conditions, response to questionnaire, and personnel.

I. Physical Conditions

A. Recommendations:

Short Term

4. A color chart of paint ought to be available in Head of Loretto as a beginning on the noise problem. Also cork stops on door frames be tried on some doors as a possible way of reducing slamming noise.
2. In Loretto Hall the echo of noise is extremely disturbing. Doors ought to be placed on each landing at the end of each corridor to contain the echo.
3. Cork stripping ought to be placed on all doors to reduce noise of slamming doors.
4. A color chart of paint ought to be available in Head of Residence office. Students should select color and apply their own paint as a temporary solution to brightening their living space.

Long Term

1. Investigate the dorm financial situation and determine what amount can be set aside for maintenance and improvement.
2. A group of all staff and students draw up a list of priorities of items to be corrected or improved in the dorm before budget considerations for the coming year.
3. A study of the future requirements for dorm spaces and a mobilization of the necessary changes to move in this direction.
4. A study of how priorities about physical improvement and maintenance are made for the college whole. It is more than curious that fourth floor Ad remains its dreary self and third floor Ad gets painted!

II. Questionnaire

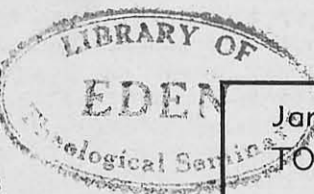
(See box)

A. Recommendations

Short Term

1. That carpeting be installed in the halls of Loretto Hall, that paint of various colors be available to students who wish to paint their own rooms.
2. That the Red Carpet be open at least until midnight

(Continued on Page 2)



A MEMO:

January 5, 1970

TO: PARENTS, GUARDIANS, AND WEBSTER COLLEGE STUDENTS

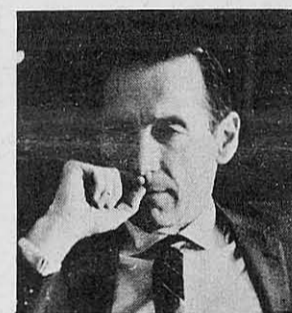
FROM: LEIGH GERDINE, PRESIDENT

RE: TUITION RATES 1970-71

In recognition of continually rising costs, the Board of Directors has raised tuition rates from \$50.00 to \$60.00 per credit hour for both undergraduate and graduate programs effective at the beginning of the fall semester 1970.

As you may know, tuition fees at Webster cover approximately 68% of the student's educational cost. In addition, the College maintains a large financial aid program to assist students who cannot afford the full rates. In some cases this adjustment will change the basis for computation of financial aid. If a student is currently participating in an aid program based on need, he is encouraged to contact the financial office.

We regret the necessity for this increase but we trust that you will understand that the College shares the burdens of inflationary pressures.



Leigh Gerdine

dr. gerdine

The new president of Webster College, Dr. Leigh Gerdine, was asked for some of his opinions on the issues at Webster in an interview Jan. 22.

TUITION

President Gerdine stated that the Tuition raise to go into effect fall semester 1970 was a deliberate attempt to provide the school with a more sound fiscal budget. The Board of Directors voted on the tuition raise in December of 1969. He also stated that he made the decision to mail home the memo to the parents and the students over Christmas break to give a chance for discussion between the students and their parents on how this increase would affect them and their future at Webster. Dr. Gerdine apologized for not being in closer liason with the faculty about the tuition memo and for not presenting it to them first.

BOARD OF DIRECTORS

There will be some additions to the Board stated Dr. Gerdine. This is being done to achieve a more representative Board: one that will also work with greater efficiency.

TENURE

The faculty will receive an alternative tenure plan in the near future. This tenure plan will suggest shorter

term appointment with more generous sabbatical periods. Dr. Gerdine stated that he felt that seven years was too long for a teacher to have to wait to achieve a sabbatical period because it may tend to stagnate thought. For related tenure story and original proposal see December 5 issue of **the web**.

FACULTY INSTITUTE

On February 5-7 there will be an All College Institute. Students (a limited number), faculty and administration will all participate to try to set new goals and directions for Webster College. There will also be outside consultants there to help see Webster objectively.

STUDENTS

Dr. Gerdine, because of new semester business, has not been able to reach the students and to understand their views. There will be a President's Council Meeting on Thursday, Jan. 29th which Dr. Gerdine hopes will help him receive some student input about the affairs of the College. He is also discussing dorm improvements with Mr. Morris. Dr. Gerdine attended a Senior Class Reception on Sunday the 26th and hoped to receive student input from some of the older students.

REPORT ON DORM QUESTIONNAIRES

	Most detrimental			Occasionally detrimental		Not detrimental		No answer
	6	4	25	22	33	19	48	
1. Alcohol	6	4	25	22	33	19	48	5
Drugs	4	13	35	19	33	10	49	9
Lack of privacy	25	13	35	33	26	38	19	4
Maintenance	13	35	21	33	30	26	10	3
Noise level	35	21	9	30	16	43	26	4
Physical set-up	21	9		16			43	13
Security	9							
	Very effective	Usually effective	Rarely effective	Not effective		No answer		
	4	32	22	21	2			
2. Cooking facilities	4	32	22	21	2	2		
Counseling	4	14	11	27	25	7		
Food	8	28	17	21	7	6		
Health services	1	17	19	38	6	4		
Laundry	15	42	10	10	4	2		
Maids	20	46	5	8	2	20		
Mini-bus service	9	33	15	4	10	10		
Recreation area	6	25	16	24	13	23		
Resident assistants	8	25	21	14	13	7		
Resident Council	2	18	22	16	23	7		
Rules and regulations	8	24	22	19	7	11		
Sign out	15	35	5	15	11	7		
Social events	1	5	25	43	7	11		
Transportation to St. L.	0	5	8	57	11			

3. Live in dorm if not required: Yes, 25; No, 43; No answer, 13.
4. Dorm: Maria, 24; Loretto, 45; 4th Floor Ad, 10; No answer, 2.
(Total residents: Maria, 108; Loretto, 150; 4th Floor Ad, 28)
5. Class: Freshman, 38; Sophomore, 22; Junior, 16; Senior, 4; No answer, 1.

drug squad

Dear Editor:

Starting sometime in the coming week, the school will be offering something new in the way of student service. It may be a necessary or at least a good thing. I am referring to the LSD rescue service.

We are a bit dubious about the response the students will give it, so it's best to fully describe it.

(1) First of all it is completely confidential. A person who starts flipping out will not be hassled for his name or his reasons for tripping. We are not the police or a guidance counselor. He or she that wants our service will not be made a pawn in the game of the establishment. If the person is beyond our help, the school has two perfectly competent psychologists who also help confidentially. The person doesn't have to worry about their parents or the administration's wrath, since the services are of a confidential nature.

(2) We are not anti-drug. We are in no way—realities answer to the mod squad. We are sincere in this. We don't care what you shoot, drop or snort. We are just there to help if you are having a bad time. Period.

This whole program is based on people's trust in it. If we help one person the whole semester, I will be satisfied. If you have a good working knowledge of drugs and would be interested in helping, contact H. Sutherland or P. Ludwig.

if you indulge
may your trips be
happy.
Pat Ludwig

b+c-t+j+m?

pseudo-pseudo

by bill stretch

BOB & CAROL & TED & ALICE is a pseudo-hip movie about pseudo-hip people, obviously produced on time and within the budget. It is exceptional in that it is a new kind (and because of its success, soon to be a new form) of commercial film which deals more realistically (in the comic sense meaning with less caricature) with aspects of today's life. In this case it's marriage and the new morality, which is getting pretty old. As in most Hollywood comedies, everybody is still rich and beautiful and still abides in gorgeous houses. The difference is that now many of the backgrounds used may actually be gorgeous houses ("reeled" up with baby gates) rather than sets (making the sets used, such as the Las Vegas hotel suite, stand out like sore thumbs). Such real (?) places as Esalon are more exploited than delved into, yet many scenes are, at their best, perceptive. The climax is quite nice, though it is ruined by a tacked-on tacky ending. To the film's credit (no doubt the director's) the performances never run to caricature, as in others along this vein.

Unlike Bob & Carol & Ted & Alice, John & Mary has a basically old-fashioned premise which becomes very much today, rather than having a much today. Somehow the producers have put together two super-stars and a well-worn boy-meets-girl situation and makes it as new as today. It is a fine, quiet statement on what's happening today, both in film and society. Oh yes, Marion Mercer tops her fine Quaker Oats performance with nary a lump.

othello ovation

by nora randall

Othello I love you. You are the first production of Shakespeare that I've ever followed. I got it, I got it.

The play moves in the strong romantic rhythms of Othello's passions. In the first act our hero is deeply in love, honored in the community and self assured. It's almost as though this were the end of a comedy rather than the beginning of a tragedy. But Sarle Hyman, playing Othello, gives us a beautiful piece of visual foreshadowing by capitalizing on Othello's history of epilepsy—his hands shake—just enough to make it seem like a natural affliction but at the same time suggests that Othello isn't really in control of the whole show. As the play progresses Iago shakes Othello's self assurance and the hand has subtly cued me in to how it happens.

Animal imagery is the cue to villain Iago's low and hateful idea of men, and John Devlin pegs him beautifully with gross visual images. The only flaw in Devlin's performance is his tendency to rush some lines especially in the opening scene. On the whole though, his portrayal was strong enough to forego the Mephistophelean ending of Act I which, pardon the pun, was an uncalled for symbol crash. Director William Woodman lets us know the insidious power of Iago by giving him the center of the stage for his soliloquies—a very effective image.

Desdemona (Marian Mercer) and Emilia (Pauline Flanagan) seemed to be just right. I know that sounds asinine but what else can I say about two characters created as foils and parallels of the two male leads. In Act IV, scene 3 Miss Mercer and Miss Flanagan do a beautiful scene in which they clarify their respective places between love and hate.

These philosophies of love are reiterated in the costumes created by James Edmund Brady. Iago and Emilia wear the browns and greens of earth; Desdemona and Othello, white. It sounds a bit trite, but the movement of love and hate in the play keeps the costumes from becoming over obvious or static symbols.

Comic relief from this serious theme was amply provided by James Scott as Roderigo, a Venetian nobleman who gallops around in a self concept ten sizes too big for him.

The set is another bull's eye for Clarke Durham. He also designed the set for **You Can't Take It With You**.

William Woodman's direction was rhythmically whole. When reading the play I often felt that the characters were changing too fast, but I never felt that while watching the play. One minor grievance—in an early scene Woodman leaves Emilia standing in the center of the stage with nothing to do but smile meaninglessly at Othello and Desdemona. Shouldn't ladies-in-waiting embroider, or something—it sure would help.

Taken as a whole, this production is one of my favorites. It challenged and flattered my ego—what more could I ask.

proposals

(Continued from Page 1)

every evening and that transportation is available to provide evenings at the Symphony, Magic Lantern, etc.

III. Personnel

Recommendations

("Counseling Service" refers to the involvement of a counseling psychologist, not to persons in the Dean's Complex.)

Short term

1. Immediate involvement of present counseling service (Mrs. Weingarten, Mr. Johnson) in regular meetings with Director of Dormitories and Residence assistants to discuss and attack existent personal and interpersonal problems of resident students; in an advisory, referral, and in-service training capacity to resident assistants on a regular basis in defining and carrying out their roles on the floors; in planning dormitory policies and procedures for next year.
2. Meetings of Dorm Director, Dean of Students, Residence Assistants, Counseling Psychologist, ad hoc faculty committee to share information.
3. Faculty, Dean of Students, Counseling Psychologists hold consultative meetings with external professionals on varying modes of dormitory living.
4. Planning programs to benefit residence students both recreational and informative be undertaken by groups which include interested faculty and counseling service.

Long term

1. Dorm-living area: Business manager (operating much as Mr. Zilkowski in his area), to be available to oversee: 1) maintenance of building; 2) revolving, long-range planning for repair, renovation, etc.; 3) contract fulfillment for residents and the college regarding dorm (non-destruction of property, reasonable non-disturbance of other tenants, reasonable attractiveness of living, recreational and service areas); 4) knowledge of who is in dorm, by what authority, with responsibility to arrange for and maintain security.
2. Dorm-living:
 - A. A full-time professional counseling psychologist (headmaster) who will not live on campus but will be responsible for:
 1. cooperating in a directory capacity with others in planning policies and procedures for dorm living
 2. room assignments and adjustments (re-assignments)
 3. "discipline" in ombudsman fashion
 4. supervision of interns and residence assistants—holding REGULAR meetings
 5. planning, advice, referral
 6. interviewing and hiring interns and residence assistants
 - B. A hall-director in each building who will be full-time, paid, on-the-scene-or-on-call:
 1. an intern in counseling psychology (preferably Ph.D. preparation; M.A. acceptable) responsible to headmaster but also able to draw on experience and wisdom of own professors
 2. who will work at causes of disruption through counseling
 3. who will assist residence assistants with problems that occur, with planning such things as to make dorm environment a "healthy" environment
 4. who will serve as referral agent terminal or channel for problems unhandable at lower levels.
 - C. Residence assistants (could be students at college) one for each 'definable section' of dorm, who will
 1. be selected for personality and ability to work with students, empathy and insight into problems, good judgment, stability and such qualities as to oil the machinery of dormitory living.
 2. live in dorms and BE AVAILABLE on the floors in such manner that sufficient counseling personnel is always available if problems were to arise.
 3. handle all problems, planning of the floor under guidance of interns and headmaster using both for referral when necessary.
 - D. Student workers who will
 1. live in the dorm
 2. under supervision of interns and headmaster—service the sign-out desk and other such areas.
3. That the role of the assistants be more carefully defined, that they be more carefully chosen in terms of job requirements, that they use what little authority they have effectively.
4. That a section be declared open dorms with these qualifications: students should state their preference. If they choose a "closed" dorm, they must be made well aware that strong sanctions will result if they have men in their rooms at illegal times. Students should have parents' consent to live in open dorms. Open dorms only for juniors and seniors.
5. That a series of floor meetings be held, in which students make their own floor rules, sanctions, etc. At the freshman orientation, communication sessions run by

(Continued on Page 4)

Pope Kral
is coming—soon

in focus

who's war

wayne n. powers

Three cheers! We've made it through another decade of American history and have now semi-safely arrived at the front doorstep of 1970.

This would be a perfect opportunity for me to write something reflective of the past year or of the past decade, and it would be a pleasure. I would also enjoy writing something optimistic in welcoming the new year and the new decade. The latter would be the more logical, also the more enjoyable, and perhaps the most appropriate choice. After all, as the new year begins, we, also should begin anew. Very nice. However, there is just one problem — the new year never seems to cure the apoplexy of the preceding year. The apoplectic display to which I refer is "It Really Is Nixon's War," an article by Lewis Prince in the last issue of the WEB.

He began this scholarly dissertation by misspelling Mr. Nixon's name. (Let's hope that Lewis is taking an English course this semester).

From this running start, the article gained even more momentum as he quoted *The New York Times* of April 17, 1954, which made reference to a "high administration official." Mr. Prince, the self-styled muckracker, then tells us that this "high administration official" was Mr. Nixon. Though he never tells us exactly where he got that little tidbit of alleged fact.

At this point, Mr. Prince really begins to pick up speed as he considers this thread of 'evidence' as a major

breakthrough in American history. Finally, by using this as a premise to support his claim that "it really is Nixon's war," he zips across the finish line—only to discover that he's been running in the wrong direction.

Let us assume, for a moment, that the quote attributed to Mr. Nixon was correct. Let's be realistic, Mr. Prince. That was almost sixteen years ago, when the circumstances were quite different from what they are today.

However, since Mr. Prince reads the *New York Times*, I wonder if he read an article on page one of the February 19, 1962 issue of that paper. That's only about half as far back in time as Mr. Prince went. The article began as follows:

**Saigon, Vietnam
Feb. 18 —**

Robert F. Kennedy said tonight that United States troops would stay in South Vietnam until Communist aggression was defeated.

The Attorney General of the United States said at a hurriedly summoned news conference at Saigon airport: "We are going to win in Vietnam. We will remain here until we do win."

Does this mean that it's really Mr. Kennedy's war? Of course not. It's merely an illustration showing that any quote must be judged in context of the time and situation in which it was said.

Perhaps Mr. Prince's resolution for the new year is to no longer engage in the distortion of truth.

—w.n.p.

the view from left field

The Persecution and Assassination of the Black Panthers as Performed by the Inmates of Mad Babylon, Written, Produced, and Directed by the Silent Majority

by Lewis Prince

We all knew that Nixon's assuming the Presidency would not usher in an unprecedented era of dialogue and free exchange. We did, however, hope that it would not usher in another era of MacCarthyist repression. At this point it seems that our hopes were too high. The Nixon administration is carrying out a planned, systematic, elimination of the most vocal, active and effective elements of the radical community.

The best and most obvious example of this political repression is the plight of the Black Panthers.

In New York twenty-one Panthers are arrested on charges of planning to blow up Macy's, a large Manhattan department store. Now really, what would the Panthers have to gain by blowing up a department store? Besides, as one Panther said, "There'd probably be hundreds of black folk in there anyway."

In Chicago, police invade the home of Panther Deputy Chairman Fred Hampton and murder him in such a brazen manner that even Congress is investigating it. Also in Chichagoslovakia . . . Panther Minister Bobby Seale is dragged out of his own trial and bound and gagged because he tried to defend himself in court.

In Los Angeles, rather than force

them out of the building with tear gas, the police shower Panther headquarters with bullets murdering two more Panthers. Eighteen other Panthers are arrested on various charges.

These are just a few of hundreds of similar incidents. The efficiency and similarity of these attacks shows the national, rather than local, character of the planning.

To most of us the scattered arrests of a few radicals would not mean much, but when the arrests, coupled with the Chicago 8 trial, and various other actions show an organized attack on radicals as a whole it then becomes an issue of our basic freedom of speech. It is the minority that needs its freedom of speech protected. The majority's is not in jeopardy. Therefore the attack on the Panthers is an attack upon all our rights.

FREE HUEY!

FREE BOBBY!

FREE ERIKA!

FREE LANDON!
AND RORY!

FREE BURSEY!

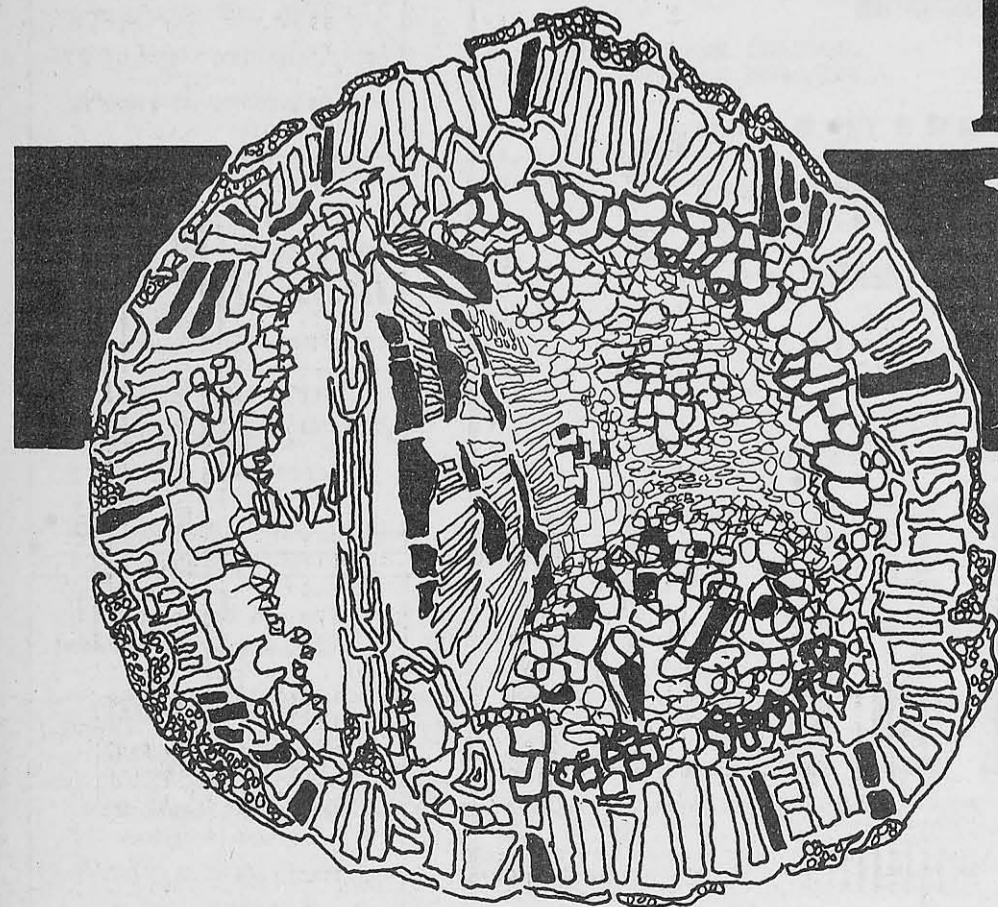
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FREE THE CONNECTICUT 14!

FREE THE LOS ANGELES 18!

FREE ALL POLITICAL
PRISONERS!

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drug study

Michael James Ward, a member of the History and Social Science Departments, has been requested by the Missouri Bar Association, to undertake an extensive study of the present state of the Missouri drug laws for the purpose of revising the present statutes. He has been requested to complete his study by the end of May of this year, so that his recommendations may be studied by the entire Criminal Law section of the Bar. The revised laws will be presented to the Missouri Legislature with the backing of the Bar Association.

In order for him to do a comprehensive study, he is looking for students who would be willing to discuss their use of drugs with him, explain why they use it and how they began. As an attorney, Mr. Ward will keep all communications confidential. He also wishes to speak with students who do not use drugs to determine why they do not. At the present time, Missouri has one of the strongest drug laws in the country, providing for the death penalty for anyone selling marijuana to a person under 21. Mr. Ward may be contacted in his office at the college, room 305 of the Administration Building.

dorms

(Continued from Page 2)

trained personnel in group dynamics. That seniors be spread out through the dorms as a stabilizing influence.

Long Term

1. That there be a full-time professionally trained person in charge of the dorms living in the dorms.
2. That hall assistants be chosen more discreetly.
3. That students not be required to live in the dorms.
4. That counselling service and staff be increased to at least double its present size. We have a serious responsibility to guide the students directly proportioned to the degree of freedom we give them.
5. That we seriously consider a section for open dorms.
6. That the health service be drastically improved.
7. That recreation off campus be made possible by providing transportation.

audition successful

The seemingly impossible can happen, and it did in December for Sophomore Frank Ries.

"I had wanted to transfer, but I was thinking of Boston U." Instead, Frank was introduced by Grace Chapman of the theatre department, to the idea of attending a London school of dramatics. The three major schools of London were holding auditions in New York. With the help of Theatre department chairman Peter Sargent and actor George Vogel, Frank prepared for the trip. He selected four speeches for the auditions, each representing a different time in theatre history.

Once in New York his first stop was, of course, a theatre to see **1776**. Then on to the first audition held at the United Nations Institute of International Education. The audition was for the Royal Academy of Theatre Arts (RATA). They received and auditioned 1000 applicants in two days. "It was a traditional audition and very cold." However, Frank was called back and this time he auditioned before the president of RATA.

One down, now off to audition for the London Academy of Dramatic arts. He later, learned that he was accepted at the London academy.

The final and most exciting interview though, was for the London Studio '68. Here Frank auditioned again, was asked to come back and audition

a second time before Dame Estelle Windwood. He chose Edmund's speech from **A Long Days Journey into Night** by Eugene O'Neill. Among the five hundred applicants he was one of only two chosen.

Frank will spend 15 months at the Studio with the 31 other students. The school has 11 week terms that are continuous, and allow the student to begin any time. Frank plans to leave May 19 (on the 747) and begin his classes May 26.

His studies will include an interpretation of classical characters under Dame Sybil Thorndike; voice and diction with Terence Ryan and Terence Rattican; and movement with the Martha Graham London School of Dance, studying improvization by the Grotowski method, television and radio (BBC) work, and auditioning for the various plays, directed by Robert Henderson and Peter Lindsay, round out his program.

CLASSIFIED ADS

movie—january 27—edwin s. porter, five films, 1903-05, old aud.—50c

any students interested in participating in all-college institute: contact jerome perlinski

"twee-tie-pie"—i miss you.

to the guys: chemi dice di bello?—the nymph.

Ed. Note: Because of a printers' holiday, last week's edition of the Web is appearing on Monday. The Web will resume regular publishing days of Friday beginning this week.

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PREVIEWS JANUARY 19-20-21

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A LETTER TO THE FACULTY

by Fred Stopsky,
History Department

Recent events raise questions concerning the quality of teaching and learning at Webster College. It is apparent that several faculty members are not satisfied with existing curriculum or teaching methods. The creation of the independent study sabbatical on campus program attests to a



desire to make radical departures from the present system. Two aspects of the sabbatical on campus program have immediate implications: the process of its implementation and its educational philosophy.

The independent study sabbatical on campus has become a major innovation at Webster. Students will seek their own "style of learning" by operating independently and with minimal faculty assistance. Approximately 60 students are engaged in the program and each will receive 15 hours of academic credit. The program is part of General Studies and has been sanctioned by the Curriculum Committee. In effect, General Studies is now a "department" with 60 "majors." The 60 students will work with six or seven faculty who have volunteered for this task in addition to normal teaching loads. No faculty member has released time to work on the program.

The introduction of a major new program has had minimal faculty involvement. Outside of the Curriculum Committee little effort was made to seek guidance, advice, and sanction from the faculty. One could well imagine reaction to an administrative announcement that a new department or major program was being introduced without faculty consultation. There are several unanswered questions about the sabbatical on campus program:

1. If the purpose of the program is a "sabbatical on campus" why are 10 students living **off campus** in rural Missouri? For several years a mechanism has been in existence for off campus sabbaticals. Why was the existing system ignored?

2. Why didn't the Curriculum Committee seek faculty guidance before sanctioning such an extensive experiment?

3. What role, if any, did the Fac-

ulty Executive Committee play regarding this experiment?

I am **not** suggesting a "plot" or "power play" by faculty seeking to attain ends. I am suggesting that rules were bent and the college governance structure proved inadequate. It failed to provide safeguards to an experiment with obvious weaknesses. Let me elaborate.

Independent study schemes require extensive released time for faculty since academic personnel are now involved in a one-to-one process rather than teaching a class of twenty students. Independent study costs money and minimizes faculty contact with large numbers of students. If each student in the present experiment (remember they are receiving 15 credit hours) worked three hours per week with faculty it would mean 180 additional hours of work per week for teachers. Divide six teachers into 180 and it means 30 hours per week per teacher in addition to existing teaching duties. Obviously this will not happen. Thus students will be deprived of guidance and assistance.

Students involved in this experiment will pay approximately \$750 in tuition without receiving much in exchange beyond the spare time of a few faculty people. There are other implications. One faculty member noted being approached by a student anxious to do something about "Indians" for independent study. There are no facilities, materials, or staff at Webster College to provide adequate guidance for a student seeking to learn about Indians. The student's question also raises questions about the adequacy of written outlines for independent study projects. Are there written outlines? What efforts were made to work with students in delimiting topics? What was the process a student pursued to select a topic?

Webster College has witnessed many "fads" during the past several years. The usual pattern is for a faculty person to quickly establish "expertise" with a minimum of research and study. A new course or experiment is introduced and Webster finds itself in "the swing of things." (On occasion a course is simply given a new title). I have great respect for faculty involved in the sabbatical on campus program but as individuals or as a group it is doubtful whether they are qualified to act as academic counselors to sixty students pursuing a variety of academic topics. They lack time or the academic background to be all-round experts. As in previous experiments, no "tragedy" will occur, but many students will not receive educational assistance or support from the college.

The off campus commune program also raises many questions. During the past few years the college has pursued a policy of seeking to provide students greater freedom in their personal lives. By linking academic credit to the commune experience the college establishes a responsibility for the personal living style of students. The college also may be caught in legal re-

sponsibility in case of accidents or unforeseen events. A parent may sign a waiver of responsibility but they can still sue. The commune suggests other educational confusion. If students wish to "get away" from educational establishments and "live on their own," it is an encouraging sign of maturity. But, can one really be free of the establishment and receive college credit? It suggests intellectual cynicism and immaturity. At what point does a college say "no" to granting credit for personal experiences? If self-awareness and personal discovery are the criteria for credit, it is possible to push the entire process to the point of absurdity. Sexual awareness is a profound human experience, but are we to grant college credit for sexual explorations? (Pardon the digression which I know sounds snide. It is meant to illustrate that there is a point of no return).

What is particularly disturbing about the on-campus experiment are the hints of anti-intellectualism and glorification of self-discovery. Sponsors have suggested that students will be engaged in an endeavor to discover "their own style of learning." What does this mean? Historians, for example, are trained to examine and investigate utilizing certain skills, knowledge, and methods. It would be

rare for a student to "discover" this process which entails extensive training and guidance from individuals with intellectual expertise. There is no doubt we are all unique and receive information in different ways. Perhaps the sabbatical on campus is designed to assist students in understanding their "filter system." This is quite different from discovering a "style of learning."

It is apparent that many faculty feel "guilt" and seek to identify with youth. It is common today for teachers to deride professional experience and argue that the path to intellectual competence and academic knowledge can be found through personal sensory experiences. Thus the vogue for sensitivity training, group confrontations and other experiences which emphasize short range emotional reactions. There is little evidence that these endeavors produce anything beyond temporary catharsis. What is missing in the on campus sabbatical is any indication of a hard tough minded intellectual process. It caters to a common student hope that learning is waiting to be "discovered" rather than worked at every moment of one's life.

There are obviously many questions to be raised about the on campus sabbatical program. Some faculty became

(Continued on Page 2)

great lakes

basins of pollution

"When I lived in Chicago during the summer of 1967," says Michael Doran, lecturer in Music at McMaster University, "my apartment was situated about seven blocks from the shores of Lake Michigan (otherwise known as Gitchy-Gooey).

"Most days the smell of dead fish penetrated into my living room, even when the windows were closed.

"Turning on the hot water tap one was invariably greeted by the smell of dead fish competing with that of chlorine. It was possible to make coffee and tea, but the stuff was undrinkable.

"From within a stone's throw of the lake one could survey the magnificent solid silver band of rotting fish which lined the shore at the exact formal distance of five yards. Ah, Chicago! Ich habe lust vor dich!"

During the summer of 1967, as well, the Chicago lake front was graced by an oil slick that extended for some 75 miles.

The Cuyahoga River, flowing through Cleveland into Lake Erie is usually covered by a coating of petrochemical wastes averaging two inches in thickness. The river is considered a fire hazard. Last year an arsonist set it ablaze and two bridges were seriously damaged.

Indeed, Cleveland's two fireboats wash oil from docks and pilings at regular intervals to minimize the risk of fire.

Cleveland is also one of the few cities which chlorinates its lakefront beaches in order to render them safe for swimming.

Meanwhile, the Great Lakes are dying. Lake Erie has had it. In the last fifty years the effect of human waste and alterations in the environment has aged the lake 15,000 years.

Lake Michigan is perilously close to the point of no return. Its southern stretches are heavily polluted and contaminated, and this destruction is steadily spreading northward.

Lake Superior remains the purest of the lakes, while pollution in Lake Ontario is rapidly attaining critical proportions. Lake Huron stands as something of a halfway house between the purity of Superior and a cesspool that is Erie.

Taken together the Great Lakes drainage system constitutes the largest single body of "fresh" water in the world, containing better than one-fourth of the world's supply.

In this case the word "fresh" is used only to distinguish the water from ocean brine, since in many cases the water in the Great Lakes is no more palatable than ocean water, and considerably less pure.

The entire Great Lakes basin supports a population well in excess of 30 million, compared with fewer than 300,000 early in the nineteenth century. This figure represents about one in eight Americans and about one in three Canadians.

By 1965 the water levels of all five lakes had dropped to their lowest levels in recorded history. Erie and Huron were some five feet lower than during the early fifties.

(Continued on Page 3)

upon walking through the red carpet . . .

The major portion of the front page of this week's **Web** is devoted to Dr. Fred Stopsy's "letter" to the faculty, which verbalizes some of the most critical complaints about the intellectual life of Webster College. His criticisms arise initially from the poorly-executed on-campus sabbatical program, but travel much further inward—toward Webster's academic core. Dr. Stopsy also suggests a change in the governing structure—in which he neglects to mention faculty-student relations—to organize movement within the school instead of stalemating it.

The college's problems, however, stem from some causes that are not academic, inferring that Webster needs not only an "academic overhaul" but also an administrative overhaul of old policies. There are more than hints of "anti-intellectualism," good or bad, especially in the underclassmen, which may be an outgrowth of the present admissions policy. Webster College is not for everyone who can afford it. If it is to remain an institution of higher learning and not a drop-out college it must risk being more selective concerning whom it can educate. Financial aid cannot be given out arbitrarily and cannot discriminate with regard to sex or class division. St. Louis resident senior women should be given the same opportunities for subsidizing their education as out-of-state freshmen boys.

Faculty should be scrutinized as carefully as students; a tenure policy is a must if more than adequate faculty are to be tempted into Webster Groves. Academic criteria must be established for courses without infringing on anyone's academic freedom.

Departments, as Dr. Stopsy stipulates, are lagging in intellectual depth and chairmen are non-existent. Some departments might profit from a merger such as theatre arts and music, history and social science or art and math. Such suggestions which have been made by some student and faculty members of the departments should have a position in the long-range possible goals of the school as a whole.

But the passion of Webster College for constant change coupled with its astoundingly complex bureaucracy, from the maintenance department on down, sometimes results in a particular program or idea becoming stale before it is effectively implemented or, as in the case of the on-campus sabbaticals, becoming institutionalized before it has been experimented with.

Dr. Stopsy's letter, indicting as it may be, deserves serious consideration and discussion by the faculty assembly and The Student Association, especially. "Planned change should be the theme of Webster College."

in focus

notes & notations

wayne n. powers

President Nixon, in his first State of the Union address, proclaimed a 'war on pollution'. He stated:

"The great question of the seventies is: Shall we surrender to our surroundings or shall we make peace with nature and begin to make reparations for the damage we have done to our air, to our land, and to our water?"

Restoring nature to its natural state is a cause beyond party and beyond factions. It has become a common cause of all the people of this country. It is the cause of particular concern to young Americans, because they, more than we, will reap the grim consequences of our failure to act on the programs which are needed now if we are to prevent disaster later. Clean air, clean water, open spaces—these should once again be the birthright of every American. If we act now, they can be."

The war on pollution is one

war in which escalation is most welcome by the American people.

Specialist 5th Class Robert Lawrence was relieved from duty recently for broadcasting an appeal against censorship over AFVN, (Armed Forces Viet Nam), Radio. Here are some pertinent excerpts:

"I am dedicated as a newsman to giving the public the news . . . and I will always tell the truth either in the military or as a civilian . . . In the military in Viet Nam, I have found that a newscaster is not free to tell the truth . . . I hope you'll help stop censorship at AFVN . . ."

When men are engaged in military service to their country, they should not become second-class citizens. The right for all men to know the truth was one of the very concepts that America was founded on almost two centuries ago.

—w.n.p.

stopsky: planned change a must

(Continued from Page 1)

involved in the experiment because they felt the present guidance system was inadequate and students needed guidance and counseling. If that is a problem, why was it not raised within the existing structure of our governance system? Why do people fail to utilize the existing structure?

My words can easily be interpreted as a defense of the status quo. I believe Webster College is in need of a vast academic overhaul. Many departments are intellectually sterile and leaderless, courses are often boring, and little concentrated effort has been made to recruit exciting mature faculty. Our problems, however, will not be resolved by glorifying anti-intellectualism or going to rural Missouri. They must be resolved here. To this end let me suggest several steps.

Governance of Webster College

Since the governance system has proved inadequate let us make modifications. A basic problem has stemmed from cumbersome committees and inoperative groups that exist because they are part of a structure rather than for the purpose of organizing a process of change. Let me suggest:

1. A Faculty Executive Committee composed of three people. Their primary function should be:
 - a. Negotiate with the administration regarding issues.
 - b. Serve as a review board for new ideas in order to find the most effective way of obtaining faculty input.
2. A Tenure Committee.
3. A Curriculum Committee.
4. All other committees would be ad hoc, formed for a specific purpose and ending their life when that purpose has been achieved.
5. No member of the Faculty Executive Committee will serve on another committee. This will avoid conflict of interest.

6. A chapter of the UFT or another such organization should be organized to conduct salary negotiations.

Change

Planned change should be the theme of Webster College. Originally, for example, the idea of an on campus sabbatical was to be an experiment with eight students. This made sense. Educational change is best undertaken in small steps in order to "control" mistakes and provide adequate financial and community support. The literature on educational change in America is a continual story of "failure" because great changes were undertaken with insufficient planning and inadequate support.

Let me suggest that Webster College allocate \$10,000 for this summer to provide "x" number of teachers and students time to develop new curriculum and improve teaching methods. These funds should not be for the purpose of dialogue or philosophical analysis, but to produce concrete curriculum and teaching strategies. Teachers should be selected upon the basis of enthusiasm and the soundness of their proposal. If feasible, the college should reduce teaching loads for teachers involved in experimentation.

A faculty-administrative-student body should be designated to assist the experimentors to evaluate results.

Conclusion

It is personally very difficult in a small community such as Webster College to raise issues without being accused of getting into personalities. Our "smallness" has been detrimental to extensive analysis and discussion of key issues. A criticism of an idea becomes an attack upon a person. The college can no longer afford the luxury of such anti-intellectualism. The next few years are crucial if we are to make college an interesting and relevant place for students.

band brings nostalgia; 'reivers' pure sentiment

by bill stretch

ON HER MAJESTY'S SECRET SERVICE is instant nostalgia of the highest camp. It's all there — the James Bond Film — just like before, right down to the hue of the technicolor. Yet somehow, in what cannot be too long a time, (ah, but this is the supersonic age) what was very sophisticated and off-color (and is still of the highest quality) has become refreshingly and charmingly innocent. True, there's a new James, whose very presence is a beautiful, if not completely unwitting, reminder that the good old days shan't return. George Lazenby, though lacking Sean Connery's cat-like grace, wears clothes beautifully. (Mr. Lazenby has become hip, however, and like his predecessor, refuses any more Bond parts). Anything lacking in Bond is made up for by the presence of Diana Rigg, the most together actress around. Besides just being **THERE**, Miss Rigg,

too, is good for nostalgia—she replaced Honor Blackman on T.V.'s **THE AVENGERS** when Miss Blackman left to do **GOLDFINGER**. It's all two hours of pure fun and pure movie. I think I'll go see it again and have a good cry.

THE REIVERS, though more conscious of its period and therefore "classic" essence (although much of the film is definitely late-sixties cinema), is also great fun. Although it

is impossible to recreate the true essence of a past time (the Bond films are very much our own), one is still glad that "they're still making films like this one, even though they really aren't. **THE REIVERS** comes close however, creating a spirit and mood via that indulgent reflection seemingly common to all "period pieces" in this case using sentimentality as its premise and somehow getting by on the excuse.

Pope Kral
is coming—soon

lake erie is dead lake erie is dead lake erie is dead

(Continued from page 1)

This does not mean much until one realizes that a drop of one foot in the Great Lakes water level results in a loss of some 2.75 trillion cubic feet of water.

This loss and all other changes which have taken place in the Great Lakes are attributable to a single cause: man. However, what man has done to the lakes, and what he continues to do at an accelerating rate involves many complex questions.

While Lake Superior is the largest and the purest, as well as the deepest of the Great Lakes, with a surface area in excess of 30,000 square miles and a maximum depth of 1,333 feet, it is also the most delicate of the five.

Being relatively cold and pure, the lake is more drastically affected by even small increases in pollution.



Hence, while remaining "pure" by human consumption standards, fish catches have declined drastically since World War II. The annual catch is now about one-third of what it was in 1941.

Because the water of Lake Superior is soft, heavy metals such as copper, iron and zinc are highly toxic in low concentrations. Fish species in the lake are sensitive to metals and could be seriously affected in terms of behavior and reproduction if exposed to even minute levels of pollution.

Further, the lake's purity and coldness means that it reacts more slowly in recovering from pollution damage than might, say, Lake Erie (were it not for the fact that Erie has been subjected to immense pollution). The self-purging rate of Lake Superior has been estimated at well over 500 years—i.e., that is how long it would take for the lake to clean itself naturally.

Two examples of industrial pollution will suffice to indicate the great danger present to Lake Superior, as well as to all drainage basins. They are the refining of low-grade Taconite iron ore and the pulp and paper industry.

Taconite refining is a complex procedure of crushing and grinding the ore into fine particles and magnetically separating the iron from the residual dust and concentrating the iron into pellets of magnetite.

In the process some ten thousand gallons of water are used in order to produce a single ton of iron pellets. The waste residual of dust, or tailings, is produced at a rate of about two million tons per million tons of pellets.

The Reserve Mining Company, at its Silver Bay plant on Lake Superior discharges some 500,000 gallons of water per minute as part of its taconite refining process.

By December, 1967, twelve years after

it had begun its operations, the Reserve plant had produced a delta stretching more than a mile out into the lake which was composed entirely of such waste "tailings." This delta included only about 45 per cent of the total waste debris of some 175 million tons produced by the one plant in a dozen years—the rest having been dispersed into the lake.

These tailings included a variety of dangerous metals, such as zinc and cadmium.

The process of destroying the environment in order to produce paper begins with the cutting of logs. Even assuming that a given woodlot is "framed"—that is, replanted and not recklessly mowed down—the shipping of logs to the mill entails considerable destruction. Rivers are bulldozed so that the logs will not be caught by obstacles on the way to the mill.

This bulldozing of river beds certainly removes rocks, branches and other obstructions. It also destroys the spawning grounds for sturgeon, trout, and salmon.

Once the logs reach the mill they are cut into four to six foot lengths, then sent into a barking drum which strips the bark from the logs. This bark is sometimes blown into a boiler and burned, but a good deal of it simply escapes into the sewer and ends up in the lake.

It is the pulpmill part of the process which is a major polluter of water, and the chemical recovery process which is a major polluter of the air.

The pollution problems that begin in Lake Superior are duplicated in Lake Michigan. There, heavy concentrations of industry produce vast quantities of chemicals and sewage, the better part of which are dumped raw or only partially treated into the lake.

There are more than twelve major fossil and nuclear thermal power plants along Lake Michigan. These produce what is called "thermal pollution." As part of the production of electricity these plants must use vast quantities of water as coolants.

Fish are especially vulnerable to thermal changes in water. Their greatest susceptibility is during reproduction, when their range of permissible temperature is quite narrow.

One of the most important effects of a thermal rise in a lake area is that of synergistic action. Synergism is defined as the simultaneous action of separate agents which together have a greater total effect than the sum of their individual effects.

A temperature rise in water increases the lethal effect of toxic substances, such as potassium cyanide and O-xylene upon fish. Since domestic and industrial wastes are numerous in the Great Lakes, the likelihood of synergistic effects is common under any circumstances, and seriously aggravated wherever there is thermal pollution.

Similarly, as the water temperature rises, the metabolic rate of fish rises as well. Hence the need for oxygen increases as the available oxygen decreases.

Equally important, while fish can often live in relatively high temperatures, those temperatures frequently make it impossible for the fish to seek food or behave normally. Thus, fish are not so much killed outright as rendered incapable of survival.

All heavy industries, as well as thermal electric power stations, use vast quantities of water. Steel, automaking, petrochemicals, metal refining, textiles—all require vast amounts of water for cooling and cleansing purposes. Much of this is discharged back into the lakes as effluent. Some is lost as evaporation.

Annual use of water along the Great Lakes runs to approximately 60,000 cubic

feet per second, for industry, municipalities and agriculture. Of this amount, some 2,300 cubic feet per second are used up—i.e., do not return to the lakes.

The accelerating growth of industrialization, of industrial populations, of irrigation in agriculture, and of thermal electric power stations entails a rapid increase in water usage. Water that is already polluted can, we expect, only be polluted more.

The use of pesticides has been so loosely controlled over the last few decades that these now permeate the environment.

The large fruit belts around Lake Michigan, Western Lake Erie, and the Niagara region off Lake Ontario, are major sources of pesticides which end up in the lakes.

In the Green Bay area of Lake Michigan agricultural soils tested for chlorinate pesticides were found to contain concentrations as high as 7,800 micrograms per kilogram. Maximum concentrations found in bottom sediments approached 3,000 micrograms per kilogram—more than two million times that of the overlying water. The algae contained still greater amounts than did the bottom sediments.

The eggs of Coho salmon introduced into Lake Michigan were found to contain pesticides.

Lake Erie constitutes a sad, sad story. The central core of the lake is dead, a desert which already cannot support most kinds of aquatic life.

(Continued on Page 4)

dorms to improve

On January 27 Jerome Perlinski, Chairman, Faculty Executive Committee, Tom Conway, Dean of Students, Jeni La Vigne, President, Residents Association and the Ad Hoc Committee for the dormitory conditions discussed a general tentative agreement on the report of the Ad Hoc Committee's report on dormitory conditions.

Concerning parietal: boys will have open visitation hours as of this weekend, girls before February 9 and for the remainder of the semester will have open dorms from 1:00 p.m.—midnight on Sunday, 5:00 p.m.—midnight Monday through Thursday and 5:00 p.m. to 3:00 a.m. Friday and Saturday. These hours are contingent on the results of the floor voting conducted January 29.

The minibus will be in more use for transportation to and from cultural events in the nearby area. The minibus owned by the school will be used for now and if another one is needed it will be acquired.

Next fall the dorms are tentatively to be split into four sections. They are:

1. One sex living in one section with no visitation.
2. One sex living in one section with open visitation.
3. Co-ed section with open visitation but no co-habitation.
4. Co-ed section.

In each of the co-ed sections only members of the same sex will occupy the whole suite.

Immediate improvement for the dorms include carpeting to be installed some time this week on first floor Loretto to discover its effectiveness, felt strips to be installed around doors for the pur-

pose of decreasing noise in the dorms, the end rooms in Loretto Hall are to be carpeted and curtains are to be put up. A color chart is available in Mrs. Smith's office for students who wish to paint their rooms. Paint will be supplied but you must paint it yourself.

According to a memo received by Jerome Perlinski on January 23 from Dean Conway, there will be four definite groups working to attack the problems of the dormitories. They are:

I. Financial and Facilities: Dean Kelly, Virgil Morris, Gene Hiers, Jeni LaVigne, Michael Calkins, Jerome Perlinski and Dean Conway to work on analysis of costs, priorities for repairs, replacements, and renovations, conversion of facilities to other uses.

II. Personnel: Sue Weingarten, Barbara Barbato, Jenny LaVigne, Michael Calkins, and Dan Johnson, to work on job particulars and job descriptions for residence personnel and resident counselors, in-service training, group sessions, consultants on various resident living alternatives.

III. Programs: Sr. Marita, Bill Irving, Beverly Smith, and three resident students, and Bob Corbett. They would work particularly on developing plans for programs on drug usage, sex education, acid rescue service, "crisis" committee, seminars on special problems of dorm students.

IV. Policies: The Ad Hoc Committee, with Beverly Smith, Sue Weingarten, Jenny LaVigne, and two other resident students to function as a permanent Residence Committee to develop policies and procedures for dormitory living at Webster.

pollution

(Continued from Page 3)

There is occurring a serious oxygen-depletion in Lake Erie over the summer months. As a result, an iron compound is beginning to break down, releasing the nutrients in the sediment. These nutrients are particularly welcome to algae which thrive upon them.

If the process of oxygen depletion continues it is quite conceivable a catastrophic bloom of algae will, within a few years, turn Lake Erie into a huge swamp, rendering it unfit for recreation, navigation, and as a source of water.

Lake Ontario is rapidly following Erie in terms of pollution. Excess nutrients already have turned many popular beaches into ghastly spectacles of rotting scum and algae, unfit for any kind of human use. Oil and chemical spillages and seepages are inexorably destroying the wildlife in this lake as in all the others.

At present rates of destruction, we will not have long to wait before the limit will have been reached and passed, as it has been reached and passed in Lake Erie, when remedial action will have come too late.

feb. institute

The three facilitators for the February Institute are Dr. and Mrs. Stewart Shapiro and Dr. Marshall Rosenberg. The following is a short resume for Drs. Shapiro and Rosenberg.

Dr. Stewart Shapiro: Associate Professor of Education, University of California, Santa Barbara. Chairman, Department of Counselling and Guidance. PhD in Clinical Psychology, 18 years private practice. Diplomate in Psychology from American Psychological Association. Member of the Board of Diplomates, APA. Associate Fellow, National Training Laboratories. Staff member, Institute on Industrial Relations at UCLA. Author and lecturer. Consultant in higher education and restructuring programs. Has worked with faculty, administrators and students.

Dr. Marshall Rosenberg is Director of Consulting Services at Community Psychological Consultants. He received his A.B. from the University of Michigan and his M.S. and Ph.D. degrees in clinical psychology from the University of Wisconsin. He received a diplomate in clinical psychology from the American Board of Examiners in Professional psychology, Inc., in 1966.

Dr. Shapiro has outlined a tentative agenda including small discussion groups to outline the future goals for Webster College; and a presentation of findings and summaries. Because the nature of the discussion must be kept fluid to allow a maximum amount of freedom of expression, the agenda cannot be firmed up at this point.

The Institute is planned for the Eden-Webster Library, although some alterations may have to be made. Tentatively the time schedule is as follows:

Thurs. 5 Feb.	7:00 p.m.	Sessions
Fri., 6 Feb.	9:30-12:30	Sessions
	12:00-1:30	Lunch
	1:30-5:30	Sessions
	5:30-7:00	Dinner
	7:00 p.m.	Sessions
Sat., 7 Feb.	9:30-12:30	Sessions

Lou Gilden — (philosophy dept.) — will have guest speaker:

charles koen of the United Black Front

speaking at his class — room 330 — 3:30 p.m. — friday — open to all

humanities

Besides the degrees already approved for Webster, the college should provide the opportunity for obtaining a Bachelor in Humanities. This gives the student an option: he can either receive an already approved degree in which he is forced to specialize in a given field Bachelor of Arts in Religion, e.g.); or he can choose the general field of humanities without a particular specialty.

This option is becoming the more necessary as greater and greater numbers of students arrive at the college who do not wish to specialize until graduate school or not at all and as more students at the college, experiencing their own freedom to investigate and change (a freedom offered by the college), find themselves caught with fewer hours than required under the present degree program. E.g., a student switching a major in junior or senior year because he has discovered a newer and more personally rewarding field would find it difficult to accrue enough hours in the new field in order to graduate. While the latter difficulty could be resolved if the student were to take more time, finances and psychological and family pressures often prohibit this.

A Bachelor of Arts in the humanities may be obtained at Webster College by fulfilling the following requirements:

128-120 credit hours or their equivalent

60 of these hours to be taken from courses offered by the following departments:

English, History, Modern Languages, Philosophy, and Religion.

The Department of Art, Mathematics, Music, Science, Social and Behavioral Sciences, and Theatre Arts may indicate courses which for a Bachelor of Arts in the Humanities degree.

The college catalog should be changed to read: p. 24 WEBSTER COLLEGE, SOUNDS, SIGHTS, ETC. The following statement should be included: in Area of Concentration:

A student may elect, in lieu of a specific area of concentration: the area of the Humanities. In this program, a student is expected to take 60 credit hours from courses offered in English, History, Modern Languages, Philosophy and Religion and those courses designated applicable by the remaining departments.

Counselling for those students electing the humanities program will be coordinated by a faculty member chosen by the Dean of Faculties, with the advice of the counselors in the Office of the Dean of Students.

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CLASSIFIED ADS

bobby lee — chicago field representative of the rainbow coalition — black panther party — will speak feb. 4, 7:00 p.m., old aud. — film

"if it rains, then the streets are wet." — t. bikson

"tweeie-pie" — i miss you.

boobie — is it really a gamble?

eddie carbone — let's go out for a few beers. — tony berelli.

the "hospital of the sacred heart" has been condemned.

this year's "end of year party" will be held in rm. 416.

w.n.p. — another glass of water?



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"chafed elbows"
&
KENNETH ANGER'S
"scorpio rising"

the air is everywhere

by bill thielker

On the evening of Thursday, February 5th, Graham Chapel at Washington University was packed to overflowing for the basic organization of "Project Survival" (St. Louis's version of the "Ecology Teach-In," a national program started by Senator Gaylord Nelson) which is tentatively scheduled for April 17, 18 and 19.

The meeting's first speaker, was Ben Senturia, a member of the Committee for Environmental Information, which publishes **Environment** magazine. Ben stated that we should, "define the problem for solving, not just tell of its history."

Ben's speech was interrupted by sporadic applause starting at the back of the chapel. Heads turned as Dr. Barry Commoner made his way through the side aisle crowded with floor-sitters. When he stood up to speak, he was greeted with applause that filled the Chapel.

Dr. Commoner first apologized for his being late, and began talking without prepared speech or notes.

He stated, "The environment is a political movement . . . it is similar to Vietnam, we first had to find out where it was." Dr. Commoner

continued, with the basic thought being, to let people know. "People have the conscience, but they don't have the grist to put into the mill.

"Just legislation won't do it, it is too deep, a major fraction of the gross national product. A fundamental change in the national budget must be made."

Dr. Commoner wrapped up his speech by saying. "The weapons are an informed, almost irate, public . . . Society needs what you know, go out and give it to them. This is our chance to bring knowledge to bare on political power." A massive ovation followed.

Following a short question and answer session, Sheldon Novick, the editor of **Environment** magazine, pointed out that we are using the rest of the world's share of natural resources.

Dr. Carl Boggs of Washington University then spoke, reading from an article he had written stating his beliefs concerning "Ecology Action," a national group officed in Berkeley.

The focal point of activities is April 22, which, in the St. Louis area, will be the date of activities on individual campuses.

bobbie lee

by deborah pratt

February 4, 1970, was the beginning of the movement when Speaker Bobby Lee, field representative of the Rainbow Coalition, gave Webster and visiting schools frank and candid viewpoints on the plight of our society today and on the "Rainbow Coalition."

To those of you who missed not only the talk, but the 6:00 news and the papers, here's a short description of the evening. First on the agenda was the Panther film "American Revolution II" which gave a pretty good description of life and what the movement generation believes in. After the film Bobby spoke and explained about the Coalition which consists of Black Panthers, Patriots, and the Young Lords. He told how they combined and worked together for the community and in turn how the community worked for them. He told how he hoped to organize college students to go out and work with the St. Louis community. The enthusiastic response seemed to imply that the College students would take this opportunity to involve themselves in the coalition. We are waiting to find out whether "Revolution comes from an incense bowl . . ."

attention: honkies

On Friday, February 13, Mr. Benjamin Waknin, an authority on Negro history, will speak twice to the Webster College community. His topic at 10 a.m. will be "White Folks Look at Black History." At 1:30 p.m. he will speak on "Portrait of a Great Black Man That Nobody Knows."

Mr. Waknin, of Columbia University, is a young scholar who has done extensive research in Negro intellectual history in the twentieth century. He is an authority on the Negro leader, Hubert Harrison, and is presently writing a biography of A. Phillip Randolph.

concert special

Sigma Alpha Iota is presenting Fernando Valenti, harpsichordist, at a Scholarship Concert in the Loretto-Hilton Theatre, Saturday, February 22, 1970. The concert will start at 8:15 p.m.; tickets are \$4, \$3 and students, \$2 and are available at the music department or theatre box office.

five new board faces

Five new members have been named to the Board of Directors by Board Chairman Sanford J. Zimmerman in the last three weeks. Those named were Leif J. Sverdrup, George K. Conant Jr., Edward D. Schapiro, Howard B. Woods, and Robert F. Steadman. The appointment of these five men brings the number of directors to 24. Fourteen are from the St. Louis area.

Sverdrup is chairman of the board and chief executive officer of Sverdrup and Parcel and Associates, Inc. Cowant is president of Sligo, Inc. Sverdrup and Conant were named on Friday, January 23.

Schapiro is chairman of the board of Permneer Corporation. He is also on the boards of the Jewish Hospital of St. Louis, the Jewish Center for the Aged and the St. Louis String Quartet.

Woods, editor and publisher of the St. Louis Sentinel, is former editor of the St. Louis Argus and associate director of the United States Information Agency from 1965-1967.

Steadman is director of the Committee for Improvement in Government in Washington. He has been a faculty member at Wayne State University in Detroit.



the students



the administration



the facilitator



the faculty



education: the mind

To the Editor:

Last week the **WEB** carried a letter from Fred Stopsky taking issue with the recently established experimental program known as the on-campus sabbatical. This letter seeks to speak to the major questions raised by Professor Stopsky.

Professor Stopsky raised two major points concerning the sabbatical. The first concerns the manner in which the program was set up and the process whereby it worked its way through the committee system of the college.

The college handbook sets the method for developing new programs involving curriculum which makes primary use of the curriculum committee. As far as I can determine, the procedure was followed in this case and the program received their approval. Mr. Stopsky's objection apparently is that this program was not presented to the faculty as a whole, or that all faculty members were not consulted.

However, in order to make his case valid, Mr. Stopsky proceeds to build a straw man to tear apart when he refers to the experimental program, in effect, as a department with sixty majors. Granted that the program is a major innovational experiment, and granted that the response on the part of the students was far greater than had been anticipated, and granted the need for greater faculty involvement, nevertheless — the program is experimental, approved for one semester only, and can in no way be considered as, or compared to a de-

partment of the college. The General Studies category has been used previously to include courses that were interdisciplinary in nature and do not fall within a regular department. General Studies is, by no stretch of the imagination, a department. To argue this point is to misunderstand entirely the nature of the on-campus sabbatical.

The second point raised by Professor Stopsky concerns the education philosophy of the college. Apparently his philosophy of education is limited to the "hard, tough minded intellectual process." He seems not to recognize the fact that there are other methods of learning, that there are things to be learned other than those which are available only from the one with intellectual expertise. This is not to deride the importance of intellectual expertise. Dr. Stopsky suggests that because we do not have an expert on Indians, a student should not do a study on Indians. The question is why not? With the library resources available in the metropolitan area, with anthropologists, sociologists, and historians readily available on our faculty and other faculties, and the motivation on the part of a student to study in depth about Indians, it would seem to be a most appropriate subject for a student to pursue. I hope Dr. Stopsky does not feel that a motivated student, with these facilities and persons available, has to have an expert on hand to show him how to pursue his study. If this is so, then any concept of a lifetime of continuing education is

the institute

a student reaction

To the Editor:

Most faculty seem to desire the atmosphere of diversity. They insure another his diversity in order to insure their own. In the past, Jacqueline, despite her somewhat amorphous nature, set the perimeters on the diversity which resulted in a little clarity. In the post-Jacqueline period, most sense the lack of even such a tenuous perimeter. Many at the institute, I feel, were crying for the articulation of the focus, (of the direction, of the perimeter) of our pluralism.

Unfortunately, it seemed that they were seeking this clarification in order to determine whether or not their philosophy of education was consistent with the college's. The question remained whether or not they WANTED to stay or leave or whether they SHOULD stay or go. This question took precedence over a more positive consideration for the better good of the student and to enhancement of the process of teaching.

No faculty member appeared to take the initiative to articulate or formulate the focus. Some tendencies were expressed toward strengthening the Faculty Executive Committee and more clearly defining the role of department chairmen. I assure the rest are content to let the decisions revert back to the president or whoever. It is disappointing that when the mission of Webster was discussed the talk was of sterile methodology rather than the end product—the student.

As a student, I regret that the areas of decision-making were not more clearly delineated so that I would be conscious of routes and channels to take in a given situation.

Thankfully the students refused to be structured into the decision making by some other body. It is in the best student interest that the necessary student initiative not be pre-empted by an outside force designing a(nother) sterile structure for them. Let them design their own when they feel the need. A student must not be denied the prerogative for self-initiative. Students should take responsibility for their education and be encouraged to do so. But that means encouraged to be decision-makers; a very critical decision is the conscious decision of self-initiative.

one acts reviewed

by nora d. randall

Wouldn't you know it—the one time I don't want to say anything but "Go!" the show I'm talking about is five days gone. Those of you who didn't go to see the Conservatory one acts last weekend will just have to eat your hearts out. But for those of us who went—Ah, what an experience.

Arthur Miller's **A View From the Bridge** was merely brilliant. Director George Vafiadis welded together an ensemble performance that increased the voltage of the dramatic tension in perfect rhythm. The psychology that the play turns on is simple, and the production could easily have become naive and melodramatic; but the supporting character's awareness of what is happening to Eddy and Catherine gives the play both a dignity and an everydayness that is completely acceptable to an audience.

Individual performances by the principals were marked by consistency and polish. Dan Guilvezan's Eddy was a romantically powerful simple man. Peggy O'Brien as Catherine turned in a beautifully controlled performance of a young girl confused and threatened by the feelings of love. Greg McCaslin's many-faceted portrayal of Rodolpho was as striking as Rodolpho's blond hair. Cheryl Weinstein as Beatrice and Bob Jacobson as Marco sustained the play by their strong performances in supporting roles. It is Beatrice's and Marco's understanding and empathy for Eddy and Catherine that keeps the play from sinking into naturalistic

melodrama. Alex Iorio as the lawyer, Alfieri had some of the worst lines in the play. Miller tended to use the lawyer to wax poetic now and again. However, Mr. Iorio turned in a very convincing performance of a lawyer who is both a sidewalk philosopher and a sympathetic down-to-earth man.

The Rook written by Lawrence Osgood and directed by Arthur A. Rosenberg was a fascinating play to see beside **A View From the Bridge**. Like **View** it was evenly directed and carried through a sustained dramatic tone. The four actors—John Fowler, Nick Kryah, Jane Galloway and Kathy Carlson—also turned in highly disciplined performances. The play just didn't have it. Osgood never really succeeded in transferring the tension of a chess game to the dramatic tension between the characters. It was kind of like—the operation was a success but the patient was already dead.

The sets designed for both plays by Ruth Rinklin were both fresh and functional.

As far as I'm concerned, roses to everyone except Lawrence Osgood who gets ragweed. It was a good night.

GENE McCARTHY
—TONIGHT—
FRANCIS FIELD
8 P.M.

the WEB

editor	anita vitullo
news	kathi hoener
features	chip keiley
copy editor	anne del barco
business	barb rawe
ads	wayne powers

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

founded october 3, 1924

— or the senses

completely fallacious because there just aren't enough experts to go around. Nor would he suggest, I am sure, that significant learning can take place only when there is an expert to guide the learning.

If we were discussing graduate education and the training of an expert on Indian research (parallel to Professor Stopsy's model of the training of the research historian), then the question is a legitimate one. Webster isn't even offering a bachelor's degree on the basis of such a study. (Incidentally, there is no such study in the on-campus sabbatical program.)

The point is that a different educational philosophy which provides opportunities for students to set up their own learning objectives, to pursue them independently, a philosophy which takes into consideration the whole person instead of limiting education to intellectual pursuit, does not necessarily become anti-intellectual. I do not know of any students in the sabbatical program who believe that "intellectual competence and academic knowledge can be found through personal sensory experiences." If it is common for teachers to suggest this, as Dr. Stopsy states, I know of none at Webster College. Dr. Stopsy needs to investigate the purposes of sensitivity training, group confrontation, etc., if he believes that this type of experience seeks to replace intellectual competence and academic knowledge. That, of all things, is not their purpose.

But it should be strongly stated: there are things that can be learned through sensitivity training and confrontation groups, that cannot be learned in textbooks or in a traditional classroom setting. Things which enlightened educators today are demanding become an integral part of the educational process. Two quotations from distinguished educators may illustrate this point.

"The goal of education must be self-actualization, the production of persons willing and able to interact with the world in intelligent ways. To achieve this end, educators must concern themselves with both halves of the equation: the person and the

world, the learner and the subject. Unbalanced concern for either can destroy the very ends we seek."
(Arthur Combs, Univ. of Florida)

"I see the facilitation of learning as the aim of education, the way in which we might develop the learning man, the way in which we can learn to live as individuals in process The facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner."

(Carl Rogers, Western Behavioral Science Inst.)

It should be further pointed out that three of our faculty members are working closely with the students who are living in the commune. The students are involved in academic studies that are closely associated to their living experience. No one is receiving 16 hours of credit for "self awareness and personal discovery."

Obviously, there must be a balance between the two halves of the equation mentioned above, the learner and the subject. That line can never be defined in a static manner. It is different for each person, and will shift from time to time for each person. That's what makes education so tenuous a thing, but therein lies its excitement and challenge, the challenge of working with real, live human beings, who are hell bent for staying out of intellectual molds!

This is not to suggest that the on-campus sabbatical program doesn't need close study and evaluation. It does have weaknesses which most faculty are acutely aware of. There needs to be some tightening up of any experimental program—a point that was made repeatedly in the recent weekend institute. However, it does offer significant alternatives for students who want more than just a rigid intellectualized educational program. I believe that the educational philosophy reflected in this type program must become an integral part of any college curriculum today.

Ed Clark
Associate Dean

wind at her back

The autobiography of a 22-year-old is a suspicious undertaking no matter who is the author. One can rightly question the author's ability to perceive the subject matter clearly, to stand back at a distance far enough to see what is relevant and what is irrelevant, what is true and what is false. But Bernadette Devlin is exceptional in many ways, not the least of which is her ability to tell a good and an honest tale.

The Price of My Soul is a charming and readable account of Bernadette and her struggles, her spunky Irishness, her dedication, her intelligence, her roots and family. It is not the work of a brilliant, radical philosopher, and belongs on the shelf not so much next to Marx or even Cohn-Bendit, but rather next to Shaw's *Major Barbara*. She chronicles her life from her birth as third in a very poor family of six children, to her somewhat farcical election to the Mother of Parliaments. Despite some major faults as far as what has been omitted in the way of solid ideological and sociological thinking, every page of the book is packed with Bernadette's compelling charm, intelligence, and honesty.

The book is valuable, if for no other reason, because for once the issues, events and history of the uprising in Northern Ireland are made crystal clear to American readers, a job which heretofore has been bungled in the usual way by the American press. The issues, as Bernadette sees them, are more basic than those which have propelled American students of late. They are jobs for heads of families, tighter controls on the exploits of British and American business interests, less of the most blatant kinds of political oppression. An advanced and comprehensive state of socialism is an important future goal, but employment seems to be the most pressing immediate issue.

Bernadette tells of going through

the process of collecting eye-witness accounts of a kicking she received from a cop during a demonstration and the filing of a formal complaint. She was spitting mad at the offender until she took her complaint down to the barracks and discovered that other complaints has been lodged against him, and Bernadette's would see him fired. "And such was the state of my political development at the time," she says. "That ignorant thug that he was, I couldn't see the point of adding to Northern Ireland's unemployed. I took my statement home again, and until such time as he kicked someone else, he probably remained in the police force."

Religion is commonly thought to be the central issue in Ulster, but it is not for Bernadette, who is a devout Christian but a somewhat skeptical Catholic. The Catholic workers are condemned to an intolerable situation, but one which is only a little more intolerable than the Protestant workers. It is not so much a matter of Catholics versus Protestant, as worker versus British government and corrupt British business interests, and the demagogic antics of the likes of Ian Paisley, a villain if ever there was one.

The direct relevance of the struggles in Ireland to student revolts may be minimal. The climax of the Industrial Revolution—uncontrolled technology accompanied by unbridled power in a giant world-wide web—may have been Daniel Cohn-Bendits' motivation in France, but not Bernadette Devlin's in Ireland. To a Marxist who "started each speech with 'This reminds me of the Sorbonne . . .'" Bernadette and her friends "roared back 'Never mind the Sorbonne — we're interested in the slums of Belfast.'" Somehow the cries of the economically crippled Northern Ireland sound more like the peasants crying to Marie Antoinette for bread than Danny the Red confronting Charles de Gaulle.

Bernadette's chapter on her entry into her famed political office, her disgust at the slow inanities of Mother Parliament, her being hounded by all matter of freaks and pests is among the best. For here the ridiculousness of this poor girl's current situation shines through with greatest clarity. Incidentally, she seems a little awed by her salary as MP which amounts to a little over \$9,000 and is in sharp contrast to the salaries paid to the servants of the American people.

(Continued on Page 4)

classified ads

encounter group changed, switched from trout lodge to downtown y.m.c.a., 1928 locust, february 20-22—fee also changed from \$20 to \$13 (aren't you glad) any questions see susan weingarten.

douglas fairbanks, mark of zorro, tuesday night movie in the old auditorium, 50c

m.s.u.—beware

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st. joan of eire

(Continued from Page 3)

She has had trouble adjusting to Parliament and its pomp and circumstance, and they to her:

"Some of them are indulgent about my running up the stairs and whistling in the corridors, but there's a general feeling that I ought to have more respect for the dignity of Parliament; ought not to be impatient with the pomp and ceremony and time wasted for 'Hats off, strangers! Here comes the speaker!' I always think of *Lord of the Flies* when they trot in with the Mace: 'I've got the conch!' there's no doubt about it."

She has had some trouble adjusting to the fame her election has attracted and to the somewhat peculiar attention of her fans:

"I was asked to ring the international operator: a call from America had been booked and paid for. Thinking it had to be important if a call from halfway around the world had been paid for, I rang the operator and got routed through to Mrs. Typical Yank, who says, 'Well, Ah just wanted to get speaking to the real Bernadette Devlin!' And that's all she wanted to say! Then she puts her family on to say 'Hello!' It was the biggest circus in creation, as far as I could see." And of course we're all happy to know that Mrs. Typical

Yank is still hanging in there, spending her money and keeping up our richly-deserved reputation as the biggest circus in creation.

We see that she is not, as the inane jacket copy states, "one of the most extraordinary political figures of the day." Extraordinary political figures are the likes of the men who engineered John Lindsay's election last fall and Nixon's election and who would have gotten McCarthy elected if it hadn't been for the candidate, and who needs them? No, Bernadette is not a political figure at all.

She realizes exactly how much she can and can't do to remedy the fundamental problems of Northern Ireland, and she realizes that it may have been a mistake to dupe her constituents into thinking that making Parliament work for them was only a matter of putting the right person in office. "I can get a post box for Slate Quarry. Slate Quarry is a small diving village, the least of whose worries, but the only one I can help, is the absence of a post box. If you work it out, the biggest economic scandal in Britain is that someone can earn £3,250 (her salary) a year for getting three fishing licences, one clear-way to a garage, and a couple of telephone kiosks."

Bernadette pledges that she's going to leave Parliament (after getting out of jail first, I suppose) and keep fighting the battle where it must be fought, where it counts — in the streets of Belfast. And one day the hated Unionist rule and the social order it has created will go down for the last time. "For half a century it has misgoverned us, but it is on the way out. Now we are witnessing its dying convulsions. And with traditional Irish mercy, when we've got it down we will kick it into the ground." CPS

super-musical climax

by bill stretch

Just about everything that could be said about HELLO DOLLY! already has been in its credits. Seeing the film, as in so many of this decade's super-musicals, could well have been an anti-climax. HELLO DOLLY, however, is more of a climax to all those super-musicals. Everything is there, the formula polished to a high gloss—the most sumptuous and expensive art direction in musical history; the biggest stars money could buy; 70MM Todd-AO; a huge advertising campaign; an overlong production number as in virtually every musical. In this case it's the waiters' number, though unfortunately it doesn't top the soundstage number in SINGING IN THE RAIN for sheer tedium, but at least isn't pretentious as so many in the fifties were, such as most numbers in AN AMERICAN IN PARIS.

Barbra Streisand, the biggest and best (like it or not) musical star of this decade, doesn't know what the hell she's doing. Too young to start with, she flits about playing at Scarlett O'Hara (very badly) one minute, young Fanny Brice the next, and when all else eludes her, Miss Streisand lapses into Barbra, Bitch Movie Star. The same can't be said for Walter Matthau, who tries to get by with a sleezy imitation of W. C. Fields. Between them, Dolly and Horace's special type of annoyance-dependence relationship is reduced to Barbra and Walter's utter dislike of each other.

The rest of the cast is good, though like most of the numbers, forgettable. Michael Crawford makes you want to burst into song—you know you could do a lot better. Marion McAndrews,

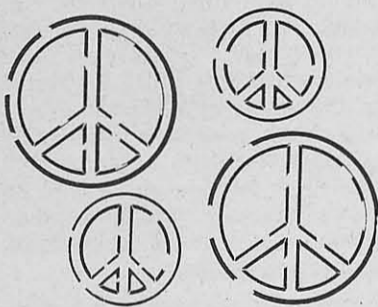
despite her ebony hair, has a great deal of grace, and balances out Miss Streisand's lack of it nicely. (At this rate, if Barbra ever loses her technicians she'll wind up a Jewish Ethel Merman, minus Miss Merman's peculiar charm. I can say that. Next to Elizabeth Taylor, Miss Streisand is my favorite star).

The film's inevitable three hours move quickly under Gene Kelly's (who else?) direction. There are a lot of spine-tingling pans and zooms. Unfortunately time for elation and recovery is spoiled by the addition of an embarrassing applause tract in the "Hello Dolly" number, which, instead of sticking to the Broadway version, builds us up only to let us down as Dolly nonchalantly breezes in. Barbra tries to save it — she really moves those hips down the stairs, but it's a downhill climb. Gene Kelly has failed to immortalize the entrance of all time. Ah, note . . . "Before the Parade Passes By" is especially good. Miss Streisand has a knack for parade songs, and the set, after all, cost two-million dollars and took up half of Southern California.

There is still hope, however. The synch is slightly off in this film, and the orchestra often so loud that Miss Streisand has to shout louder than usual. This isn't to say that purity can spring only from some inexpensive film done in scratchy black and white. Nonsense. It is to say that although it lies in error, there is at least some form of humanity left in DOLLY. HELLO DOLLY! will go down as a classic. It's "the biggest" after all, and like the film, our memories tend to gloss things over.

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d.c. nine

three ring circus

by carolyn connelly

After being numbered off, filed in, and jammed together in a series of benches (four to be exact for family and friends), we entered past the guards, and immediately I decided that this was not the courtroom I had seen on Perry Mason. My decision was reinforced when I heard Sister JoAnne Malone, one of the defendants, address the Judge by his first name and proceed to implore more room for the families of the defendants, perhaps in the ample space provided for the reporters. Bang! went the gavel for the first in a series of "will you please sit down." This was the trial of the D.C. Nine, and the three ring circus for that day had just begun.

The D.C. Nine were the nine people who, allegedly at that time, broke into the offices of Dow Chemical, threw documents out the windows, and poured blood on the files. These were the defendants, a draft resister, six priests, or seminarians, an ex-priest and his wife, and a sister of Loretto (and graduate of Webster College.) Earlier in the morning, two of the defendants had entered pleas of "no contest" and were found guilty. These two defendants explained that they were still with the rest of the Nine all the way, but had found it impossible to continue with the court and remain a human being. They were obviously emotionally spent, and I was soon to find out why.

The courtroom scene was, from the beginning, complete confusion. Each of the defendants would rise and try to explain to the judge why they should be given the right to defend themselves, including the power to examine and cross-examine witnesses. The Judge would then order them to sit down or for the marshals to sit them down. This, more or less, typified the two levels of understanding that persisted throughout the trial. The Judge and jury were supposed to follow the letter of the law, as in any ordinary criminal case. But this was no ordinary case, and the defendants did not consider themselves the criminals. After a ten minute recess, the Judge allowed the defendants to make their open-

ing statements to the jury. The first statement was made by Rev. John O'Rourke, who delivered a very concise explanation of why and how Dow was the criminal. Such topics as Dow's manufacture of napalm and defoliants, Dow's ownership of 100% of the land mass in several South and Central American countries, Dow's exploitation of the people's of these lands to allow minimal survival, Dow's connections and payoffs in Congress, these topics were the basis for their defense. It was their duty to expose these crimes to the public. But the public was soon not to hear the rest of the defense, as the next defendant Sister JoAnne Malone rose to make her statement. Pictures of napalmed and starving children were immediately eliminated as evidence. This caused a slight furor in the spectators, but nothing to what erupted as the Judge termed the Vietnam War irrelevant to the case.

Immediately a woman rose and asked what was then relevant to the case. Another young man in front of me also rose and began espousing his opinions on the war. This set up a chain reaction. People began shouting, and the marshals then moved in to bodily remove the objectors. There was a lot of pushing, shoving, shouting and screaming to follow. The marshals were grabbing at the offenders, and the people were trying to hold back the marshals from harming their friends. Things got a little worse as the police moved in, and one of the defendants, Michael Slaski, literally leaped three benches to rush to someone's defense. Eventually the entire courtroom was cleared with no arrests and no injuries. All that was left were the locked doors, the tears, the promises of Revolution, the singing, the shouts of more power to the people, the comforting of each other, and gradually invitations to the policeman to join the group at a Peace Center for supper. The entire court was recessed for the day for everyone to collect their senses. I wonder how long it will really take? Somehow this type of courtroom never came across in the History books.

CENSORED

The City Council of St. Louis met Wednesday, February 18 to discuss the bill proposed by alderwoman Doris Bass which is an attempt to "control the possession, dissemination, exhibition, and performance of obscene or indecent matter . . ." Specifically Mrs. Bass is trying to prevent the production of *Hair* from reaching St. Louis.

A previous court decision that council meetings on the bill would be semi private, led to a discussion of just who should be admitted to the hearings. It was finally decided to allow entrance to all those present.

The Bill is long on definitions as section two defines "obscene" as "any material or performance . . . if its predominant appeal is to prurient, shameful or morbid interest in nudity, sex, excretion, sadism or masochism, and it goes substantially beyond customary limits of candor in describing or representing such matters and it is utterly without redeeming social value. Predominant appeal shall be judged with reference to ordinary (although 'ordinary' wasn't defined) adults unless it appears from the character of the material or the circumstances of the dissemination to be designed or children or other

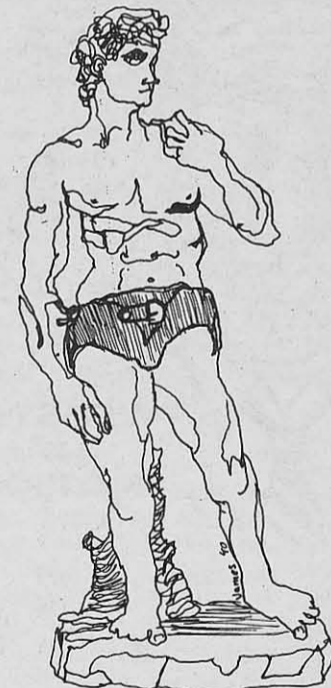
especially susceptible audience."

"Performance means any play, motion picture, dance or other exhibition performed before an audience."

A person could be found guilty of violating the ordinance when he sells or loans to a minor . . . any picture, photograph, drawing, sculpture, motion picture film, or similar visual representation or image to a person or portion of human body which depicts nudity, sexual conduct or sado-masochistic abuse which is harmful to minors; or any book, pamphlet, magazine . . . or explicit and detailed verbal descriptions or narrative accounts of sexual excitement, sexual conduct or sado-masochistic abuse and which, taken as a whole, is harmful to minors."

Convictions or violating this ordinance would mean a fine of at least \$100.00 and up to \$500.00 or by imprisonment for not more than 90 days or possibly both.

The Wednesday meeting was adjourned until next Wednesday, February 25. At that time Alderman Henry S. Stolar of the 25th Ward might find himself right in saying "Banned in St. Louis" may become nationally synonymous with censorship."



David by
Michelangelo

Diaper by
Bass

YAF: stop NSA

"Imagine for a moment, that you are a revolutionary: You are clever, cool-headed . . . You leave the violence to others . . . Your method is to utilize propoganda — cleverly working within the framework of a 'respectable,' 'non-political' student organization—to fan discontent and sedition. You are a leader in the National Student Association (NSA)."

The above paragraph is an excerpt from a form letter being distributed nation-wide by Rep. Donald E. "Buz" Lukens (R-Ohio) in support of the Young Americans For Freedom (YAF) "STOP-NSA" ad hoc committee.

These letters and a "citizen ballot" are being mailed to educators and voters around the country.

The letter says NSA champions a variety of "radical resolutions." Included among these "resolutions" were advocacy of the liberation of America's Blacks by any means necessary, condemnation of U.S. aggression in Vietnam, abolition of the House Un-American Activities Committee and United Nations recognition of Red China.

(Continued on Page 4)

The following ten people have nominated themselves for service on the Faculty Executive Committee. There are six vacancies on the FEC—four because of normal expiration of term—two years, two because of resignations (1 year remaining). Four people were to be elected by Wednesday, February 18; later in the week the faculty was to select two from the remaining six to serve the 1 year term.

Joseph Beck—Music
Otis Bolden—V.A.U.L.T.
Program
Alice Cochran—History
Jon Dressel—English
William Irving—Religion
Reta Madsen—English

Carl Pitts—Social & Behavioral
Sciences
Peter Sargent—Theatre
Arts/Chmn.
Michael Ward—Soc. & Behavioral
Sciences/History
Donald White—V.A.U.L.T.
Program, Chairman

webster in motion?

"The scary thing about tenure is that you're talking about somebody's job . . . their **livelihood!**" So said one of the students who attended this week's tenure meeting. It's indicative of the student view of the proceedings, and it misses a much more important point: why do we need tenure at all?

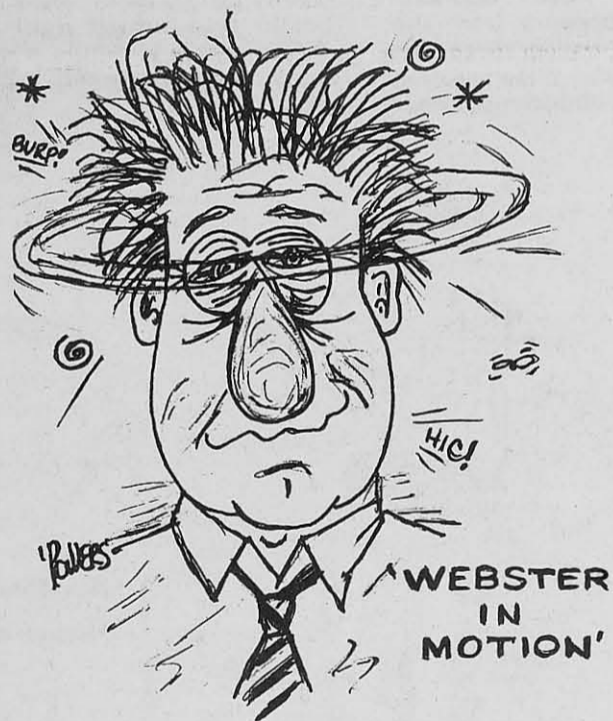
While we're all getting bogged down over Sister Whatsername's reputation, a fourth of the faculty is preparing to sign lifetime contracts with the school . . . **that's** the scary thing about tenure. "Webster in motion?" **Au revoir.**

Tenure originated during the McCarthy era, when any liberal thinker had good reason to be paranoid. Today tenure granted by a large school guarantees a capable teacher that he won't be purged or get lost in the shuffle.

But for Webster to try to offer tenure is more than unnecessary—it's taking on more than it can handle. In the History Department, for example, for tenure—sixty percent of its full-time staff would become permanent. Such disproportionate effects would not be limited to one department.

A modicum of professional efficacy and tact are enough to ensure an instructor's popularity and contract. The only real grounds for the school's failure to renew a contract is a matter of academic inadequacy; academic freedom is already guaranteed in the contract.

peggy davies
ed hobler
terry williams



quit bitching

by bill stretch

Apathy and boredom, arising from "too much freedom," have been debated over a great deal by local academia lately. This general decadence manifests itself in many ways—planting fake acid in everyone's mailbox, for instance, hanging around the Chase during telethons trying to group with Shari Lewis. It all seems to be resulting in creative goldfish swallowing. It's even officially condoned via

sabbaticals. One such sabbatical is Coffee House—an attempt at making something out of a lot of spare time. We're young here, you see, and haven't yet learned the knack of wasting time uneffectively. Subliminally Coffee House is an attempt to create a tangibility; a reality—through its auditions, etc. Such is the stuff of which dreams are made. Stop bitching and go.

letter to the editor

Mr. Fred Stopsky recently cited in his **Letter to the Faculty**, a number of reasonable arguments against the on-campus sabbatical program. According to him the sabbatical in itself was an idea to be approached with careful supervision; the possibilities, limitations, and relative success of the program were to be determined after experimentation. Or so he stated:

"Planned change should be the theme of Webster College. Originally, the idea of an on-campus sabbatical was to be an experiment with eight students. This made sense. Educational change is best undertaken in small steps in order to control mistakes and provide adequate financial and community support."

However, as he discussed the sabbatical earlier in his letter, I couldn't help but get the impression that instead of building an intelligent, sensible case questioning the quality of the program, Fred Stopsky was devising a very obvious piece of propaganda. Specifically I am referring to statements like the following: **"Students involved in this experiment will pay approximately \$750 in tuition without receiving much in exchange beyond the spare time of a few faculty people."**

Students definitely are receiving much more than just "spare time" as evidenced in the fact that there are supervisors available in Room 17 from 8:30 in the morning until 4:30 in the afternoon five days a week.

Other statements made in the letter charged that the on-campus sabbatical carried strong hints of "anti-intellectualism" and the "glorification of self-discovery." At present one student involved in the program is doing serious research in the field of biochemistry. Another describes her course of study as follows:

"My sabbatical involves extensive studies in schizophrenia. In the past month I have read *Collected Papers on Schizophrenia and Related Subjects* by Harry Searles, *Dementia Praecox* by Eugen Bleuler and *Schizophrenia as a Human Process* by Harry Stack Sullivan along with two other novels pertaining to the subject and related articles in the *American Handbook of Psychiatry*. I have been granted use of the Washington University Library and the Psychoanalytical Foundation Library and have individual conferences with Dr. Marguerite Craft to clear questions I have about the subject. In addition to this, I am taking two related courses: Pharmacology of the common drugs and Abnormal Psychology."

I would hardly term this effort a "glorification of self-discovery" or an attempt on the part of the student to discover her own "filter system." Another statement made in the letter read:

"It is common today for many teachers to deride professional experience and argue that the path to intellectual competence and knowledge can be found through personal sensory experiences. Thus the vogue for sensitivity training group confrontations and other experiences which emphasize short range emotional reactions. There is little evidence that these endeavors produce anything beyond temporary catharsis."

In making such a statement as the above, Dr. Stopsky is venturing into a field completely outside of his department and of which he obviously knows nothing. The use of sensitivity training in the on-campus sabbatical was never sanctioned or even suggested as a means of attaining professional experience or academic know-how due to the fact that this is not its purpose.

"To the seeker for knowledge about persons, abstract knowledge, scientific law, and generalizations, statistical tables and expectations are all useful if they can be humanized, personalized, individualized, focused into a particular interpersonal relationship. The good knower of people can be

helped by classical "scientific" knowledge."

Abraham Maslow
Professor of Psychology

Sensitivity training is by no means "anti-intellectual."

I do not intend this letter to be a direct attack on Dr. Stopsky but I think his writing speaks for itself. By flinging about such words as "absurdity," "fad," "sterile," "radical departures," "point of no return," "intellectual cynicism and immaturity," Dr. Stopsky seems to have defeated his own purpose: he has failed to construct an objective criticism and analysis of the sabbatical program. What came across even more clumsily was his attack upon a group of students experimenting in communal living; I can think of more reasonable and effective criticism than a "snide digression" pertaining to sexual exploration. In short, the article lacked a persuasive subtlety and a convincing, sincere discussion of the situation at hand. I only ask that Dr. Stopsky's next letter be more in tune with his audience and dedicated toward a genuine understanding of Webster College as an "interesting and relevant place for students."

Mark Sullivan, Freshman

the WEB

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

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in focus weatherman forecast

wayne n. powers

Not all "protesters" are concerned primarily with achieving peace. Some openly seek a Viet Cong victory. Their desire is not simply to change the policy of the United States, but rather to overthrow our system of government. And they believe that no means is too disgusting, abusive, or unfair if it furthers that end.

COMBAT, "The Newsletter that keeps you informed about the revolutionary struggle in America today," carried a revealing article in their February 1, 1970 issue. This feature article, "Weatherman Goes For Weapons," contained some interesting facts about how SDS's Weatherman faction is laying its deadly plans to become a true revolutionary force.

The big decision to go for gun-metal, according to COMBAT, was made by Weatherman leaders some months ago and was revealed to rank and file at a secret "war council" December 27-30 at the Giant ballroom in a Negro neighborhood of Flint, Michigan. Bernadine Dohrn, formerly inter-organizational secretary of SDS and the movement's LaPasionaria, delivered a fiery oration at the year's end meeting, calling for "armed struggle against imperialism."

"We didn't fight around Bobby Seale when he was shackled at the Conspiracy trial," she cried. "We should have torn the courtroom apart (Miss Dohrn is a law school graduate). We didn't smash them when Mobe peace

creeps hissed David Hilliard on Moratorium Day in San Francisco (Hilliard had just called for the assassination of President Nixon). We didn't burn Chicago down when Fred was killed (Fred Hampton was killed in a shoot-out with Chicago police)."

Miss Dohrn scornfully stated that most Weathermen are still scared of fighting, and she again stressed the need to engage in "armed struggle."

By armed struggle Weatherman means armed struggle. Killing. With guns. It is currently fashionable to dismiss Black Panther talk of killing policemen, overthrowing governments, and decapitating United States senators as overblown rhetoric of the ghetto. The Panthers mean what they say. Weatherman means what it says and says what it means.

If any Weatherman didn't get the message from the ranting of Miss Dohrn or from Firearms and Self Defense, the Movement's latest book, COMBAT cites that he must have gotten it from a huge cardboard mobile of a machinegun, which seemed to dominate the meeting room.

This minority group is going far beyond the limits of dissent. They are engaging in the disgusting abuse of the American right of dissent, and they are inconsiderately doing so at the expense of everyone who does not happen to be a member of their group. May I remind the Weathermen that minority rule has several appropriate titles. Among them are oligarchy, monarchy, and fascism.

My sincerest thanks to Lawrence V. Cott, Editor of COMBAT, for granting quotation permission.

two slick productions

by Bill Stretch

PUTNEY SWOPE is a silly, obscene, profane, profound, pertinent, obnoxious, Oreo cookie, soul, excessive, subtle, hilarious, sophomoric, mature, childish, boring, interesting, fascinating, underground, overground, commercial little film. The question is — is it supposed to be that way? The answer is—who cares?

PUTNEY SWOPE, principaled token-negro-Black-hero, ironically gains control of an all white ad agency. Putney Swope, ruthless Black-capitalist-token-hero, reverses black to white and vice-versa, sees he hasn't reversed anything at all, and splits—with his principaled cut.

PUTNEY SWOPE is a series of

Committee-like skits. Don't look for anything at all. It costs \$2.50. You'll hate yourself for paying it. You'll love yourself when the revolution (which one?) comes.

THE SECRET OF SANTA VITTORIA is long on caricature and short on character. Under Stanley Kramer's aged eye, this slick production (exceptionally fine color and beautiful credits) often creaks via bottom-of-the-barrel dialogue and run-of-the-mill cinematography, despite fine performances by Anna Magnana, Anthony Quinn, and Hardy Kruger — exceptional for being the first dimensional Nazi I've ever seen in a movie. Putting any attempt at showing anything to her than Hollywood's idea of Italy aside (reality can be

overcome even on location shooting when it's a Stanley Kramer picture), Mr. Kramer has recreated this Italian caricature very well. Like most "major" films, however, this one is too long, due mainly to that 30's anachronism the "love-interest." It's all here, right up to close-ups of Vinni Lisis and Sergio Franchis' "real Italian" lips. Indeed the only thing not dated in this film is Miss Lisi's wig and Ultima II. Some things are classic, however, and if there had been a little less "love-interest" and a little more of the spirit injected by Magnana and Quinn, THE SECRET OF SANTA VITTORIA could have been a lot less creak and a lot more style.

new faces, old faces, and 'arms'

The Repertory Theatre at Loretto-Hilton Center has announced complete casting for the upcoming production of George Bernard Shaw's "Arms and the Man." In another of his classic commentaries, the Irish wit has himself called "Arms and the Man" "real — at least reasonably so — drama discovered in real life." The opening is scheduled for Thursday, February 26.

Guest artists signed to supplement the resident company are James Carruthers, Elizabeth Franz, and Tanny McDonald. Carruthers and Miss Franz return to St. Louis after having been members of the resident company last season. This will be Miss McDonald's first appearance with the Loretto-Hilton aggregation. Carruthers will appear as the rough-hewn and materially minded Major Petkoff. His first appearance with The Repertory Theatre was in 1967 when he took important roles in the "Caucasian Chalk Circle," "The Time of Your Life," and "The Miser." Other regional theatres at which Carruthers has appeared include the Milwaukee Repertory, and

the Great Lakes Shakespeare Festival.

Elizabeth Franz will perform as Raina, the physically beautiful young lady with the imperious manner and a true belief in herself as one of the uppermost of the upper class. Miss Franz returns to The Repertory Theatre where during Season 68/69, she took prominent roles in "Ring Round The Moon," "Muzeeka," "The Lower Depths," and "Much Ado About Nothing." On Broadway, Miss Franz appeared in the popular "Rosencrantz and Guildenstern Are Dead." A graduate of the American Academy of Dramatic Arts, she has shown her versatility in regional theatres in many parts of the country. Television appearances include "The Guiding Light," and "As the World Turns."

Tanny McDonald comes to The Repertory Theatre for her first time fresh from Broadway appearances with Ray Bolger in "Come Summer." Other Broadway credits include "Fiddler On The Roof" and "Milk and Honey." She is featured in the new film, "Hercules in New York," and on NBC-TV's "The Doctors."

Members of the resident company who will also appear are Grace Chapman (Madame Pet-

koff), Andreas Katsulas (Nicola), James Scott (Sergius), George Vafiadis (Russian Officer), and George Vogel (Bluntschli).

The production will be staged by J. Robert Dietz who has had six other experiences with the work either as director or performer. An unusually enthusiastic admirer of the irascible Irish playwright, Dietz has done important roles in "Heartbreak House," "Misalliance," and "Major Barbara." Other directorial credits of Shaw's works include "You Never Can Tell" and "Androcles and The Lion." Dietz is currently in process of preparing Shaw's first play, "Widowers' Houses," for production next summer in Connecticut.

Previews of "Arms and the Man" open to the public will begin on February 16 with the official opening on February 26. Loretto-Hilton Center is at 130 Edgar Road off Big Bend in Webster Groves. Regular performances run Tuesday through Friday at 8:30 with 2:00 p.m. matinees on Wednesday and Friday. Saturday features an early evening performance at 6:00 followed by another at 9:30. Preview schedules, ticket prices, and other information may be obtained by calling the box office at 968-0517.

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*Freshmen in droves on sabbatical —
Beware innovation fanatical;
It could be in the cards
That we'll change avant-gardes,
End by touting the classroom as radical.*

Jon Dressel

YAF and NSA

(Continued from Page 1)

Lukens estimates it will take over \$100,000 to stop NSA from subverting America, and he is seeking donations of up to \$1,000.

With the letter, Lukens sends out a cartoon sheet in which a long-haired NSA figure wearing "Bomb Washington" and "I Dig Soul Food" buttons is coupled with SDS figures carrying "Destroy the University" and other placards.

Lukens credits YAF with the Stop NSA movement for the withdrawal from NSA of a "great number of schools."

The letter claims "NSA influences hundreds of thousands of students." Yet in the next paragraph it states, "In

truth, NSA does not represent American student opinion. Less than 15 percent of the nation's schools belong to the association. NSA has 479 member schools.

Enclosed with the letter was a "citizen ballot" addressed to House Ways and Means Committee Chairman Wilbur Mills urging congressional support for the STOP-NSA campaign. The ballot is to be signed by the citizen as a kind of petition and then forwarded to Washington.

The letter also says plans are underway to stage a "NSA on Trial" spectacular, similar to a "Communism on Trial" event which Lukens termed "highly successful."

NEWS BLURBS

Social & Behavioral Science Majors Dr. Willis Bartlett from Notre Dame University will be on Campus February 25, 1970. Room 102AB; 3-5 p.m. If you are interested in Graduate Work in Education at Notre Dame, please contact him then.

The Faculty Tenure Committee would like an interview with Philosophy Majors and other interested students concerning Dr. Thomas Bikson who is eligible for Tenure. The meeting will be on Tuesday, February 24, at 3:30 p.m. in Room 330AB.

Sunday, February 22, Film Ser-

ies at Magic Lantern Theatre. The Informer, Ford, 1937. 50c.

Film Series at Webster College, Cabinet of Dr. Caligari (Wiene, 1919). Old Auditorium, 7:00 p.m. — Feb. 24. 50c.

The Faculty Tenure Committee would like an interview with Religion Majors and other interested students concerning Sister Ann White who is eligible for Tenure. The meeting will be held Tuesday, Feb. 24, at 4:00 p.m. in Room 330AB.

Open Forum on Humanities Program Thurs., Feb. 26, 1:00 p.m., Rm. 330AB (option for non-departmental major).

problem parties

There was a floor meeting held Wednesday night, February 18 to discuss the high noise level on that floor. All were invited.

Sister Diane Jeansonne presented the following results form a questionnaire which she had compiled.

Objecting to The Noise	Maria 10	Loretto 14
Approve of the Noise	8	14
Don't Approve Of Parties During Week	4	13
Don't Approve Of Parties on The Weekend	0	6

The noise problem has resulted in the carpeting and doors recently installed on the floor. There is a fine for ex-

cessive noise which is \$5.00. Mrs. Smith, Director of residence, stated I don't think we've been consistent about the fine system—carrying parties out into the halls. Let's confine gatherings to closed rooms, the carpeting and doors should keep the noise down."

The next item discussed was liquor in the dorms. The school complies with state law that states that liquor may not be in the possession of anyone under 21. Most problems concerning noise have been attributed to parties at which liquor has been present. Mrs. Smith stated, "The point of the matter is that a lot of noise happens without liquor. Liquor is not the issue—noise is."

classified ads

"Tweetie-pie"—it's great to talk to you again.

anyone interested in helping coordinate the April 22 teach-in on the environmental problem contact daryl anderson, science dept., ext. 261.

QUACK

shirby—what would your mother say about wine cellars?

hahny—read me your letters

peggy—thank—n.e.

p.t.t.m.g.b.

smile, babycakes.

chip—what did you do?

jubilant!

m.j.d.—hello again—guess who.

jerry—work on your vocabulary.

adam—come back and visit, I miss you—dum-dum

anita—get well real quick—n.e., f.e., and w.n.p.

d.s.—wanna wrestle?

s.d.k.h.b.h.w.c.

"don't do that, it's like spitting on someone!"

ST.P

by john st. pierre

We have been told that we are the best prepared, best educated, most talented crop of students ever produced in this country.

I, as an individual of that supposedly free country of the United States of America, do here accuse the present society of a perverted frame of mind. A frame of mind that tolerates injustice, insensitivity, lack of honesty, and above all, inhumanity. I accuse society and the business governmental, and academic power structure that guides it of having no higher goal than the preservation of a status quo that falls so disturbingly short of the American Promise.

Not even Compose can help the feeling I get everytime I turn and face the bigness, bigotry and paradox that exists everywhere. The world's wealthiest nation, America finds a large part of its population living in desolute poverty. A nation founded on the belief that all men are created equal, it systematically denies civil rights and economic opportunity to its black citizens. A nation born in revolution, it is now pressing its overwhelming might upon a popular uprising 8,000 miles away, on the side of a corrupt oligarchy of its own creation.

I see a society in which our elders are entangled in red tape and numbed in boredom. They work in one community and live in another, without being a part of either. They fill their lives with emptiness, with material good and meanwhile forget the very elementries of human values. They pay lip service to their ideals and overlook the hypocrisy all around them. They are afraid of change, afraid of everything and anything. They have lost control over their lives.

I want to return society to a human scale, a scale small enough for us to participate in the decisions that affect us. I want a society that tolerates candor and spontaneity, I want to retain control over my life . . .

POPE KRAL

IS

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ARGH!

HAZAH!

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bikson & perlinski present

spare time

a degree in humanities

Besides the degrees already approved for Webster, the college should provide the opportunity for obtaining a Bachelor of Arts in Humanities. This gives the student an option: he can either receive an already approved degree in which he is forced to specialize in a given field (Bachelor of Arts in Religion, e.g.); or he can choose the general field of humanities without a particular specialty.

This option is becoming more necessary as greater and greater numbers of students arrive at the college who do not wish to specialize until graduate school or not at all and as more students at the college experiencing their own freedom to investigate and change (a freedom offered by the college), find themselves caught with fewer hours than required under the present degree program; e.g., a student switching a major in junior or senior year because he has discovered a newer and personally more rewarding field would find it difficult to accrue enough hours in the new field in order to graduate. While the latter difficulty could be resolved if the student were to take more time, finances and psychological and family pressures often prohibit this.

A Bachelor of Arts in the Humanities may be obtained at Webster College by fulfilling the following requirements:

128 (120) credit hours or their equivalent.

60 of these hours to be taken from the courses designated* as courses falling within the Humanities (8) area of concentration.

3 of the above 60 hours to be taken as General Studies 460: Humanities Seminar (see below, p.2).

*Each department would be responsible for the designation of their courses, if any, as Humanities courses.

The college catalog (p. 24 **Webster College, Sounds, Sights, etc.**) should be changed to read:

In lieu of a specific area of concentration, a student may declare a Humanities major before the end of their sophomore year, or they may opt into the program during their junior or senior years. A student is expected to take 60 credit hours from among those courses designated as humanities courses. Of the 60 credit hours the student will be expected to take General Studies 460: Humanities Seminar.

Each Humanities major will have a faculty advisor. The

student can make his own recommendation, or the student may be advised by the Office of the Dean of Students. In either case, there must be agreement by the recommended faculty member and approval by the Dean of Faculty.

Proposed catalog listing:
General Studies 460: Humanities Seminar—3 hours.
Open to Seniors majoring in Humanities. With selected faculty advisor.

G.S. 460 will satisfy the concept of Comprehensive Examinations—See ETC. p. 27. The form and content of the Humanities Seminar will be determined by the student and faculty advisor.

This program is being proposed for 1970-71 only. Evaluation at the close of that year will determine its continuance.

It is quite possible that a continuance or modification of the program will have serious future ramifications on existing departmental structures. Moreover, it opens the door for serious overloads on the part of participating faculty (more than already exists). These are but two issues that should be considered in any long-range development plan for Webster. The above program may very well serve as a much needed catalyst.

The Faculty Constituent Assembly passed the Short-term Sabbatical Program by a nearly unanimous vote February 24. The proposed program is designed to offer alternatives for the traditional tenure system, as it is defined presently by the AAUP. By the acceptance of one plan the faculty member agrees to waive his rights either for tenure or for the short-term sabbatical program, although the waiver, is not meant to be definitive and may be re-negotiated.

The proposal, as passed, follows:

SHORT-TERM SABBATICAL PROGRAM, Webster College

All faculty (as defined in HANDBOOK, Draft #3) opt for tenure or for the short-term sabbatical program with the third, fourth, or fifth consecutive contract at Webster College.

Plan for the short-term sabbatical:

Any faculty member may decide to waive the opportunity for tenure and accept an alternate program. This program is one of short-term sabbaticals after 3, 4, or 5 years of non-interrupted contracts with Webster College.

With the third year contract, a faculty person may receive a one-semester sabbatical (half-pay) or support for summer study and/or program (negotiable pay).

With the fourth year contract, a faculty person may receive a one-semester sabbatical (half pay) or a one-semester sabbatical (full pay).

With the fifth year contract, a faculty person may receive a one-semester sabbatical (full pay) plus support for summer study and/or programs (negotiable pay).

Sabbaticals, like tenure, may not be granted automatically. A reasonable goal (self-enrichment, continued studies, travel, new environment, publications, research, etc.) and a tentative outline for reaching that goal are necessary, as well as some tangible evaluative outcome (publication, written report, new course offerings, etc.), and a commitment of one year service to the college after the completion of the sabbatical.

The short-term sabbatical plan is retroactive to include the academic year 1969-1970 as the first year from which can be counted a sabbatical program. Negotiations either for financial support and/or the duration of a sabbatical always remain open. The short-term sabbatical program obviously adds a significant financial burden to the college. Thus, the budget for sabbaticals may not always coincide with every faculty request as they may at first be received. In these cases, faculty, their department chairmen, and the Dean of Faculties are free to negotiate arrangements agreeable to the faculty person and suitable to the college budget. However, it is recommended that an Ad Hoc Faculty Committee assist in evaluating sabbatical requests.

Faculty are encouraged to obtain grants and other fundings for summer and semester sabbaticals. Such fundings and/or salaries received from other academic institutions during the time of sabbatical should be subtracted from any support requested from Webster College.

This program is subject to evaluation after a five-year period.

the power elite

The new members of the Faculty Executive Committee were elected last week by the Faculty Constituent Assembly. Those elected for a term of two years were:

Alice Cochran.....	History
Reta Madsen.....	English
Peter Sargent.....	Theatre Arts' Chairman
Michael Ward.....	Social & Behavioral Sciences/History

Dr. Carl Pitts of the Social & Behavioral Sciences and Jon Dressel of the English Department were elected to serve the final one year of the two year terms of Sr. Anna Barbara Brady and Richard Singer who have resigned.

Dr. William Duggan of Theology is the only member of the FEC whose seat was not open for election. Dr. Duggan's term runs through February 1971.



The Webster College Choir and Madragal singers will be going on tour over mid-semester break. They will leave St. Louis on March 21st to give a concert in Cincinnati, Ohio on March 21, Akron, Ohio on March 22, Youngstown, Ohio March 23 and Wheeling, West Virginia on March 24. The Choir is under the direction of Mr. Joseph Beck.

editorial:

The opportunity for a sabbatical semester has been available to Webster College students by a program instituted five years ago. In the past it has proven very popular as a vehicle for full-time independent study. However, lack of encouragement by faculty advisors or simply a lack of publicity has resulted in few students participating in the program as of late.

In the past three semesters only two students have completed sabbaticals; four students have registered for sabbaticals this semester. The Social Sciences originally were the area of the largest amount of student research. But the Mullanphy House and the preschool at the Monsignor Butler Community Center are no longer owned or operated by Webster College so that students, if they wish to take advantage of the program, are more or less left on their own as to subject matter.

Certain departments lend themselves naturally to the sabbatical set-up. In a department which cannot offer concentrations in enough areas to saturate the student demand, a sabbatical approach to individual specialization seems appropriate and should be encouraged by the department. The status of semester off-campus sabbaticals is that of an official program, a program which is indicative of the prevailing educational philosophy around this place. Yet it is not treated as such. The rules and regulations of applying for and participating in the program are available in the registrar's office. They are stringent enough to ensure some semblance of academic sophistication without being disagreeable.

traditional sabbaticals

Webster College has had an off-campus sabbatical program since 1964. The full semester of independent study must be supervised by a faculty advisor and is subject to requirements by the particular department. The following sabbaticals have been registered for the spring semester:

A. J. Cervantes—"Repression and the Hippie Sub-culture"
Mary Brewster—"Community Health Facilities, Their Impact on the Community"

Susan Celebreeze—"Marshall McLuhan: What If He is Right?"
Delia Wach—"A Study of the Facilities of St. Louis County Health Department for Planning Families"

Spring, 1969

Michael Hill—Study of British Theatre
Thomas Spalding—Study of European Theatre

Spring, 1968

Margaret Garrity—Work with Pre-school
Mary Landolt—Work with Pre-school

Fall, 1967

Mary Rae Baker—Work with Pre-school
Mary Ellen BarryLyner—Work with Pre-school
Jacqueline Roch—State Mental Hospital
Jane VanEvera—Work with Mullanphy Project

Spring, 1967

Kathleen Barto—Pupliometrics
Ed Brandhurst—Pupliometrics
Jan DeRoo—Work in St. Louis Politics
Dorothy Hargrove—Work with Pre-school
Mary PatR euwer—Vermont State Hospital
Kathy Schraeder—Work with Mullanphy Project
Beth Stearns—Mid-City Newspaper Work
Pam Tracy—Work with Pre-school
Georgia Urban—Work with Mullanphy Project

Fall, 1966

Madonna McGrath—Work with Roos Campaign
Ellen Medley—Work with Pre-school
Leslie Steinberg—Work with Pre-school
Paulette Peterson—Work with Mullanphy Project

HOPE FOR THE POPE

by kathi hoener

The weekend of February 20-21 was the Grand Opening of Pope Kral's; the newest attempt to try to instill some semblance of social life into Webster College. Made possible by a loan of \$1,500.00 from Student Association, Pope Kral's is registered with the State of Missouri as a non-profit organization. Its Board of Directors are Donna Bortnick, Barry Lutz and Mark

games

by james klopper

"The Road Game" designed by Tom Linehan, Instructor of Art, and Barbara E. Long, clinical psychologist at the St. Louis State Hospital, will be shown on "Doing Their Thing," Channel 4, Sunday, March 1 at 4:00 p.m.

"Doing Their Thing," hosted by Sigfried Rhinehart, noted St. Louis painter and instructor at Washington University, invited Linehan to play the game on the show after having enthusiastically received "the Value Game," developed by theology instructor Bill Irving and Linehan, on last week's show.

"The Road Game" is designed as a general-base game and can be applied as simulation of any number of situations or areas.

The board consists of four square color areas, red, blue green and yellow which form a 12-foot square.

The object of the game is to build as many roads (by painting lines in the color of your country) from your country through the other countries to the outside of the playing area. The country with the most roads wins. There are however a number of rules requiring group consensus and communication with other groups which make it difficult to do so. Another device to

(Continued on Page 4)

Spano (all freshmen).

Pope Kral's has that intimate atmosphere that coffee houses are supposed to have but as yet has not established its own identity. It still felt like the basement of Webster College. The physical arrangement of Kral's is done tastefully and lends itself very well to that intimate atmosphere that Kral's hopes to attain. Once the minute and last minute management details are ironed out it holds the promise of being a very interesting place to attend (Please take into consideration that this reaction is from the first show on Saturday night and first shows are usually the poorer of the two shows and that Kral's has not as yet built up its reputation enough to be the primary reason for going out on a Sat-

urday night).

Susy "straight-arrow" Johnson was the first performer and did very well. She is exactly the type of performer you would expect to see at a coffee house and her songs were what you would want to hear personal favorites were: "I Can Never Go Home Again" from the We Five, a very original version of "Ain't She Sweet?" and, probably the favorite of anyone hearing the first show, "Plastic Jesus."

The Blake Travis Band, the headliners of the program, can get themselves together as good if not better than any local band in the St. Louis area. Blake is not exactly what you would expect at a coffee house but even if you didn't expect him he was there and he was good!

system changes

(Ed note: The following is a proposal by Jerome Perlinski for a simplified governance system for Webster College. It is on the agenda for the faculty Executive Committee; a revised version was discussed at the student association meeting Thursday.)

This proposal is based upon the experience of three years in which the original program for college governance as outlined on Draft #3 of the Webster College Handbook has been attempted. This experience seems to indicate that the concept of participatory government is basically a sound one, but that the structures provided have been far too cumbersome and complex to allow for efficient action as well as for the mobility needed by the college.

The constitution of the two constituent assemblies, faculty and students, remains the same. The only changes which occur are the following:

1. **Faculty Executive Committee — composed of 5 instead of seven members.**
2. **Student Executive Committee — composed of 7 members (instead of the present Student Association membership; the Student Association is abolished).**
3. **All Standing Committees as now outlined in the College Handbook are abolished.**
4. **In their place are constituted:**
 - A. **Committee on Academic Life** (3 faculty, 3 students, 2 administrators). This committee meets twice monthly to review, propose, and evaluate projects, program and developments in relation to the following areas of college life:
 - Curriculum, admissions, academic standards, faculty tenure, teacher-student-administrator evaluation.
 - Its goal is primarily coordinative: it creates and appoints members to ad

hoc committees designed to serve as task forces for problems or projects. It can create no standing committees; each ad hoc committee must be given a concrete goal, methodology, and time limit (not to exceed one semester), be required to submit a specific report and set of recommendations. These recommendations are then reviewed, evaluated, approved or amended by the Committee on Academic Life and sent to the FEC or SEC for further action.

Ac hoc committees are to be created only if the Committee itself cannot adequately handle a given problem or proposal.

- B. **Committee on Community Affairs** (3 faculty, 3 students, 2 administrators). This committee meets twice monthly to review, propose, and evaluate projects programs and developments in relation to the following areas of college life: housing, food service, faculty and fringe benefits, external community, relations, cultural affairs, library. Its goals are similar to those of the Academic Life committee. Its reports are submitted to the FEC or SEC for further action.

5. **FEC and SEC**

These committees continue to serve as executive arms of their respective constituencies. They have the same power as those already listed in the Handbook. Add for the FEC (#10 for Handbook): "Negotiates with the President and/or Vice-President for actions requiring their consent or approval by the Board. (#11): "Acts as interpreter of the College Handbook. Major changes in the Handbook (I.E., those affecting the college community as a whole) shall require a vote by the two Constituent Assemblies."

WEBSTER COLLEGE THEATRE ARTS DEPARTMENT
CONSERVATORYROYAL
GAMBITMARCH 4-8 & 13-15
8 P.M.
STUDIO THEATRE
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s.a. abolishes itself

by peggy davies

A proposal which abolishes SA and simplifies the governing structure of the college was passed unanimously at the February 26 meeting of SA and will be sent to the Faculty Executive Committee for discussion at their next meeting.

This proposal, a revised version of the one submitted by Jerome Perlinski (see page 2), replaces the present SA with a more workable body to be called the Student Executive Committee.

The SEC will consist of a chairman, a budget chairman, five members-at-large, and the six student members of the standing committees. These positions will be open to self-nominations for specific offices and elected by the entire student body.

One addition to the proposal of Dr. Perlinski's was joint meetings of both the FEC and the SEC to discuss issues con-

cerning both constituencies.

Included in the motion was the clause stating that regardless of the faculty decision the students will operate under this structure with the SEC as the only governing body of students.

Also passed at this meeting was Tom Bikson's proposal for offering a degree in Humanities at Webster. A memo was sent to the Faculty Executive Committee urging their acceptance of this proposal.

Mary Davis, junior science major, requested and received SA's support for Earth Day April 22. Earth Day, a national observance for the study of our environment will consist of a day-long workshop.

An all-college poster contest will be sponsored by SA. A prize of \$25 (cash) will be awarded for the poster that best represents Webster College 1969-70. Further details will be announced later.

Kathleen Locklar and David Deutch rehearsing for the production of Royal Gambit to be presented March 4-8 & 13-15 in the Studio Theatre of the Loretto-Hilton Center 8:00 p.m.



Kathleen Murphy, Carolyn Lofaro and Kathleen Locklar receive their instructions from George Vogel, Director of Royal Gambit to be presented at the Loretto-Hilton Center Studio Theatre.

the WEB

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

founded october 3, 1924

"they shoot horses . . . don't they?"

by rich vejvoda

Somewhere beyond the remote corners of humanity, there lies a land known as despair. Once you've been a wandering in that strange kingdom, there is no coming back. A person becomes a mental and emotional cripple from seeing too much of life's hell. It is always waiting for the unwary, or for those who are too brave — too foolish. The chains of sorrow bite into the soul; hope becomes a song that floated away on a clean breeze. Society sometimes crowds people into despair, and over the edge of time, until they fall for eternity, screaming, mutely screaming for peace. Society never takes the blame, only the bows.

"They Shoot Horses, Don't They?" is a study in dark despair, taking place during the depression of the thirties. The marathon dance becomes a race for that last, fleeting glimpse of hope. Many run too fast, and their dreams burst, till they squirm for mercy that is nowhere to be found. Their world is the Aragon Ballroom; a dance floor filled with the impoverished, and a spanning, flashing globe reminding them that nothing is real. A sailor, too old for the sea, bursts his heart in a derby, run after hundreds of hours of dancing. He reaches for the globe; it recedes before him. A jobless movie star comes looking for a break. She finds nothing but fear, and her eyes grow mad with the approaching doom. A cynical girl from the Dust Bowl is bound for that final kingdom, beyond the mountains of fear. And she takes with her a farm boy, who loves the sun and the crashing waves of the sea — who loves, but has no

means of giving. They are all trapped within the Ballroom, waiting for the end.

Sydney Pollack does a brilliant piece of directing, in making one of the year's best films. He lets the horror show through the faces of his actors, and it overwhelms with a powerful, dying despair. Jane Fonda as Gloria, gives the most complete performance of

the season. Her bitchy words bite beneath the surface; they pick and tear and rend, until only the black truth remains. Even the strongest must succumb; their death being an ugly ritual of curses and tears. Her partner, as played by Michael Sarrazin, is destroyed by his own honest pity. Where he was born, the crippled

(continued on page 4)

TONITE at TROPE IKRAIL'S
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road-runner games

(Continued from Page 2) make it harder is the groups are assigned different personality characteristics which they should stick with throughout the game. After playing the game a hearing is

held to settle disagreements on questionable roads. A discussion follows in which players reflect on what happened and the significance of the game. The game can be applied to social studies and

used as a tool for art classrooms.

Mr. Rhinehart witnessed quite a display of gaming when 20 Webster students were turned loose on the game board.

college kindergarten

The Webster College School, 8342 Big Bend Boulevard in Webster Groves, is now accepting applications for enrollment in the fall of 1970. The school is a nondenominational, experimental school operated in conjunction with curriculum experimentation at

Webster College.

Two major changes will be made in the school effective this fall. Tuition will be increased from \$750 to \$800 per year and a kindergarten will be opened. A maximum of 24 students will be accepted for the kindergarten program. In the current year the school enrolled 120 students in first through sixth grades.

horses

(Continued from Page 3)

horses were shot, not made to suffer. But suffer they do, for the dancers are in a world where only men like Rocky, who runs the marathon, can survive. Gig Young does a superb acting feat, by bringing understanding, and yet a cold edge to Rocky. He is out to create a show, the show of shows, the destruction of mankind. And in the end, make money. He can help the struggling actress, only because she is too real for the audience. Madness is too near the spirit of the times. Susannah York and Red Buttons, as the actress and the sailor, respectively, fight despair until the end, only to be destroyed.

The cripple cannot survive, will refuse to survive. Someone once said that love is the only answer, well maybe a bullet from a revolver is the only reality. We can dream of love, but must accept death—thus it is to despair.

CLASSIFIEDS

"what is called Resignation is confirmed Desperation. h.d.t.

anyone who saw the incident between Lee Skirvin and Masse Shell please notify lee skirvin at 961-9403 or day box 166.

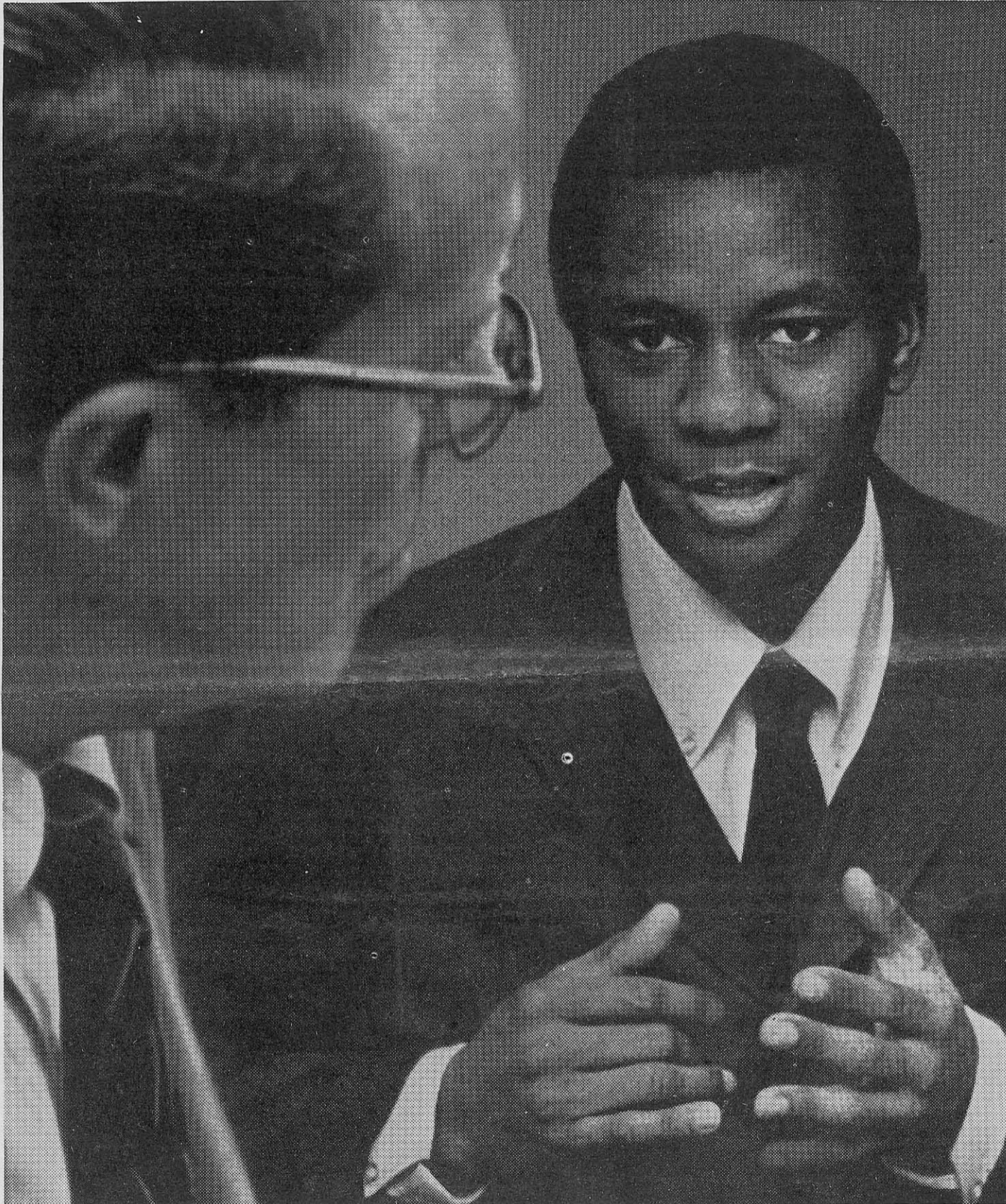
rob—how about another spaghetti dinner? the group.

news blurb: hi s.m.!

smile, babycakes!

ruth—famous is calling.

jr. class meeting—tues. 1:00 p.m. old aud.



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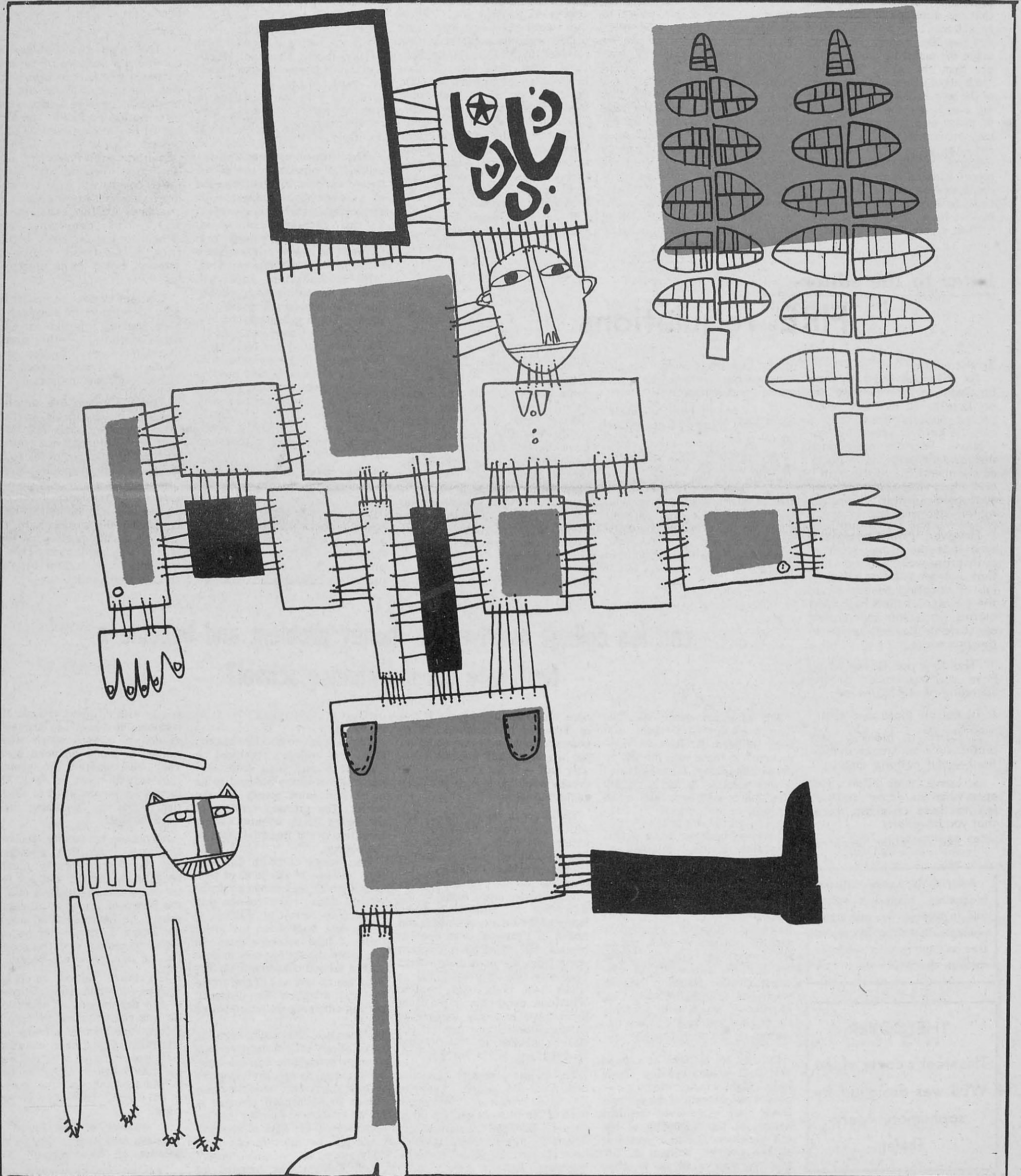
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the WEB

webster college
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vol. xliiii, no. 20
march 13, 1970



gambit: a bit too blunt

by nora d. randall

Hermann Gressieker's *Royal Gambit* is a string of self-conscious symbols explaining the personality of Henry VIII and all other dirty old humanists to the present day. It's the kind of play that can draw me in momentarily, but once I begin to think about it I feel like a dumb kid who's taken the nickel because it's bigger than the dime. What's to think about? Gressieker has each of the women take turns explaining a section of the play and just to make sure you get the point they summarize the play at the end. And as an extra added intellectual tidbit, Henry VIII comes bursting through the time zones to show us that it was actually he who first got us involved in Viet Nam.

When a play is as contrived as

this one it's easy for the characters to be stereotypes, and when the only action of the play is an examination of a personality, that's deadly. Thus David Deutch plays Henry as a king just becoming aware of his power to change against mother-old-order, Katrina of Aragon, played by Carolyn Lofaro; as a lusty, lyrical king opposite lusty, lyrical Anne Boleyn (Lois Ruben); as a man with the world at his feet with Lady-in-waiting, Jane Seymour (Linda Eskridge); as the middle-aged, hard-headed ruler married to that first lady of finance, Anna of Cleves (Margaret Moe); as a dirty old man opposite Kathryn Howard (Kathleen Locklar)—the dirty young woman; and finally, as the lonely child of old age against the ironic

wit and wisdom of Kate Parr (Kathleen Murphy).

Rather than presenting a complex character, the play presents six different stereotypes with its female counterpart. It doesn't seem to me, either, that Director George Vogel kept the tones of the counterparts together. Lois Ruben was the subtlest actress followed in tone by Linda Eskridge, who really didn't have much of a part to work with. On the other end of the scale were Margaret Moe and Kathleen Murphy who were caricatures. Carolyn Lofaro and Kathleen Locklar were caught in the middle with schizophrenic parts. Nobody really got a chance to display any depth except Ruth Rinklin—she designed the lights.

If you enjoy panel discussions you might like the show.

brave new world

by carolyn connelly

In the continuing story of of the resurrection of the science department, there appears to be a full-scale revival in store for next year. Through the efforts of Dr. Alexander Calandra, the curriculum has been divided into five major areas: Scientific Literacy, Professional Training, Community Responsibility, Personal Needs and Departmental Needs. Each of these areas will offer a series of one-hour courses in specific topics featuring major speakers and instructors in the field of science.

The first area, scientific literacy, is basically aimed at the non-major, and is intended to provide the student with knowledge of what is going on in our technological world. "Science: Past, Present and Future" is a one-hour course to be offered on Wednesdays, 1:00 to 2:00 p.m., and will feature speakers such as Dr. Barry Commoner from Washington University, one of the country's leading ecologists. The other one-hour courses in this area will be overviews in biology, chemistry and physics and will also include leading lecturers. These courses will be offered from 11:00 to 12:00 p.m. on Monday, Wednesday and Friday, respectively.

The area of professional training includes courses especially for the science major. These courses are intended to train the student in professional science work and science-based disciplines such as pre-denistry, nursing and pre-medicine. Advanced courses

will be based on the needs of the student, and will be taught by a member of the staff and by available outstanding resource people in each particular category. Drs. Needleman and Lang from Washington U. Medical School have already accepted invitations for next year.

The next two categories, community responsibility and personal needs, are again for the non-major. These are intended to provide background information and skills for coping in the modern world. Suggested course titles include "Environmental Pollution" and "Military Technology;" the latter course will give the student some knowledge in chemical warfare, the manufacture of defoliants, etc. Other topics include: pediatrics, self-defense, consumer science, basic home electronics.

Courses under the last category, departmental needs, furnish special interest for students majoring in other areas. Examples are "Physics and Music" for music majors and "Color" for art majors.

These courses are emphasized to be one hour. In that way, a student does not have to take a major science course, such as physics, in order to be instructed in a specific area. These courses will only go into effect with the help of student input. The science department is asking all students to fill out the questionnaire distributed in the mailboxes. This is the only way student interest can be measured.

letter to the editor-

FIRE regulations

To the editor,

As everyone must by now be aware, a recent minor fire on Loretto II lent an unexpected opportunity to exercise the newly-revised fire regulations. For the most part, the resident students responded commendably to the alarm, and the living quarters were evacuated within approximately five minutes.

However, it must be considered that the blaze occurred during the waking hours, and that in order to do an efficient job of vacating the dorms in the event of future nighttime alarms, it is imperative that all students be well-versed in the procedure.

The key points we would have you remember at the sounding of the alarm are:

1. Put on shoes and coat.
2. Carry a blanket (for protection from smoke inhalation)—and nothing else.
3. Leave your room door open when you leave (indicating to those checking rooms that you have left).
4. Exit carefully, in an or-

derly fashion; under no circumstances return to your room for any reason.

5. In Maria Hall, all stairwell doors must be kept closed at all times.

6. NEVER USE ELEVATORS!!!

You may be called upon by the resident assistant to help her check the rooms on your floor. In the event of the overnight absence of an R.A., someone else will be appointed to take her place in the event of a fire.

One last word of caution: please, please, escort your male guest to and from your room, and question any "loose" men in the halls, or notify the R.A. Lately there have been instances of girls being walked in on during the late weekend hours which has been the cause of great concern to everyone aware of the security problems in the women's dorms. Only the cooperation of every resident can help this situation.

Jeni LaVigne

can lea college survive the money problem and become a first rate second chance school?

none too gracefully by the Board of Trustees last summer. Now, conversations with members of the teaching staff indicate probably half — if not more — of the faculty would go elsewhere if they could find jobs.

There are a variety of factors which have contributed to the situation, not the least of which one faculty member characterized as "a new president in the first line of power for the first time." But perhaps even more basic is the difference in outlook between many of the faculty members and Board of Trustees. With one exception, all 43 of the Trustees come from the immediate Albert Lea area, the city of 20,000 in which Lea College is located. With one exception, none of them have had any experience as educators. They are on the Board because of their initial contributions to the college.

But as one professor cynically describes the board, "They're just small crooks . . ." He means none of the trustees can tap large enough financial resources to thwart the money problems which have plagued the school since its beginning. Roberts' theory about

making a profit doesn't seem to be working.

Things were so bad last spring, that the college organized a "Sock-it-to-Lea" fund drive during which students pledged to go home and raise money for the school. The primary concern of the board at its almost weekly meetings is the financial state of the college.

The faculty came to Lea College because of the kind of education which was supposed to be offered there. The college was planned to recruit at least 1/3 of its student body from the lower third of high school classes. In one sense the college was to be a sort of second chance school. The program at Lea was to feature individual attention for students, putting emphasis on tutorials and the like.

In essence, the faculty came to Lea College with a stronger than average commitment to teaching. They came, as one professor put it, to try and start what they perceived to be needed changes in higher education. Another teacher underscored the kind of commitment felt by most faculty "nobody moved up by coming here." Lea College was founded by

people with different visions. The residents of Albert Lea primarily wanted a college which would run on a sound financial basis. They had entered the venture convinced it could be done. The faculty were committed to education. From the beginning there were clashes.

According to faculty sources, DeMeester, the first president, lost the support of the faculty because the faculty did not feel he was presenting their views to the Board of Trustees. Simultaneously, he lost the confidence of the Board. Last summer he was asked to resign, and the search for the new president began.

The board settled on Hale Aarnes, who had been chairman of the department of education. He was characterized by several faculty members as follows: "Ae education department chairman Hale would always say, 'I've only got two things to say. The first is unimportant and the second is irrelevant.' Invariably he was right.

A member of the Board of Trustees said Aarnes was picked because of his "image." The

(Continued on page 4)

Amerika is a new national bi-monthly magazine edited and published by university students. It will be distributed free on campus next semester through the WEB.

THE COVER

This week's cover of the WEB was designed by sophomore Mary Thelen.

But not all is right at Lea as that first graduation day draws near. Eight faculty members — almost one seventh of the instructional staff — received terminal notices at the beginning of the fall semester. The first president of Lea College, William A. DeMeester, was eased out of office

"forrest" suspended

by kathi hoener

On March 6, 1970 in a letter addressed to the Webster College Community, Dr. Leigh Gerdine announced two major steps to initiate a "comprehensive self analysis directed to the present and future of the institution."

The first major step is a comprehensive re-evaluation of the Loretto-Hilton Theatre. Although the Loretto-Hilton is a major and integral part of the College and the community, the College has not solved "the basic financial dilemma of tying a professional theatre to an undergraduate college." Dr. Gerdine further states:

To facilitate this study, and to limit our financial losses, we are suspending productions of the Company effective March 14 at the close of the run of "Arms and the Man." The production of "Bedford Forrest" scheduled for March 30 to April 18 will be postponed and we shall hope to present it as the opening play in the 1970-71 season. This production presents an exciting opportunity for supplementary financing, and I have contacted several major foundations and invited them to join us in this endeavor. I shall continue to encourage their participation.

The decision to suspend operation of the theatre was made after the February financial statement was re-

ceived. The losses incurred by the theatre were substantial enough to warrant the decision being made.

This move is seen as a positive one by Dr. Gerdine in



many ways including that this will call to the community's attention the fact that Webster cannot have a fiscal drain as large as the one the theatre is presenting. (Losses from the Loretto-Hilton for the 1968-1969 fiscal year totaled a quarter of a million dollars). Dr. Gerdine is also about to set up an ad hoc committee from the Board to study the future of the Loretto-Hilton.

Peter Sargent, chairman of the Theatre Arts Department sees this time as a time to be used very productively. It will be a time to identify goals of the department. The department has no intention of a quality cutback but will try to find a financial budget that is feasible and fundable.

The second major step that Dr. Gerdine is requesting is "that all academic and administrative department heads conduct a budgetary review and postpone or eliminate all non-essential, non-salary expenses."

Dr. Gerdine feels that the cash flow in this school must be stopped until the College can find out where it is all going. Tuition money has been exhausted and now is the prime time to re-evaluate all spending by the College.

NEA conference

by mary hoyt and cathy la roque

The National Education Association's Center for Human Relations' conference on Civil and Human Rights in Education held its eighth meeting Feb. 19-21 in Washington D.C. The purpose was to bring together top people in education and civil rights, to attack the problem of equality of educational experience. A working paper entitled "Providing Wholesome Peer Level Experience Across Racial, Economic and Class Lines" was presented by the NEA Human Relations Council. It was a dismal failure. Three-fourths of the paper simply restated the problems of school integration, presumably familiar to the conference participants. The Council's only solution was to involve groups like the Boy Scouts, YMCA, etc. in integration.

In reaction to the paper's quality, three caucuses were held, one by the 21 students present. They centered on using NEA's influence in the educational system rather than passing the buck to other organizations, as the working paper seemed to suggest. The

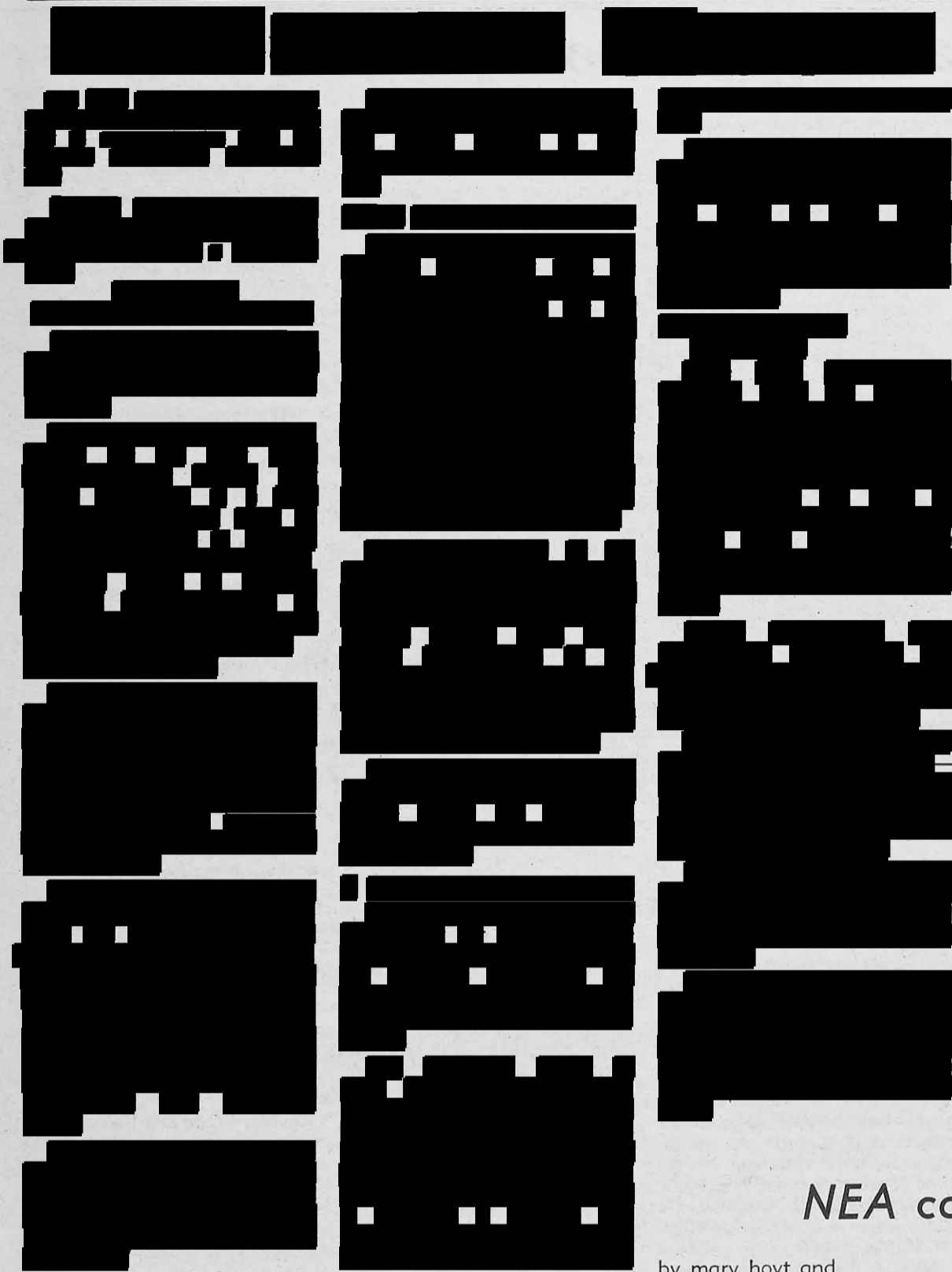
students proposed changes in teacher certification, curriculum, community involvement, and textbook terminology. Their proposal and the Michigan caucus' proposal were formally adopted by the conference.

The entire conference seemed basically an idea forum rather than action oriented.

One interesting aspect was the polarity between Leon Panetta, former head of HEW's Office for Civil Rights, and Roy Innis of CORE.

Panetta's position is one of lawful integration as opposed to Innis' stand for legal segregation by developing separate black and white school districts, each in full control of their schools. Panetta was recently fired for adhering to the Supreme Court's timetable for southern integration.

The conference was interesting and informative but frustrating. The members acknowledged and seemed to accept that nothing positive was to occur. If anyone is interested in a more detailed account, please leave a note in Box 134 or 62. If enough interest is shown a seminar on the conference will be held.



Courtesy Margaret Stone ©Medical Economics

WEB

editor: anita vitullo
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business: barb rawe
ads: wayne powers

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

feedback on teaching methods

(Editor's note: The following questionnaire was designed by the course and teacher evaluation committee and approved by student association. Although details as to distribution, collection, tabulation and publication have not been formalized as of this date, the questionnaire will be distributed for this semester's courses.)

The respondent may feel free to scribble his personal beliefs in the margins if they are not covered by the summary one word answer provided. Also if the question is not pertinent, please feel free to so state or just ignore it entirely.

A. General Information

1. Class: Fr. ___ Soph. ___ Jr. ___ Sr. ___
2. What is your major or prospective field of concentration? _____
3. Course: _____
4. Instructor: _____
5. Have you had this instructor previously? Yes ___ No ___
6. What day(s) and time(s) does the class meet? _____
7. How often did you attend the class?
Under 60% ___ Between 60% and 90% ___ Over 90% ___
8. Why did you take this course? (Check all appropriate responses.)
Departmental requirement _____
Teaching certificate requirement _____
Interest _____
Instructor _____
Fun and game _____
Other _____ (Explain)
9. Comments: _____

B. Materials

1. How would you rate the text used in relationship to the course?
Pertinent _____
Repeats lecturer _____
Extraneous to the course's content _____
Primary source in the field covered _____
2. If no text was used, was there some alternative provided?
Yes ___ No ___
a. Was the source provided informational? Yes ___ No ___
b. What was the alternative source? (Check all appropriate responses.)
Bibliography _____
Audio-visual materials (films, slides, tapes, etc.) _____
Guest speakers _____
Mimeographed sheets _____
Field trips _____
Laboratory work _____
Art forms (dance, music, exhibits, etc.) _____
Other _____ (Explain.)
3. If films, slides, or tapes were used were they effective?
Yes ___ No ___
4. Comments: _____

C. Assignments

1. Were assignments made clearly?
Always ___ Sometimes ___ Never ___
2. Were long assignments (papers, projects, etc.) made sufficiently in advance? Yes ___ No ___
3. What was the average amount of time spent weekly in preparation for this course?
Less than 3 hrs. ___ Between 3 and 6 hrs. ___ Over 6 hrs. ___
4. Did you feel the assignments were relevant? Yes ___ No ___
5. Were the assignments: assigned by the instructor _____
Chosen by the student _____
6. Comments: _____

D. Instruction

1. Did the instructor attend class himself and on time?
Always ___ Usually ___ Never ___
2. Did the instructor appear to have expertise in the class taught?
Regularly ___ Usually ___ Seldom ___
a. Was the class taught in the instructor's major field of interest?
Yes ___ No ___
3. Did the instructor explain and develop rather than merely repeat the material in the text?
Regularly ___ Usually ___ Seldom ___
4. Did the instructor stimulate excitement, interest, questioning, additional reading, and discussion?
Regularly ___ Usually ___ Seldom ___
5. Was the instructor available and helpful outside of class? Not available ___ Available, but not helpful ___ Available and helpful ___
6. What were the methods of instruction used? (Check all appropriate responses.)
Lecture _____ Excellent ___ Adequate ___ Poor ___
Discussion _____ Excellent ___ Adequate ___ Poor ___
Student reports _____ Excellent ___ Adequate ___ Poor ___
Laboratories _____ Excellent ___ Adequate ___ Poor ___
Films, tapes, slides, etc. _____ Excellent ___ Adequate ___ Poor ___
Other _____ (Explain.) _____ Excellent ___ Adequate ___ Poor ___
Why?
7. Was the class experimental in format? Yes ___ No ___
8. How well did the instructor accomplish his aims, objectives, and purposes as stated in the course description book?
Excellent ___ Adequately ___ Poorly ___

9. Was there any connection made between this course and past courses? Regularly ___ Usually ___ Seldom ___
10. How would you rate the pace of the class?
Too fast ___ Erratic ___ Satisfactory ___ Too slow ___
11. Was the credit given commensurate with the material covered?
Yes ___ No ___
12. Was adequate time allotted for review and summation?
Yes ___ No ___
13. Did the instructor assume prior knowledge of the basic subjects?
Too much ___ Too little ___ Enough ___
14. Would you judge the instructor overall as effective?
Yes ___ No ___
15. Comments: _____

E. Testing and Grading

1. Was the basis for grading clearly explained at the beginning of the course? Yes ___ No ___
2. Was attendance a factor in computing the grade?
Yes ___ No ___
3. Did the exams adequately and fairly test the material to have been learned? Yes ___ No ___
4. Did the exams function as a method of integrating and drawing together the material in the course? Yes ___ No ___
5. Comments: _____

F. Addenda

1. Do you feel you have learned as much as you had anticipated?
2. What did you like best about the course?
3. What did you like least about the course?
4. What changes would you suggest to have enabled you to gain more from the course?
5. Comments: _____

can lea college . . .

(Continued from Page 2)

board felt Aarnes had the "appropriate educational background" and "maturity" for the office.

In addition the new president, the fall semester started off with a new dean of the college and a new dean of students. As one faculty member returning at the time from work towards a Ph.D. characterized the situation, "I came back to an entirely different ship of state."

Shortly thereafter, that same faculty member, who had received a merit teaching award and had been recommended by his departing department chairman to take over the chairmanship, was given notice his contract was to be terminated.

Seven others received the same notice. Since the announcement of the terminations last fall, two of the faculty members have been re-instated. They maintain it is because the board "had to re-instate somebody."

Most faculty members feel the terminations came because Aarnes felt threatened by the eight in question. Members of the board talk of "financial problems and over staffing" as reasons for the terminations. But they also seem to think it under-

standable a new president would want to surround himself with a staff loyal to him. Perhaps that is because this is how they see things happening in the business world. One member of the board, a partner in an insurance firm, said it's only natural for a new president to ask "which of these people are going to rally around me."

One of the dismissed faculty members said he felt "loyalty" might be an issue in the terminations. He added, "When I complain the library doesn't have enough books, I'm not being disloyal." The same professor felt the college might close as a result of the current situation.

A board member maintains, "We're in better shape than we were four years ago."

It may indeed be the case the college is on a sounder financial footing, but the school has not attained the profitable status predicted by Millard R. Roberts. Moreover, the dream many faculty members had when they came has been shattered. One seemed to sum up the feelings of many of the faculty, "I'm hurt, deeply hurt . . . personally, it's a tragedy. But we can always go to better positions; it could be the student is the victim." (CPS)

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TO STUDENTS, FACULTY,
& MEMBERS OF THE
LORETTO-HILTON REP. CO.

news blurbs

Dr. William Duggan of the Theology Department has been elected Chairman of the Faculty Executive Committee by a unanimous vote. Dr. Duggan succeeds Dr. Jerome Perlinski.

Mid-semester break begins March 20 after your last class. There will be no classes on March 30; classes resume March 31.

The course description booklets for semester are coming soon. The faculty are asked to cooperate with students by describing in full, to the best of their ability, their courses for next semester.

anti-draft week . . . march 16-20

draft counseling contact:
sher doruff 962-1909
paul suedmyer 962-1578

Sam Brown may speak on campus March 18. Details forthcoming.

Self-nominations for Student Executive Committee will be accepted March 13-19. Watch for information in mailboxes today.

There will be a Student Association meeting Tuesday, March 17 at 1:00 p.m. in the 2nd floor Ad. student lounge.

CLASSIFIEDS

for sale: brand new portable tape recorder, won in contest, worth \$40.00 — will take \$25.00; contact Vicky Riordan, 355 Maria.

st. pat's day is March 17 and everybody is invited.

st. louis is a nice place to spend your summer.

anyone interested in saturday volunteer work for jim symington, contact anita, day box 105.

w.n.p.—there is an empty but clean cage waiting for you at the zoo!

smile, baby cakes!

SUMMER JOBS IN EUROPE

American students are wanted to fill 200-300 good resort-hotel jobs this summer in the most beautiful regions of Switzerland. Room and board always included at no charge and standard Swiss wages paid. Jobs, work permits, travel documents and all other necessary papers being issued on a first come, first served basis to students at selected, accredited U.S. colleges only. For application forms, job descriptions and full details by return airmail send \$1 (for airmail postage and overseas handling) to SWISS PLACEMENT OFFICER, ASIS, 22 Ave. de la Liberte, Luxembourg, Europe.

more board faces

Mrs. Aaron Fischer and George S. Rosborough, Jr. have been named to the Webster College board of directors.

Mrs. Fischer has been active in local educational affairs for many years. She was a delegate to the 1955 White House Conference on Education and in 1958-60 served as chairman of the Committee to Study Higher Educational Needs of Greater St. Louis. Mrs. Fischer was named co-chairman of the Committee for St. Louis-St. Louis County Junior College District in 1961 and is currently serving as chairman of Citizenship Education. She was chosen a Globe-Democrat Woman of Achievement in 1959 and in 1962 received the St. Louis Award. Mrs. Fischer attended Washington University and is a graduate of the University of California at Los Angeles.

Rosborough is president of the Measuregraph Company of

St. Louis, Southern Screw Machine Products Company of Jacksonville, Arkansas and Fabricmaster, Incorporated of Wexford, Pennsylvania. He serves on the boards of the City Art Museum, the St. Louis Symphony Society, the Arts and Education Council and the Missouri State Council on the Arts. He is also district chairman and director of the St. Louis Area Council of Boy Scouts and a member of the advisory council of Deaconess Hospital. Rosborough is a graduate of Grinnell College.

The appointments of Mrs. Fischer and Rosborough, together with the recently-announced appointments of General Leif J. Sverdrup, George K. Conant, Jr., Howard B. Woods and Edward D. Schapiro, bring the number of St. Louisans serving on the Webster College Board of Directors to sixteen. There are twenty-six members on the board.

junior class meeting?

The junior class was called together on Tuesday, March 10, at 1:15, finally. Kevin Hanlon, elected chairman from previous meeting, called the group together. A double quorum was present, that being 11 official representatives, and a guest lecturer from Boston, Herman. A motion was passed to disband the last meeting.

A committee to work on the Senior Spoof was organized by nominations from the floor. The executive committee is composed of: Eileen Kearny, Jimmy McDermott, Anne del Barco, D. J. Maloney, Michael Calkins and Mary MacGowan. Sister Marita will act as their advisor, a position she enthusiastically accepted. The spoof will happen sometime during the second week of May.

Other duties were volunteered for: Sunnie Lucas and Deborah Pratt will organize the musical aspect of the show; Kevin Hanlon will be in charge of the "Rat on a Senior" box to be placed outside the cafeteria; Pat Moser will be in charge of the food for the evening; and Anita Vitullo may assist Peggy Davies with the publicity.

Herman presented a gift to Miss Margy Moe during his lecture, and was then escorted outside by Maggy Szermer. Lois Ruben gave readings from Shakespeare as the cultural aspect of this gathering. Sunnie asked permission to leave the hall, and was granted such. Louisa Abernathy requested that "the Junior Class get itself together real soon." The motion was passed. Pat Moser proposed that our class plant

grass and other sundry things on the vacant lot across from the cafeteria, heretofore known as the J. Grennan Memorial.

In general the meeting was thought to be "scintillating" by all those present. It was adjourned with prayers from Robert's Rules of Order. Anyone interested in working on the spoof, please contact the above people.

Respectfully submitted,
Denise Ford

media is the massage

by chip keiley

Interested in photography, slides, or tapes?

You will be happy to know that Webster does have a media center — sort of. It consists of three mobile units located in front of the College school. It makes available to students such things as cameras, tape recorders, slides for presentations, and viewers.

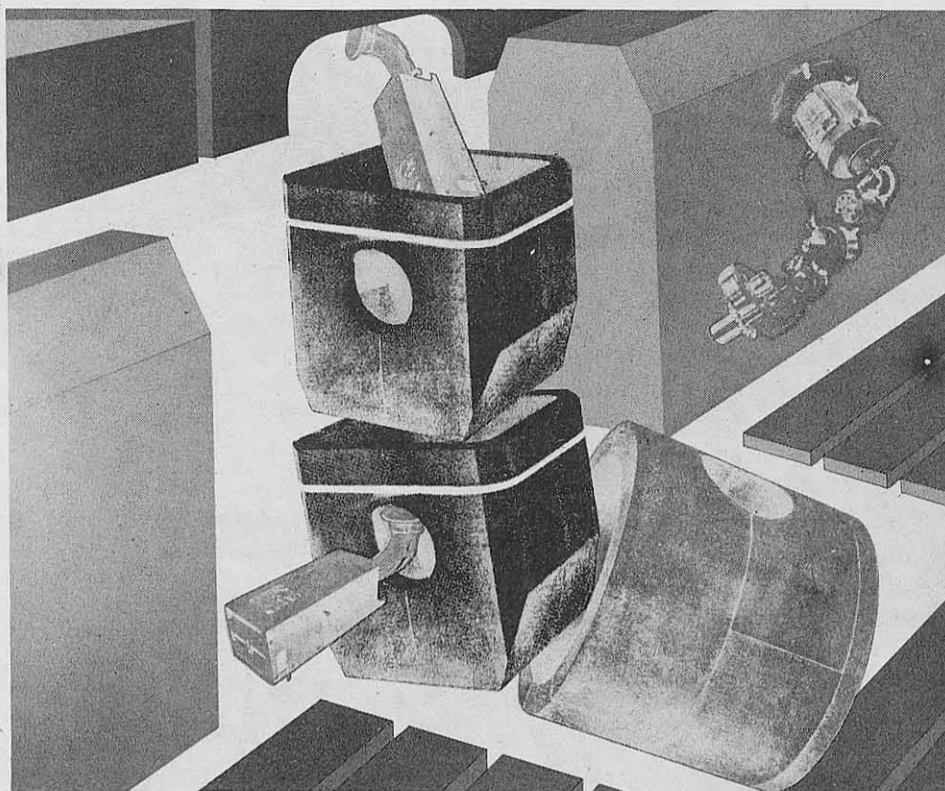
One building is devoted entirely to photography. It contains a darkroom and a classroom. The row of equipment is certainly impressive for someone who knows nothing of photography. However, Paul Steinman, the director of the center, admitted that only three or four are in proper working order and that the hot water heater only holds ten gallons. This isn't enough to service a class or allow students to process color pictures.

Another building contains a

draft
resistance
week
march 16-20

WANTED!
photographic
models
Bill Rae
box 2657
Gravois Station
St. Louis, Mo. 63116

l-h septic tank



An exhibit of paintings and prints by William Kohn is being presented in the Gallery of the Loretto-Hilton Center. The exhibit, titled "Combustion Chambers and Protean Projectiles," includes screenprints and acrylic paintings.

Kohn, a native St. Louisan, is a member of the faculty of the art department at Washington University.

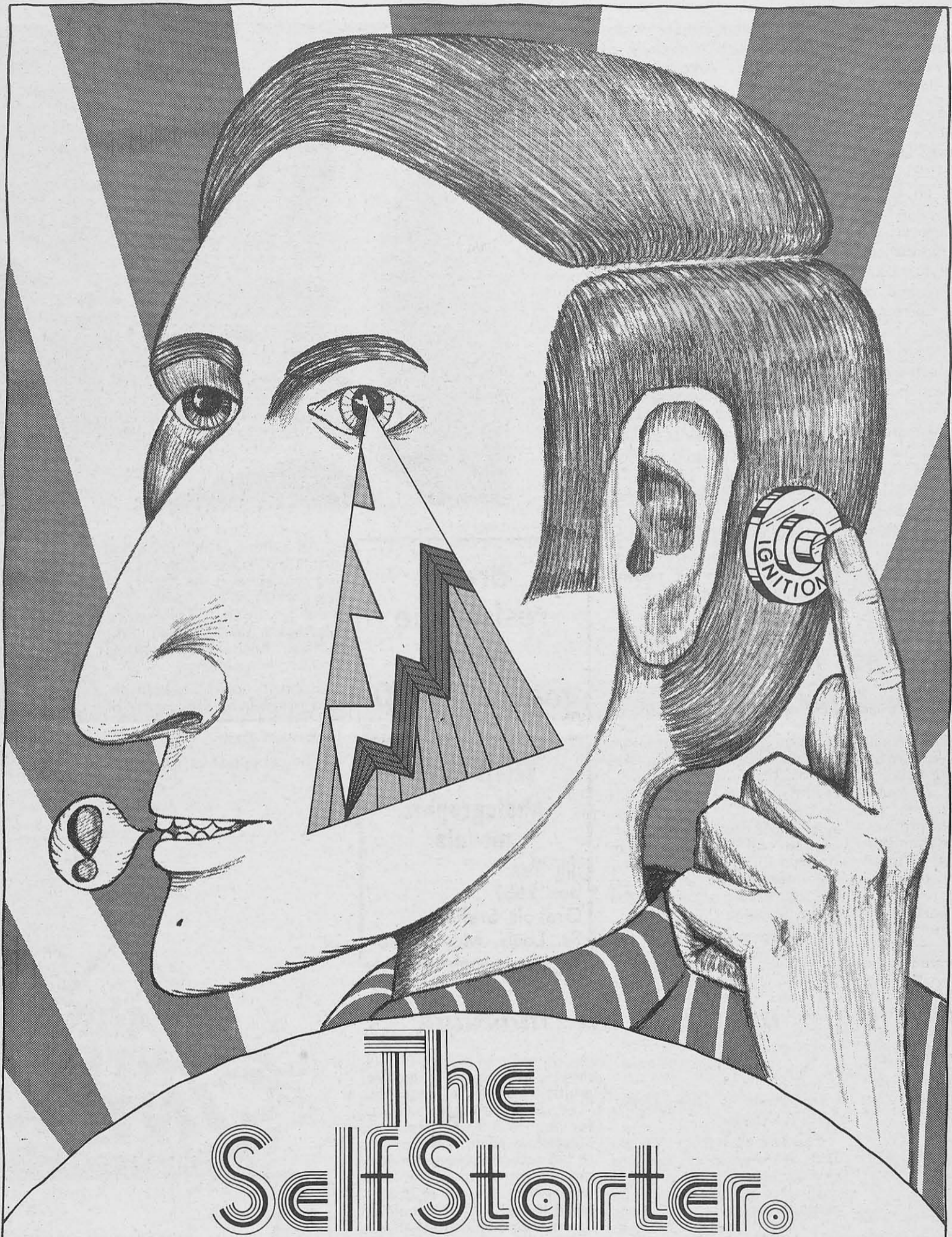
The exhibition at the Loret-

to-Hilton will be Kohn's sixth one-man show. His paintings are in the permanent collections of Morton D. May, Stephens College Museum, the Springfield Missouri Museum, Northern Illinois University and Kalamazoo Valley College.

The exhibition will continue through April 3. Gallery hours are 10 a.m. to 4 p.m. weekdays and 1 to 5 p.m. on Sundays.

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ROBERT DOWNEY'S
"PUTNEY SWOPE"
STARTS WEDNESDAY
"OLIVER"
SAT. MARCH 14 1:00 P.M. 50c TO ALL
"TIME MACHINE"
SATURDAY MARCH 14
"DIABOLIQUE" Chapter 9 "Batman"
12:00 MIDNIGHT \$1.25 TO ALL

PERFORMANCES
7:00 & 9:15 P.M.



A guy who can use his brain without a kick in the seat to get him going.

A gal who likes few limits on her job, not the same spoon-fed work day after day.

Someone who likes to stray off the beaten path with new ideas.

Does this sound like you? Then it sounds like you should talk with the Southwestern Bell interviewer. He can start you on your way in a challenging career as an indi-

vidual. (The management jobs he has to offer are really only limited by the imaginations of those who fill them.)

Get started in the right direction. See the Southwestern Bell interviewer when he comes to campus.

At Southwestern Bell, we START college graduates in decision-making jobs with responsibility... no kidding.



Southwestern Bell
AN EQUAL OPPORTUNITY EMPLOYER

in focus

the season ceases

wayne n. powers

March 6th, 1970—the fifth busy day into rehearsal was scheduled for BEDFORD FORREST, a world premiere. The cast was justly excited about the birth of a new show, and its coming to life before their very eyes.

It wasn't too difficult to get excited about this show, either. BEDFORD FORREST; the story of a Confederate general who, at the close of the war, founded an organization known as the Ku Klux Klan. A timely social statement set with all the excitement and action of the Civil War.

9:30 a.m., same day—a 'production meeting' was scheduled in the chapel. An announcement was made concerning the show. Cancellation.

There they sat, the cast of a world premiere, without a show. How could they help thinking that all was for nothing.—It was.

A memo from Dr. Leigh Gerdine was distributed that same morning which confirmed what was said at the meeting.

The memo was a well thought-out, carefully written statement in which Dr. Gerdine defined his basic motives for killing the show. He stated that he is working for a " . . . v i a b l e, fiscally responsible method of operation for the theatre."

Yet, Dr. Gerdine cancelled a production on which, reportedly, \$25,000.00 had been previously invested.

The Repertory Theatre, which has invested much time and money in the building of a substantial audience, now must end its most exciting season on such an anti-climatic note.

"We shall not eliminate professional theatre from this college program." That was the one statement of hope from Dr. Gerdine.

And, indeed, this hope must be fulfilled, for the Repertory Theatre, in achieving its high standards, has also taken on two vital responsibilities.

An educational responsibility to the college, and a cultural responsibility to the entire St. Louis community.

—w.n.p.

AT WASH. U.

FRIDAY, MARCH 13

7:30 p.m. Celluloid III Film: "West Side Story." Also Sat., Sun. 2nd showing each night; time to be announced. 75c. S. Cafeteria, Wohl.

SUNDAY, MARCH 15

2:30 p.m. Special Interest Film: "Sapphire," British murder mystery. Series subscription. Individual tickets, 50c. Brown Theater.

MONDAY, MARCH 16

4 p.m. Psychology Colloquium: Dr. William Masters, Mrs. Virginia Johnson, Reproductive Biology Research Foundation, "Sex as a Natural Function." Brown 118.

TUESDAY, MARCH 17

8:30 p.m. Architecture Lecture: J. Max Bond, director, Architects Renewal Committee, Harlem, "Black Architect." Steinberg.

WEDNESDAY, MARCH 18

11 a.m. Assembly Series Lecture: Senator Birch Bayh, U.S. Senator, Indiana. Graham Chapel.

FRIDAY, MARCH 20

7:30 p.m. Celluloid III Film: "A Man for All Seasons," with Paul Scofield. Also Sat. 2nd showing each night; time to be announced. Graham Chapel. 75c.

AT POPE KRAL'S

The 4th floor 1957
Review and
Pat Ludwig
Shows 8 & 10

Fri. & Sat., Mar. 13
& 14 Wed., Mar. 18

Marlon Brando in

"On the
Waterfront"



WEBSTER COLLEGE THEATRE ARTS DEPARTMENT
CONSERVATORY



**ROYAL
GAMBIT**

MARCH 13-15
8 P.M.
STUDIO THEATRE
LORETTO-HILTON
CENTER
PHONE 968-0517

Your Money and How it is Spent

student association budget as of august, 1969 \$17,204.25

ITEMIZED EXPENSES

Operational

\$ 800.00	money allotted
69.50	summer mailing
20.00	food for summer meeting
44.52	telephone bill for summer
248.00	graphic supplies
85.00	mailing
36.00	supplies
89.00	repairs, maintenance, renovation
73.00	miscellaneous postage, salaries, telephone
total spent \$665.02	total left \$134.98

S. A. Projects

\$5,000.00	money allotted
474.52	NSA Conference
117.00	Whitehouse Conference
25.00	Jerome Perlinski's Party
30.00	Webster College night
55.00	Student Lounge
385.80	Mini bus drivers
212.00	Mini bus use
total spent \$1,299.32	total left \$3,700.68

Club and Individual Projects

\$4,200.00	Money allotted
215.00	Mixer
140.00	Halloween party
325.00	Homecoming
200.00	Moratorium
100.00	Ray Vincent—Drum and Bugle Corps
10.00	Resident Association
103.25	Christmas decorations
230.00	NEA Convention
869.75	Attic (fall issue)
100.00	Bobby Lee
200.00	Save our environment committee
400.00	young democrats
total spent \$2,293.00	total left \$1,907.00

Web

\$5,000.00	Money allotted
3,110.00	Money spent

Investment

\$3,500.00	New York Rock'n Roll Ensemble
------------	-------------------------------

Loan

\$1,500.00	Pope Kral's
------------	-------------

total left to work with as of march 5, 1970 \$2,058.86

THIS WEEK'S PEACE ACTION CALENDAR March 13 to March 19

Everyday M-F, 5:30-7:00 a.m. LEAFLETING at Armed Forces Examining and Entrance Station, 12th & Spruce.

Today, 8 p.m. GANDHI CENTENARY CELEBRATION: film of his life, talk by Carl Zeitlow of Chicago's Nonviolent Training & Action Center, dramatic reading by Thea Marshall, Sheldon Memorial, 3648 Washington.

Saturday & Sunday, 9 a.m. Sat. to 4 p.m. Sun. WORKSHOP IN NONVIOLENT DIRECT ACTION: intensive training in small groups led by professional instructors from Chicago. Cost: students, \$8; others, \$10 (includes 4 meals). Sheldon Memorial, 3648 Washington.

Monday, 8 p.m. PEACE ACTION COMMITTEE: open meeting to plan March and April actions. Peace Center, 6244 Delmar.

Tuesday, 12:15 p.m. FILM ON AFSC MEDICAL RELIEF WORK NEAR MY LAI. Warren Witte of AFSC will interview applicants for medical work in Nigeria and Vietnam. Clopton Auditorium, basement of Wohl Clinic at Barnes Hospital.

Wednesday, 7:30 p.m. SOCIAL WORKERS FOR PEACE: open meeting. 7548 Wellington Way, Clayton.

Thursday. ANTI-DRAFT DAY Demonstrations at 4 locations: 1-5 p.m., 1520 Market, Downtown; 3-5 p.m., 23 N. Gore, Webster Groves; 3-5 p.m., 222 S. Meramec, Clayton; 3-5 p.m., 7 S. Florissant, Ferguson.

March 22, 8 p.m. Rep. William Hungate (D-Mo.) speaks on U. S. involvement in South East Asia. Ethical Society, 9001 Clayton Rd.

March 24, 8 p.m. "King—Montgomery to Memphis," fund-raising film for Special Martin Luther King, Jr. Fund. Admission: \$5. Magic Lantern and six other local theaters.

April 5, 2 p.m. American Friends Service Committee, annual meeting. Bronson Clark, Executive Secretary, featured speaker.

April 15. Anti-War Rally. Further information in next week's calendar.

* * *

For further information, visit or call the Peace Center, 6244 Delmar (862-5735). Draft counseling free of charge. Peace paraphernalia in abundance. Volunteer help, office equipment, and of course money, are always needed and welcome.

DESIGN A WEBSTER
COLLEGE POSTER!

Win \$25⁰⁰

FOR INFORMATION CONTACT:

KATHY SEXTON

Flatly, they call earth picture a fake

THE LONDON TIMES, Aug 7, 1967

The International Flat Earth Research Society remains unconvinced and unimpressed by that photograph of the world seen from 214,806 miles up in space.

The photograph, taken by the American satellite Lunar Orbiter, was published yesterday, and last night Mr. Samuel Shenton, secretary of the society, denounced it as a "fraud, fake, trickery or deceit, just like that!"

The society is a rebirth of the old Universal Zotic Society. It keeps pegging away to convince people of the errors of conventional astronomers like Hoyle, who say the earth started with a blas-

phemous bang that leaves no room for the creator, Mr. Shenton said last night: "As a society we are chiefly concerned that the young innocent minds of our children should not be taught such things that destroy their faith in their creator."

The Great Deception, he calls it. And he speaks about it coolly, calmly, without animosity, with absolute conviction.

The society has "well over a hundred members." Some of them hold "high positions" in the American space complex at Cape Kennedy, where they have formed thriving chapters.



THE FLAT EARTH SOCIETY is bigger than you think. Almost everyone belongs, because, as Euclid noted, a plane is infinite. Consider the advantages:

- Infinite air supply, capable of absorbing any amount of nitrogen and sulphur oxides, hydrocarbon residues, etc., with no ill effects.
- Rivers without end, sufficient to carry any amount of sewage and industrial waste to an infinite ocean, too large ever to be polluted.
- Unlimited forests and grasslands capable of enduring unlimited exploitation.
- An infinite frontier, always someplace new to go and leave behind noise, garbage, chemical and radioactive poisons, famine, war; an earth which can support an unlimited population.

The Flat Earth Society has much to offer, if you just accept its social illusions and reject the "optical illusion" above. It has strong institutional support: steel companies (strip mining, air pollution), oil companies (offshore drilling, air and water pollution), aircraft companies (the SST, noise and air pollution), some organized religions (anti-birth control), automobile, lumber, real estate interests, etc., etc.

Conservationists are the spoil-sports. They see limits everywhere. They are: paranoid (distrust technological tampering with the environment), socialistic (reject the right of private owners to plunder the earth), hippy (take to woods to escape "progress") and fanatic (wage militant fights against the destruction of the earth's ecology).

JOIN A ROUND EARTH SOCIETY SUPPORT THE TEACH-IN

Throughout this spring, and especially on April 22, Round Earthers on hundreds of campuses will join in a **NATIONAL ENVIRONMENTAL TEACH-IN** to explore nature's law of limits. This can be a historic breakthrough in understanding all that is needed to have a whole and healthy earth.

The Sierra Club, a young, 77-year old Round Earth Society, hopes you will participate — that everyone on your campus will seize this opportunity to learn ways to protect the environment.

To help you, the Sierra Club has prepared an environmental activist's handbook — ECOTACTICS. It will arm you to take the initiative to combat Flat Earth thinking; to find out how to keep your life-support system intact. ECOTACTICS will soon be available at your local bookstore.

ENVIRONMENTAL ACTION IS SOMETHING YOU DO.

You can: Read ECOTACTICS. Help your campus conservation group (if there is one; if not, form one.) Make April 22 the launch date for an ecologically sound future. Contact environmental scientists and other concerned members of your faculty to develop informed and effective ecotactics. Find out what is planned for April 22 on neighboring campuses and offer to help them. Enlist their help.

Many Round Earth Societies have long been carrying on the fight against degradation of the environment. Alone they cannot shatter the illusions of Flat Earthlings. They need the energies of the New Generation which, with luck, will inherit the spaceship earth. So join and support one of the Round Earth groups. Or two of them. Or more.

Campus Representative
SIERRA CLUB, 1050 MILLS TOWER
San Francisco, Calif. 94104

Name _____
Address _____
City _____ State _____ Zip _____

- Please send
- Information on the Teach-In
 - Information on the Sierra Club
 - A list of Round Earth Societies

P.S. If you cannot find *Ecotactics* at your local bookstore, we will be glad to send you a copy.
 Please send me *Ecotactics* and bill me for the price (\$1.25).

aids scarce

Approximately 68% of the students who attend Webster must be assisted financially by the college.

T. Michael Murphy, Director of Admissions/Financial Aids, explained that there will be more students next year therefore there will necessarily have to be more jobs. Most students this year are on Work/Study program. The jobs, which are based on need, are beneficial to both the students and the administration because the students get practical work experience and the school gets willing, on campus workers for the jobs.

Mr. Murphy stated that returning students will get whatever help is available before financial aid is given to new students. He also stated that there will be very few jobs to students who have no financial need because of the institution's financial position.

the results

Elections were held on April 9 and 10 for the members of the Student Executive Committee. The SEC is replacing the Student Association as the official student voice in the school.

Peggy Davies, former vice-president of the now defunct Student Association, was elected as Chairman. Opposing her was J. Kevin Hanlon, junior, and Dick Winchell, freshman. Mr. Winchell ran as a write-in candidate on an "apathy" ticket.

Jim McDermott, former representative to SA from his sophomore and junior class, was elected as Budget Chairman. Opposing him was Gael T. Infante, junior.

Eleven members at large were also elected: They are: Lewis Prince, Eve Coulson, Margaret Cameron, Maggie Szermer, Kay Murphy, Mark Sullivan, Bill Patterson, Harvey Schwartz, Steve Steiner, Mary Ellen O'Leary, Patricia Trainor.



peggy davies, S.E.C. chairman

A.F.S.C.

During the remainder of April, the Webster College Moratorium Committee in conjunction with the American Friends Service Committee plans to canvas the Webster Groves community. Students from the seminaries, high schools, and other interested persons have also been contacted and will support this action. What we hope to do is twofold: one, collect money for artificial limbs and medicine to aid Vietnamese injured by the war; two, and more important, to use this collection to talk to the community about the war. We also intend to alert the Webster Groves community to this action through posters in storefronts, articles in the local newspapers and church bulletins, radio announcements, the movie, "Once Upon a War," and possibly lawn signs. If you can help with the canvassing, be at Pope Kral's on April 19 and April 26 at 1:30 and plan to canvass till around 4:30. BRING THE WAR TO WEBSTER GROVES.

chairman davies outlines goals

(Editor's note: Peggy Davies, the recently elected chairman of the Student Executive Committee, held an exclusive interview with the Web earlier this week. The interview follows.)

Web Explain the simplified structure of the Student Executive Committee and how does this structure differ from the old Student Association?

P.D. Aside from the chairmanship, there is a budget chairman and eleven members at large. The procedures are less formal and the members of the committee define their own roles. Further restructuring will include the academic committees but this is contingent on the Faculty Executive Committee passing the proposal made by the Student Association several weeks ago.

Web. Why should students be interested in SEC?

P.D. Students shouldn't be expected to be interested in SEC unless SEC does something positive for them.

Web What will SEC be involved in next year?

P.D. I hope that we will be able to push through the degree in humanities proposal and to give the on-campus sabatinal a complete student evaluation. As I do not know the personalities or the interests of many of the elected members at large, more specific goals will have to wait until next year.

Web How will the SEC operate if the administration grants you no money?

P.D. We intend not to ask the administration for the usual \$20,000, simply because of the financial situation of the college. However, we will need an operating budget if we are to provide student services.

If a decision is made by the administration to withdraw all student funding then I think students must be told well in advance and must be given adequate information concerning the decision. Students must also be told where their money is going if not to student services.

Web Should students participate in the hiring of teachers, also, now that their voice is heard in tenuring faculty?

P.D. Students must be advised on the hiring and firing of faculty and the electing of department chairmen. The philosophy department is an example of proper procedure for hiring faculty members.

As to tenure, students must have more than a voice; they must have a vote in tenure. In a tenure committee of eight there should be from three to five students voting.

Web Would you like to see students carrying a vote on the Board of Trustees?

P.D. Students should have an indirect vote on the board by being able to recommend members to the board of their own views and interests.

Web Such as . . .

P.D. Such as Sam Brown.

(Editor's note: Sam Brown is a co-ordinator of the Vietnam Moratorium Committee.)

WEBSTER-EDEN EARTH DAY APRIL 22

	ROOM 101—LIBRARY	ROOM 105—LIBRARY	LORETTO-HILTON
9 a.m.	"The Ethics of Pollution and the Science of Pollution" Tom Bikson and Bob Corbett	"What can you do?" Dr. Daryl Anderson	
10 a.m.	"View from Monsanto" psychologist, chemist and bacteriologist will visit from Monsanto Co.	"Eagles' Lament" (film)	"The Subtle World" Phil Sultz
11 a.m.		"People Pollution" Dr. Catherine Verhey	"Environment" Multi-media presentation Bill Thielker
12 p.m.		"Eagle's Lament" (film)	
1 p.m.	JIM SYMINGTON	"Morality and the Environmental Crisis" Theology department	
2 p.m.	"Politics or Change" Fred Stopsky	"Medical Aspects of Pollution" Phil Fleckman Wash. U. Med. School	"The Subtle World" Phil Sultz
3 p.m.	Rally on Front Lawn - Where Do We Go From Here?		

peacemaking is hard

April 13, 1970

Open letter to the
Webster College Community

Daniel Berrigan is "underground," having refused to go to prison. Surely he experiences in a new dimension the truth of his own words:

Peacemaking is hard
hard almost as war
the difference being one
you can stake life upon
and limb and thought and love.

This past week I have experienced the truth of these words myself in a new and more agonizing way. Four times I sat and watched the film **Once Upon a War**, a documentary describing the rehabilitation work being done by the American Friends Service Committee in Vietnam. I saw limbless children and limbless mothers, a small boy burned from head to toe . . . And I have tried again to involve the Webster College Community in an action of peacemaking. But peacemaking is hard. We are disillusioned — "What good will it do?" We are **so** busy — "I have a term paper to write." "I have a novel to read." "I have papers to grade," etc., etc., etc.

Friday afternoon we tried to show the film when the faculty assembled for happy hour. I felt ashamed. What right had I to distract my colleagues from Friday cocktails with the sights and sounds of war? Sunday afternoon we began the canvassing. Four students showed up. Again I felt ashamed. What right have I to ask students to give their valuable time to such a frustrating cause? This letter is an attempt to justify myself and make a more open appeal for help.

Our plan:

1) We plan to show the film **Once Upon a War** to as many residents of Webster Groves as we can. What you can do: Ask anyone you know who lives in Webster Groves to attend the showing Friday evening, April 17 at 8:00 p.m. at the Y.M.C.A. Come to see the film yourself Friday or Sunday afternoon at 1:30 in Pope Kral's.

2) We plan to sponsor a house to house campaign throughout the Webster Groves area first of all to ask for funds to help continue the

work being done by the American Friends, and secondly, if possible, open a conversation with Webster Groves residents about the price of the war, the cost in human life and limb and thought and love—

What you can do:

Canvas with us, Sunday, April 19, and or Sunday, April 26, and/or any other day you can spare an hour.

The reasons why we think the project is worth our time and effort.

1) The war continues and we want it stopped! Of course, we don't expect Nixon to pull out on April 27, the day after our campaign is over. But maybe we will have influenced more boys not to go, and maybe we will have brought home the senselessness of this war to a few more people and maybe we will have opened a few more people to the possibility of listening to what young people all over the nation are saying. Because I know so many of you and respect you, I can't help but think that more people my age could appreciate and respect you if they had the privilege of meeting you in this sort of non-threatening, one-to-one situation. I want the war stopped and I have to keep trying to stop it for my own sake, even though I have no illusion that my efforts will bring immediate withdrawal. And, of course, that's why I need you because the more of us there are the more hope there is of an impact on our own community.

2) We want to help the war victims. Money is easy to get in Webster Groves. Six students collected \$29.61 in one hour last Sunday. Let's see, that's \$5 per student per hour; if we have 500 students for one hour we could collect \$2500!! I wonder how many artificial legs that would buy?

3) Some desirable side effects: Better relations developed between Webster students and the Webster Groves community.

A model of a constructive peacemaking activity which could be duplicated elsewhere —

Peacemaking is hard
hard almost as war —

It will cost you an hour out of your life, aching feet perhaps, and thought and love; I think it's worth it.

Anna Barbara Brady
Monday, April 13, 1970

danforth to give commencement

The following is the program for the May 16, 1970, commencement ceremony. It will take place at 2 p.m. in the Loretto-Hilton Center for the Performing Arts. Admission of guests is by ticket only. (There will be no baccalaureate ceremony this year.)

Order of Activities

Processional;
Opening Remarks, Dr. Leigh Gerdine, President; S. J. Zimmerman, Chairman of the Board.
Commencement Address, John C. Danforth, Attorney General, State of Missouri.
Presentation of Candidates for degrees, Dr. Joseph P.

Kelly, Vice-President.
Conferring of Degrees, Dr. Leigh Gerdine, President.
O Sing Unto the Lord, Webster College Choir, Joseph Beck, Director.
Recessional.
A reception for faculty, graduates and guests will be held immediately after on the Fine Arts Campus.

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APRIL
17
and
18

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ROCK & BLUES"

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"GARTH"

— also —

folk singer

martha radovski

NEXT WEEK: (apr. 23, 24, 25)

"Indian Wants the Bronx" and

"Noon"

tickets on sale—mon., apr. 20th

"boys from syracuse"

"The Boys from Syracuse," a musical comedy based on Shakespeare's "Comedy of Errors," will be presented by the theatre arts department in cooperation with the music department on April 30 through May 3 and May 6 through 10. All performances will be at 8 p.m. in the Loretto-Hilton. Music for "The Boys from Syracuse" is by Richard Rogers, lyrics by Lorenz Hart and the book is by George Abbott.

The production is being directed by J. Robert Dietz.

Joseph Beck, assistant professor and director of choral activities, is musical director for the show.

Choreography will be by Michael Simms.

The set and lighting will be done by professional designers

and the costumes will be designed by a student, Pat Moser. Working with Miss Moser is James E. Brady, resident designer for the Repertory Theatre.

Grady Larkins is designing the set.

The cast is as follows:

Antipholus of Syracuse.....Michael Calkins
 Antipholus of Ephesus.....Steve Nobel
 Dromio of Syracuse.....Charles Harper
 Dromio of Ephesus.....Eddie Deep
 Sergeant.....Wayne Powers
 Adiana.....Tonia Smith
 Luciana.....Kathleen Locklar
 Luce.....Margie Moe
 Agean.....Bob Walwork
 Duke of Ephesus.....David Deutch
 Courtesan.....Mary Ruprecht
 Seeress.....Mary Fox

no effective leadership

(Editor's note: The following letter to the editor is from Dr. Jerome Perlinski, past chairman of the Faculty Executive Committee. Because of the length of Dr. Perlinski's letter only a portion of it appears here. It will be continued next week.)

At a recent meeting of the Faculty Executive Committee, I was asked to offer my views on the over-all problems of Webster college and what the role of FEC could be in relation to them. What follows is the substance of that conversation, expanded to include not only the problem of governance and governance roles, but also the academic and social environment of the college. They are, of course, my own views, based solely on my own experience and perceptions and written with the view that my future with the college already has a personally chosen limit.

I. LEADERSHIP: While the problem of leadership may not be first in importance, it comes first to mind as the most obvious since we have witnessed an official change of leadership within the past academic year. It seems to me there are three distinct levels of leadership which are weak at Webster. First, the administration of the now Mrs. Wexler was highly imaginative, very visible and verbal. It, or better, she, therefore, received a great deal of internal and external publicity. Nevertheless, Mrs. Wexler's administration was paternalistic, a sort of benevolent despotism. Now we know that the age of benevolent despotism did much for Europe. And we know also why despotism arises—not always is it the result of a strong willed personal one. Very often a power vacuum is simply filled by an administrator. I believe this was the case at Webster. So powerful were Mrs. Wexler's ideas (and charm) that she overwhelmed most students, faculty and ad-

ministrators into an acceptance of her very laudable and advanced educational concepts. In this she was aided by several faculty members and administrators as well as some students (some of these persons are still at the college), and so the college took on the appearance of an institution actually operating under the principles of participatory government. In fact, these principles worked only sometimes—usually in cases where all parties involved already agreed in advance upon a solution. Nevertheless, I do not mean to negatively criticize the first years of Mrs. Wexler's regime since it is surely no secret that the majority of the persons at the college during those years were decidedly new to the academic world or less experienced than others at a more well established institution, and their work achieved an unusual degree of excellence.

During the academic year of 1968-69, the school noticeably floundered for lack of leadership. There are several reasons for this, but the two most obvious, I believe, are the creation of the new Board of Trustees, whose education and development took much of the President's and Vice-President's time, and Mrs. Wexler's personal life, culminating in her June marriage. These, along with grave financial problems, did not permit an effective internal administration. It helped advance the notion among members of the college community that the essential work of innovation had been completed and that now peripheral experiments (that is, experiments which did not essentially change the core structure of the system) were to be encouraged. The college then generally floated along on past beliefs and future hopes during the interregnum of the summer and

fall of 1969.

I do not believe the situation to have yet essentially changed. Dr. Gerdine is primarily occupied with financial and Board problems. Whether this is as necessary as the administration claims it to be or not, I have no way of knowing since I have never seen financial files nor more than the barest outlines of fiscal needs. Yet I have little reason to doubt that the financial condition of the school has reached its nadir and that there is no way to go but up. And again I have no reason to doubt that Dr. Gerdine is the man to achieve this. Yet he has no shown within the last several months any effective leadership on the academic or internal side of the community other than several teas which seem to me to be out of tune with the tenor of our student body.

Therefore, the second leadership problem as I see it is a continued lack of direction provided by the chief administrators in internal and academic affairs. The results are negative: into the vacuum have stepped second-level administrators; the governance system has by and large failed since the persons involved have the feeling that their activities are of no real importance, the top administrator spending little time with them or giving them little attention. The argument of priorities may, of course, be a valid one. Financial problems must be settled first or else there will be no college. However, perhaps the most effective leaders are those who attack all fronts. If the college loses its human resources—resources which it has gathered together with some success by the Admissions Office for the students and by accident on the part of the faculty—then fifteen million will only serve to endow another medium institution playing at experiment

Third, the college is plagued with weak department chairmen who have, in general, provided little direction to their enclaves. This weakness in administration (which in no way detracts from their competence as teachers or persons) is often permitted in the name of participation, experiment, or—the reverse—academic discipline and excellence. The result has been that departments have grown to be anachronisms, few really believing in their efficiency: more than a loose superstructure designed to provide jobs and course titles. The students have suffered more from this than anyone. No wonder specialization seems to be outmoded; if it must be protected by outrageous requirements which cut the department off from the rest of the college or if its structures are so loose as to be imaginary, or if there has been consistent mismanagement, then specialization

(Continued on Page 4)

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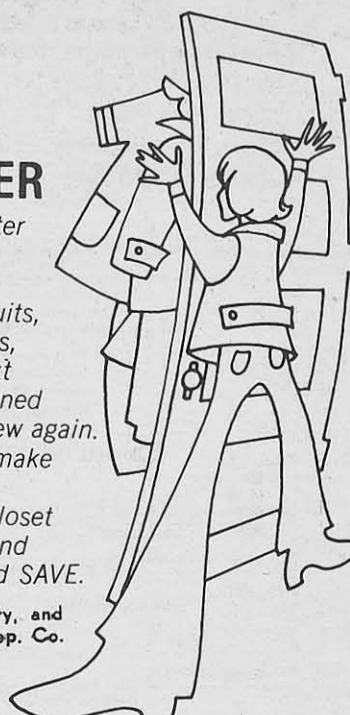
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Admissions Profile as of April 13, 1970

Students	Accepted	Rejected	FRESHMEN Withdrawn after decision	Withdrawn before decision	Pending	Total
Male	88	19	8	0	38	444
Female	200	13	35	4	39	
Male	19	0	TRANSFERS 0	0	30	113
Female	42	1	1	0	20	

perlinski

leadership missing—where and why?

(Continued from Page 3)

can only be seen as a detriment.

II. LACK OF COMMUNICATION: The talk of communications gaps has become so hackneyed I am surprised to find myself using the phrase. But never before have I seen so many so unwilling or incapable of listening to one another. This merely repeats the conclusions reached at the col-

lege institute in early February. I believe this close-mindedness is one of the causes for the failure of so many otherwise excellent ideas and plans, for the lack of cooperation and mutual support, for the failure of participatory government. For a long while I believed that the trouble lay in a lack of understanding. This platonic belief in ignorance as the only obstacle to virtue I have abandoned.

My work on the FEC has convinced me that there are many who refuse to understand and even some who feign misunderstanding or openly flout the common agreements of which the college handbook is the symbol. A very sad symbol, since it rarely stands as a guideline except as a last resort. This inability to compromise and work together toward a com-

mon goal is, I realize, common to the academic community at large: here Webster has little claim to uniqueness. Yet, as I understand it, the original intention behind the revitalization of Webster was to create an academic community freed from this most common illness. That was, for me at least, the true experiment. It is still regarded as utopian. (Continued next week)

freedom psychosis

If by a college one means an environment in which students investigate, in approximately equal amounts,

- 1) academic knowledge
- 2) questions of individual identity

then Webster is moving from a college to an "encounter group." This immersion in large scale psychodrama results from the completeness of recent student iconoclasm and is carrying the eternal student pastime of navel-gazing to the verge of serious mental disassociations. As a consequence, traditional academic pursuits are being rapidly subsumed by the urgency of "Who am I?" Although the identity crisis is not unique to Webster, Webster is unconsciously contributing to its severity. The abundance of academic freedom and the dearth of established high-quality standards, the too-meager work loads in too many courses and the absence of sufficient counseling are lessening the time required of students for things academic. Thus, freedom at Webster is moving from an advantage to a psychosis—a freedom from studies—a freedom for extended rides on the navel-gazing carousel.

Perhaps by requiring more time and energy expended on academics, students would be frequently forced to abandon the carousel for more constructive and certainly less dangerous pursuits. They would have at least this frame of reference to struggle against. It is possible to do both, 1) and 2) but not as the situation stands. If, on the other hand, Webster decides that its purpose is providing solely an environment for solving personal problems then I suggest that the atposteriori obsolete faculty be replaced by a faculty of psychiatrists and psychologists and Webster become an out-patient branch of Barnes Hospital.

Norman Liden

World Campus Afloat is a college that does more than broaden horizons. It sails to them and beyond.

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Art student Leana Leach of Long Beach sketches ruins of once-buried city during World Campus Afloat visit to Pompeii.



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Name of School

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City State Zip

Campus Phone () Area Code

Year in School Approx. GPA on 4.0 Scale

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City State Zip

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Until info should be sent to campus home approx. date

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CLASSIFIED ADS:

Wanted: girl for lonely man. Must be cross between Sophia Loren and Phyllis Diller. Send resume: box 127.

dear josephine (wife of napoleon & empress of france): "Hello, stranger!" —a.f.l.

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s.h.—read page 1, lower left hand corner.

congratulations chris and chuck on saturday april 18.

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7:30 and 10 p.m.
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Washington U.
\$1.50

M.A.T. and thee

The M.A.T. in Religious Studies is seeking faculty approval for a proposed extension of their present program.

At the present time the program is principally a summer program. Most of the participants are from out of town and earn the 30-hour M.A.T. degree by attending Webster for five summers.

The proposal, submitted by Anna Barbara Brady, is an attempt to establish a joint degree, announced and coordinated as a cooperative venture between Eden and Webster.

Summer Session 1—Student begins the program in the summer session at Webster College. 6 hrs. credit.

Fall semester 2.—Student takes the core course offered at Eden. (Theology of Society). 9 hrs. credit.

Fall semester 3.—A three hour course at Webster. 3 hrs. credit.

Spring semester 4 — Eden (Theology of Person). 9 hrs. credit.

Webster 3 hrs. credit.

Total: Eden18 hours
Webster12 hours

30 hours

(The students will be able to do more work at Webster

as the program grows and we offer more courses for them.)

The degree is awarded from Webster College and Anna Barbara Brady remains director and responsible for advising the participants and evaluating their programs and their progress in the program.

The advantages for Webster as outlined in the proposal are:

The program gives us another demonstration in inter-institutional cooperation.

The joint degree makes possible a full time program for the few students who take off a year from teaching or parish work.

The numbers do not warrant the expense of organizing a special program for them but the core courses at Eden are based on the same philosophy as the thematic approach to religious education.

Dr. William Duggan, member of the Webster theology department, in a minor disagreement with the proposal feels, however, that Webster "should improve its role in the program by offering more core courses."

The proposal will be on the agenda at the Faculty Constituent Assembly meeting, April 30.

M.S.L.I.

The Missouri State Library Institute will be held at the Loretto Hilton Center for the Performing Arts Sunday through Thursday, April 26-30.

Guest speakers include Adam Casmier, Monday, 9:00 a.m.; George Leonard, author of **Education and Ecstasy**, Wednesday, 8:30 p.m. and feminist Marlene Dixon, Thursday, 10:30 a.m.

dehydration

This is a tentative, partial list of faculty who are leaving Webster College.

Ernest Smith, Art Department; Thomas Linehan, Art Department; Sr. Barbara Barbato, History Department; Dr. Jerome Perlinski, History / Theology Departments; (Dr. Perlinski will be leaving in January); Edward T. Clark, Social Science Department; Andrew Bjelland, Philosophy Department; Dr. Reta Madsen, English Department, and William King, Social Science.

"dear old syracuse"



Students Kathleen Locklar and Michael Calkins rehearse with J. Robert Dietz, director, for the Webster College production of "The Boys from Syracuse." The musical comedy, based on Shakespeare's "Comedy of Errors," will be presented April 30 through May 3 and May 6 through 10 in the Loretto-Hilton Center on the campus. All performances are at 8 p.m. Tickets are \$1.50 and \$2.00 and may be purchased at the door.

alumni weekend — april 24-26

anti-war evolution: from resistance to revolt

The April 15th national day of anti-Vietnam war action came and went without engendering a great deal of national feeling against the war.

There were substantial, and in several cases violent, protests against the war and the use of tax money for the war. But the sense of a national movement that had been felt during the major anti-war actions in October and November was not present.

Commercial press play of the demonstrations was far less prominent and complete, particularly in relating them to one another.

At the same time, the New Mobilization Committee, Student Mobilization Committee and Moratorium Committees failed to make this month's anti-war activities very newsworthy. Teach-ins, rallies, student strikes and speeches have become very "old hat" to the anti-war movement. They have also been very ineffective.

The major anti-war committees had said this month's pro-

test would attempt to expand the base of the anti-war movement to workers, businessmen, and the communities-at-large. There is little evidence they were very successful. Atten-

dance at the major city rallies was, if anything, younger and more anti-establishment than ever.

Ted Johnson of the Moratorium Committee admits the

PEACE ACTION CALENDAR

April 24 to April 30

FRIDAY, APRIL 24—

ECOLOGY TEACH-IN at many locations. Call 863-0100 ext. 4070 for programs.

SATURDAY, APRIL 25—

ECOLOGY TEACH-IN continues.

SUNDAY, APRIL 26—

ECO-FAIR booths of information and demonstration. Pavilion Hall, Forest Park.

MONDAY, APRIL 27—

PEACE COUNCIL BOARD—8 p.m. monthly meeting. Peace Center, 6244 Delmar.

THURSDAY, APRIL 30—

7-10 p.m.—DRAFT COUNSELING TRAINING SESSION. AFSC office, 447 DeBaliviere. Call 862-8070.

8 p.m.—COMMITTEE TO END THE WAR IN VIETNAM, weekly meeting. Room 203, Cupples I, Washington University.

University administrators, local courts, and a federal grand jury are uniting to crush the anti-ROTC movement at Washington University (which must mean it is right on!) If you can share your bread, send some to: Legal Defense Fund, c/o English Dept., Washington University, St. Louis, Mo. 63130. It is desperately needed.

Call the Peace Center, 862-5735 for further information.

base hasn't been broadened in the major metropolitan areas, but says the April protests showed "very much success in broadening efforts in many smaller places." He cites Scranton, Pa., where 5,000 demonstrated and the state of Idaho where 3 to 4,000 demonstrated as examples.

Perhaps the more moderate members of the anti-war movement who attended past peace rallies were scared off by the possibility of violence, or perhaps they were just as bored with the same old rally routine as were the students whose frustration drove them to violent protests following rallies in Boston, Berkeley, Saint Louis and other cities.

So perhaps April 15 was a turning point for the anti-war movement. Pacifist Dave Dellinger, one of the earliest anti-war crusaders and Chicago Eight defendant, sees it as one. Dellinger, speaking at a Washington rally of 2,000, said, "The time has come to move from protest to resistance."

The only form of resistance offered in the spring "offensive" was tax-resistance. And the rallies on tax deadline day which encouraged persons to pay their taxes were a little too late to have any substantial effect this year. Tax resistance also is extremely difficult to implement due to automatic withholding of taxes by most employers. Most of the rally speakers calling for tax resistance did not confront this problem.

Dellinger said resistance must "lead to rebellion and insurrection," but must not become violent, although the majority of the Washington crowd cheered his advocacy of non-violence, a significant portion could not see how continued non-violence, could ever bring about the rebellion for which he called.

The anti-war movement has grown conceptually into far more than the issue of "bringing the troops home now." In every city where there were major demonstrations, there

(continued on page 3)

WEB

editor: anita vitullo
 news: kathi hoener
 copy editor: anne del barco
 business: barb rawe
 ads: wayne powers

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

If success can be measured by increase in readership (and I'm not convinced that is the success a newspaper should desire) then the WEB has shown much improvement this year as a means of effective communication. However, if each man measures his own success in a personal and subjective way, then the WEB was not all I, as editor, hoped it would be.

I had envisioned the WEB's role to be that of a "trouble-maker," to question, remind, explore, instigate and accuse, if necessary. This we did on too few occasions. As Dr. Stopsy suggests, it is difficult to circumvent personalities at a small college; soft feelings soon harden. It is much easier to avoid the issues.

Students in a position of leadership, as I have learned, have a tendency to lose their identities when working with administrators. They become co-opted into the world where money makes decisions. I do not care to be told, anymore, of the problems of the college. I wish, instead, to remind the college of the problems of students.

Because student leaders have neglected, for the large part, those they represent, they seem no longer to be useful. When faculty committees and individuals are more responsive to curriculum changes, dorm complaints and lack of student voice in departments, why should nominal student leadership be recognized?

I hope next year the WEB will remain a weekly newspaper and become less of a faculty forum and more pervasive with student opinions. The year has had its ups.

anita vitullo
 editor



The MC5 and ROTARY CONNECTION will appear in a benefit gathering for Ecology Teach-in Program this Saturday night, April 25, at 8:00 o'clock in the evening in the Washington University Fieldhouse. Profits from the concert, hosted by Gatorade, will go to the Teach-in Committee and The Environmental program. Tickets at \$3.00 are available at Webster Groves Bookshop; buy one ticket and get one free pass — good until Friday.

new perlinski thoughts on old problems

(Editor's note: Part I and II of Dr. Jerome Perlinski's letter appeared in last week's WEB. The conclusion follows.)

III. CONCEPTS OF GOVERNMENT: Very few attempts have been made to analyze the varied notions of governance reigning within the college community. I believe there are many, but two general categories seem clear: the "authoritarian" and the "participative." Now everyone at Webster claims to be pro-participation. Nevertheless, many of the most vociferous defenders of participatory government are veiled authoritarians, and students, surprisingly, can be counted among them! By an "authoritarian" system (and in most cases it is benevolent) I mean the traditional tri-partite structure of administrators, faculty, and students (in that order). In this system, the essential (financial) decisions are made by administrators (generally) who claim a special "view point" of the school since, they say, they are enabled to see the whole rather than merely an individual part. Faculty and students are often included in discussions, for opinions, for show, for peace—for any number of reasons and not all of them unimportant or purely honorary. Yet they are used only as advisors in decision-making. If they have the real power of making decisions, the decisions rarely have any financial effect upon the college. I see this as a description of our present system, although we have oiled the more blatant paternalism of the administration by the use of words and expressions coming from a participatory frame.

In a participatory system, power is shared. It is wielded by those whose lives will be affected by the decision. In this case, the budget director becomes a real instrument in the hands of the policy makers. He tried to make the budget fit the needs of the college, rather than the opposite.

This is the system outlined in the college handbook where policy-making power, real decisions, emanate from two sources: the chief administrators (president and vice-president) and the college committees.

While this is no place to expand the feasibility of this system, a few remarks are in order, if only to clarify how far we are from the ideal to which, at least several years ago, the college community professed itself. The participatory system has no models on the academic level. That is why it is difficult to construct it; that is why there would be failures. It calls for new roles: hybrids of faculty-administrators, student-administrators, managers; it calls for new concepts in budget control. Few people, it seems to me, at the college have spent any time in fleshing out what these new roles might mean; they too remain, in the minds of most, utopian.

I submit (knowing that everyone is aware of my own bias toward participatory government) what we ought to openly and honestly admit that the governance system as it now exists (even though it includes students on every level **except the Board**) is essentially framed upon the "authoritarian" model. Then we ought to decide whether the college wishes to truly experiment in a direction toward participation. If not, then the verbiage ought to be dropped. If so, then we must accept the struggles and failures that come with newness. Some will argue that we have, in fact, been struggling with this problem and that to expect more and better results than we already have is unrealistic. I suggest that we have simply been struggling with our own understanding of a college and have little experience in the experimentation with power. IV. EXPERIMENT: The notion of experiment or innovation is another area where Webster

has not yet taken a clear stand. The fund raising campaign brochure will be filled, I am sure, with experiments in which Webster has participated. All of them are honest. But they have seldom been community commitments. They have been, as it were, peripheral (in the sense used above). The time has come when any experiments need the support of the entire college community: experiments in the creation of divisions, interdisciplinary courses, curriculum renovation, "inner college," teaching methods, and the like. None of these can be undertaken without the total support of the college, for they affect the inner core of the college and what it hopes to produce. Undoubtedly, experiments which take the efforts of only a few people will continue. But unless we get clear what we mean by experimentation, Webster will be noted only for such peripheral innovations rather than for a revolution within the educative process itself.

The problem arises from what I perceive to be a dual view of the kind of experiments in which we can engage. There are few people at Webster who are openly anti-experimental. But the majority believe that experiment should be limited to the fringe of the college, leaving a solid, inner academic core to which an experimenter (faculty or student) can return once his experiment is finished or has failed. This is, in fact, the situation as it exists today. VAULT, the on-campus sabbatical, the off-campus sabbatical, credit/non-credit courses, WIMSAA—none of these have affected the inner core; education in discipline by courses, set hours, etc. Furthermore, this notion requires experiments to be approved (the uproar over the on-campus sabbatical of

(Continued on page 3)

letters to the editor

To the Editor:

Since Dr. Perlinski's letter is on the installment plan we will respond to the first part of his letter which recently appeared in the Web (April 17, 1970). Dr. Perlinski was honest to point out that his own views and his own perceptions formed the basis of his letter. We concur with his judgement that his letter was highly subjective.

However, we do not concur with his judgments concerning the lack of leadership during the academic year of 1968-69. Leadership can be a very means the ability to make nebulous word. If leadership cisions then Dr. Perlinski has erred in his judgment that the "college generally floated along on past beliefs and future hopes." Many decisions were made during 1968-69. The best example of the process of decision-making which included participation by students, faculty, and administrators was the selection of a president.

We also disagree with Dr. Perlinski's judgment concerning Dr. Gerdine whom he says "... has not shown within the last several months any effective leadership on the academic or internal side of the community..." Dr. Perlinski seems to have forgotten the interest and encouragement communicated to him by Dr.

Gerdine concerning the Sabbatical Plan which has obvious implications for the academic future of Webster. Dr. Perlinski says he has little reason to doubt that the financial conditions of the school can go anywhere but up. We agree he has little reason to doubt this. He should have tried to obtain more reason. If Webster begins to move upward financially it will be due to the time and effort constantly put forth by Dr. Gerdine. We would like to add that in spite of this immediate concern with financial problems he has frequently communicated with the Faculty Executive Committee and its chairman. The communications are as much gins to moves upward financially as financial.

Dr. Perlinski expressed his concern in regard to the state of experimentation and the condition of departments. His observations may be legitimate but where the problems precisely lie seems to be elusive. We invite Dr. Perlinski to remain with us a few more years to help uncover the strengths and the weaknesses of the college. There seems to be divergent opinions there is conflict. Conflicting ideas and concerns can be the rich soil in which truly experiment and progressive ideas grow.

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where are we going?

(Continued from page 2)

this semester seems to have been precisely over this issue), evaluated, and always attached by a life-line to the central core.

There are some, however, and I number myself among them, who believe that experimentation is possible on all levels, leaving no inner core for safety should the experiment fail or be concluded. These experiments are more dangerous, more taxing, riskier and have few if any models. Because of this, they are often difficult to predict, or sometimes even to describe until one is well into the program. In this view, there is nothing sacred in education, not even content. Finally, it is a view which would hinder education if everyone were to attempt it. But surely American higher education has room for a single college which occupies itself in this way. On the other hand, in order to work, an entire college must accept it or, at least, support it. I do not believe that Webster or any other small college can provide support for both concepts.

V. SECOND-RATE: Finally, there seems to me to be a vague but pervasive feeling in the college community, voiced most openly by students, that the college is second-rate, unsuccessful, or not living up to its promise. The curious effect of such a sentiment is that it does, in fact, create a second-rate institution. This is not to say that Webster College is the world's or even America's foremost institution of higher learning. But I think it not out of place to ask

in which race we think we are running, and in which ways we measure success. If we measure it in aliveness, in self-criticism, in people resources, in individual capacities, in student awareness, in creative publications—we measure favorably with any institution of comparable size and history. If we measure it in personal freedom and ability to create a personally rewarding and alive education, we outrun almost all other institutions. Yet there is substance to the second-rate sentiment if we measure our abilities in substantiating our ideas, in working together, in the creation of a personally, relevant, profound and useful education. Simply said, this only means that most persons make little or poor use of the freedoms provided by this college community.

On this question, we ought to ask ourselves what we really want. DO we want a solid, traditional educational institution, noted for its frequent and exciting peripheral experiments, a place where faculty and student alike can keep their foot in the door of respectable academia (just in case the experiment does not work, they can run back for grades, credits, honors, and ranks) while at the same time dabbling—honestly—in educational experiment? Or is there anyone willing to try a totally new approach, in which there is no mother-ship to which to return institutionally, which risks failure for the sake of being better, and most importantly, in which one must think, use one's imagination and creativity, to produce his life. It is difficult to find new ways, especially where very few others are trying at all. And very often it does not look at all "respectable."

—Jerome Perlinski

tactics for resistance

(Continued from page 1)

were demands by significant portions of the crowd to free Bobby Seale, the New York Panther 21, and other political prisoners in this, a country which supposedly thrives on political dissent.

There were demands against the industries that make money on war and ravage our environment. There were demands against the militarism that controls campuses (ROTC and research) and controls the Senate (the ABM and the Pentagon budget.) There were demands against the police state which goes wherever anti-war people go. At the Washington rally, there were far more police on the premises of the Capitol than demonstrators, and there were Justice Department agents everywhere in the crowd.

Most significantly, there was a feeling that no matter how many more times anti-war people get together to hear each other talk and sing, and no matter whether there are 2,000 or 750,000 of them the effect by it whatsoever, as government "will not be affected by the man at 1600 Pennsylvania Avenue told reporters in October.

"Most of us are sick and tired of words, words, words," folk singer Pete Seeger, who has been part of the new left since it was the old left, told a rally of 6,000 in New York City.

That it is time to resist and rebel was pretty much in agreement among protestors April 15. How to resist and rebel was the big split. Delsing says it can be done non-violently.

Peter Camejo, Socialist Workers Party candidate for senator in Massachusetts, agreed. Speaking in Washington, he told protestors to go out and win people to their be-

liefs—undermine the present scheme of things by winning over the workers and anyone else who can be reached. He noted that the illegal postal strike, while not being violent, was radical action and resulted in a pay hike for post office employees without prosecution for defiance of the law.

But many, particularly the young—and there was a heavy concentration of high school students participating nationwide—could not accept Camejo.

His old left tactics have not worked and are not likely to stop the killing, institutional racism and political repression anytime soon, they felt.

Chicago Seven Defense Attorney William Kunstler, who has become one of the most articulate spokesmen of the Movement in recent months summed up the way an increasing number of anti-war people are feeling in a speech to 6,000 war-tax protestors in New York, "You must resist and resistance means everything short of revolution—and if resistance doesn't work, revolt." (CPS).

Anyone interested in working on the WEB for the 1970-1971 academic year, please contact Kathi Hoener (resident mail box 59).

POPE KRAL'S invites you students of Webster College to attend a performance of THE INDIAN WANTS THE BRONX, a play by Israel Horovitz, and NOON, by Terrence McNally. They will be presented Thurs., Fri., and Sat. nights, April 23, 24 and 25. Tickets are \$1.75 and will be available at the door. Curtain 8:30. This invitation is not extended to Mrs. Bass.

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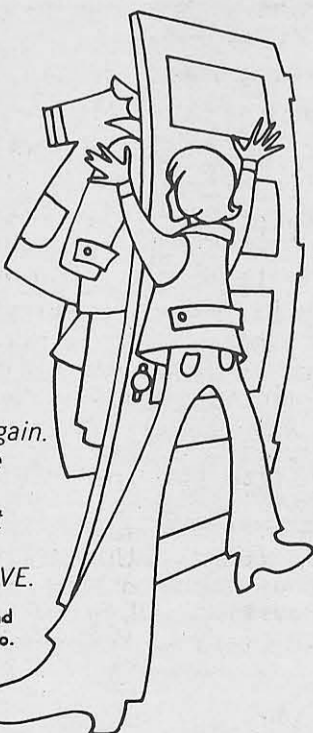
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by bill stretch

Don't go to SATYRICON expecting merely another Fellini romp. You'll come out of the theatre with a headache if you do. Fellini's version of this ancient Roman satire is quite intense, from the color (which is garish and murky, excepting for a museum scene which looks as bright and modern as today) to the costumes, to the incredible characters who inhabit them. Many say the film paraphrases today, however it is more another glimpse into Fellini's mind, which is more in tune with always than with just right now. Fellini's SATYRICON should for all practical purposes satirize itself—any still from the film would tell you this. Yet when the stills flow together into film, Fellini keeps tight reign. We only laugh when he wants us to. Outwardly SATYRICON seems very untogether—from its none too accurate ancient Rome to its complete lack of plot. Yet Fellini has infused a mood into the whole thing which turns it all quite solid—and quite immortal.

One only laughs at Ross Hunter's AIRPORT when one is supposed to, but for all the wrong reasons. Ross seems to have lost his knack for pseudo-elegantly redoing the Holly-

wood cliché. Whereas many of his other films were rather campy art forms (excepting perhaps the excellently done THE CHALK GARDEN, for which poor Ross still can't take credit since it was so watered down from the original stage version) AIRPORT turned out to be just another undistinguished Hollywood product. The adaptation is fair however (much better than the perfectly horrendous movie

version of HOTEL) and Helen Hayes and Maureen Stapleton are worth the price of a ticket. I should also mention Dean Martin and Jean Seberg, who are perfectly awful. Miss Seberg does come across as a genuine bitch however. The needless wide-screening of this film may give you another headache. If you're lucky you'll be able to sit at home and watch another rerun of THE V.I.P.'s on T.V.

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'boys from syracuse' opens April 30th.

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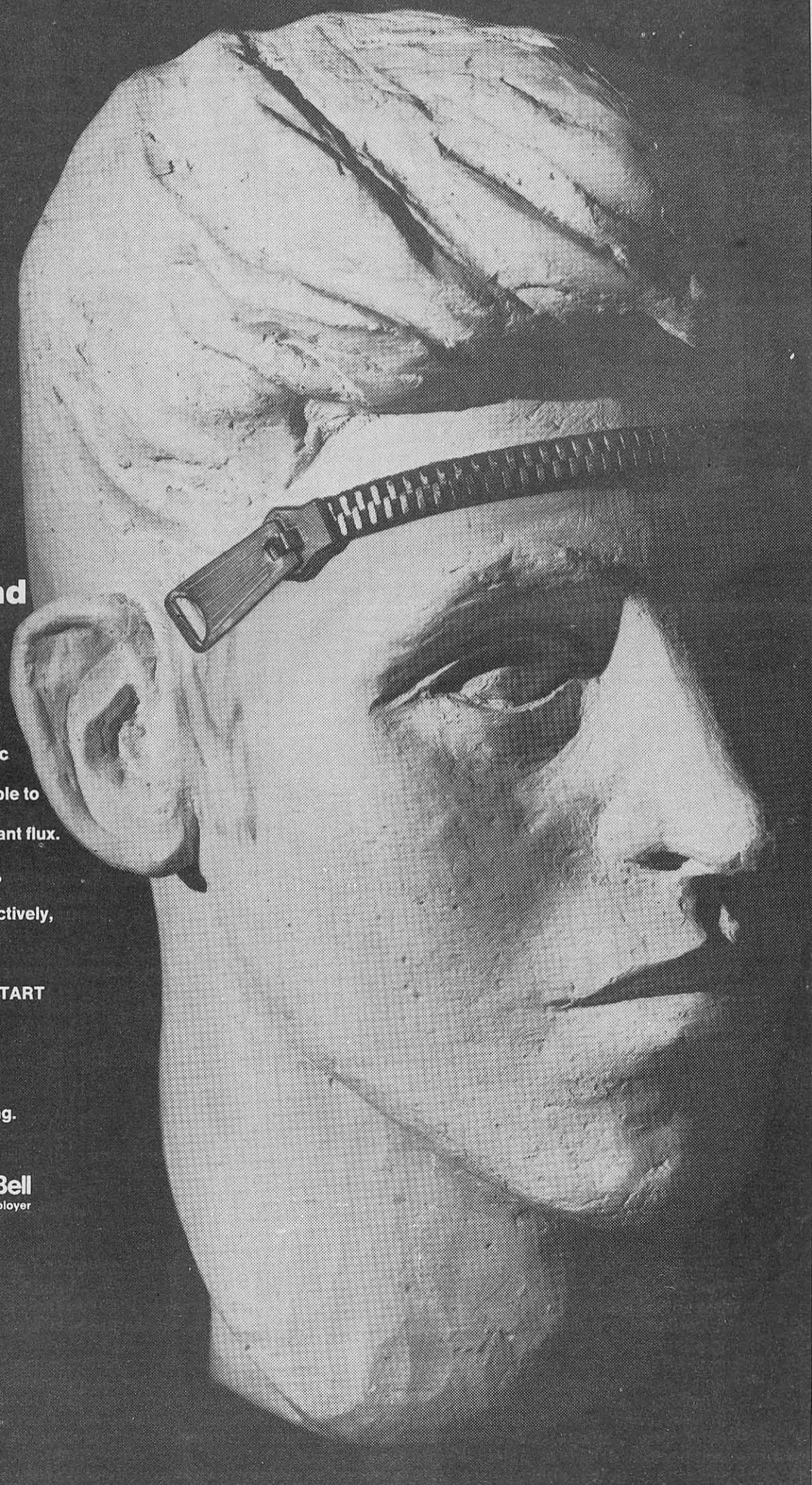
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the WEB

May 5, 1970...Strike Issue

May 5, 1970

From: The Webster College Strike Committee

For release: Upon receipt

At a meeting Monday, May 4, after the killing of the four Kent State University students, the Webster College Strike Committee called for a general strike on Wednesday, May 6. This strike is in sympathy for the four students killed and in protest of the escalation by President Nixon of the war into Cambodia.

The following statement has been issued by the Webster College Strike Committee:

"By staging a strike within the Webster College Community on Wednesday, we are using the freedom given us by an open administration to use the College as a forum for effectively communicating student opinion to the public. In no way are we striking against the college, the administration, or the faculty. All our actions will be non-violent and calculated to encourage intelligent involvement in the vital social issues immediately before us.

This affirmative strike is a tactic to encompass the more conventional methods of protest (fast, petitions, telegrams and rallies) within a significant non-violent action.

Our society is in an emergency situation. To conduct "business as usual" is to deny the magnitude of our dilemma. Continued silence and apathy will only further undermine our freedoms as members of a participatory government."

S.E.C. MEETING

An open meeting of the Student Executive Committee was held in the President's House, Monday evening, May 4th. The informal proceedings were opened by Arthur Rosenberg who informed the participants in the meeting of a plan for an affirmative protest of U.S. escalation in Cambodia in

(OVER)

(FROM P. 1)

the South East Asian war. The plan was drawn up by a committee of Dr. Jerome Perlinski, Bill Irving, Sr. Anna Barbara Brady, and Arthur Rosenberg of the Webster College Faculty, and Martha Radovsky and Tom Spalding of the Webster Student Body. The initial protest plan called for a strike that would close down Webster College Friday, May 8th. Mr. Rosenberg said that the protest was "to influence but not to incite."

Mr. Rosenberg also informed the meeting of a conference held that afternoon in which Martha Radovsky and Bill Irving presented the plan for the strike to the administration of Webster College.

After the news release that four students had been killed in a protest against the Cambodian escalation at Kent State University in Ohio, and a statement issued by the National Student Association encouraging individual campus demonstrations honoring the four Kent State students on either May 5th or 6th, it was decided by the participants at the meeting to move the date of the strike to Wednesday, May 6th.

Tom Spalding, the evolved chairman of the Strike planning Committee, assigned volunteers to notify Academic Department heads, faculty members, and College Service personnel and request their participation in the strike on Wednesday.

Also decided at the meeting was that there was to be a ~~student~~ strike on Tuesday, before the General College Strike. Plans were made for an all night Vigil to be kept on the front lawn of the College in memory of the four dead Kent State students.

The question was brought up on how to deal with the members of the Webster College Community who opposed the protest. Participants at the meeting agreed that if any opposition to the protest was met, that it would be met passively and non-violently. Any sort of violent confrontation on the part of the strikers and opponents to the strike would not be a just means to communicate a stand on peace.

TUESDAY, MAY 5

All Day ----- STUDENT STRIKE OF CLASSES

10:00 am ----- Meeting for Strike Marshalls--Maria Lounge

12:00 (noon)--- Silent March from campus, west on Lockwood to Gore, cross Lockwood and go east to Laclede Station Road, return to campus.

4:00 ----- General Meeting of Webster College Strike Committee. Brown House

6:00 ----- Marshall Meeting Brown House

7:30 ----- Marshall and sitters meeting either at tennis courts or Studio Theatre

ALL DAY AND ALL NIGHT: Vigil in sympathy and protest on front lawns of Webster and Eden.

WEDNESDAY, MAY 6

The following is the tentative schedule of events for the strike on Wednesday.

5:00am-5:00pm Sit-ins in all non-participating offices and services.

ALL-DAY----Fast for solidarity; participating individuals will not eat at the food service as well as the option to extend their personal fast.

7:00pm ----Assembly on Fine-Arts Lawn

8:00pm ----"Boys from Syracuse" Benefit performance for murdered students memorial fund

Obituary: moratorium passes away

By BILL SIEVERT

WASHINGTON—The Capitol of the nation's anti-war establishment is losing a resident.

During the past year, 1029 Vermont Avenue NW has become the home base for such varied anti-war organizations as the New Mobilization Committee, Student Mobilization Committee, GIs for Peace, Roger Priest Defense Committee, and the Vietnam Moratorium Committee.

But the aging ten-story peace building is losing one of its most well known members when its ran out May 1. The Moratorium Committee is closing down its national office, so that "we don't become part of an anti-war bureaucracy that continues to exist only because it is a national office," according to Sam Brown, one of its founders.

The Moratorium staff, and its key organizers from around the country who were called in to discuss the organization's future April 18, decided the committee had passed its peak period of effectiveness. In addition, funds were not coming in as they had during the fall, and the committee was faced with a \$50,000 debt for the April 15 protest alone.

Nationwide, the Moratorium estimates that almost one million people protested the war taxes April 15, yet "there is little prospect of immediate change in the administration's policy in Vietnam," Brown said, in announcing the closing.

"We have been spending far too much time keeping the office operating, and not enough time doing what we are supposed to do—help to end the war," he said.

New approaches to the anti-war movement are needed, Brown said, and the only tactics the Moratorium was set up to use were the staging of protests, supporting of Congressional candidates and calling for "no business as usual."

The first approach has been ineffective, the second did not alone justify the maintenance of a na-

tional office, and the third never did work out very well.

Last summer and into the fall, Brown, Dave Hawk and Dave Mixner, who together organized the Moratorium, said the purpose of their committee was to create massive work stoppages each month, beginning with one day in October, two in November, and an additional day each month until the war was ended.

The first month was successful in that it brought millions out for protests across the country, many of whom apparently did take off from "business as usual."

In November, however, it was the two Mobilization committees who set up the massive anti-war demonstrations in Washington and San Francisco, and the Moratorium committee gave only mild—what many termed feeble—support to them. Yet the Moratorium, still in the lime-light for its October success, with credited with much of November's.

Had the Moratorium stuck to its original claims, this month the Committee would have been encouraging Americans to take seven days off from their usual business to work and campaign for peace.

Of all the peace groups at 1029 Vermont Avenue, the Moratorium was the most moderate—the least tough. It has been said the committee's approach to immediate withdrawal was to "say please for peace." Its contacts with Congress were not held in high esteem by many anti-war supporters.

The political feuds between Moratorium staff members and those of the other major anti-war committees have been frequent and not well hidden. Moratorium staff members found the "Mobes" too far left for their taste.

Even in closing down the Moratorium office, Brown belittled New Mobe: "It's up to the elected officials, labor leaders and others. If they don't want the peace

movement to be dominated by the politics of the New Mobe then they will have to be more responsive to the demands of the people."

As individuals in the anti-war movement have reached for new tactics, protests at stockholders meetings of war corporations, withholding taxes, backing political candidates and violent rampages among them, the Moratorium Committee was left behind. It no longer could muster either the originality or glamour it had in its early days to either radical students or middle-aged liberals. And so the contributions—which at one point amounted to \$12,000 a week—decreased to a trickle.

The committee expects to be able to pay its bills by the end of spring, and it is encouraging its organizers on campuses to continue to work, but the Moratorium for all practical purposes has died of old age.

Its accomplishments were the massive October war protests and the bringing of some new people into the anti-war ranks since then, particularly in mid-America where Moratorium politics are the most radical that have gained approval. An additional accomplishment was the realization of when the organization had outlined its usefulness.

Its downfall were its failure to carry out its originally announced tactics and its inability to cope with the growing impatience of the anti-war movement.

The disbanding of the Moratorium Committee will not significantly hurt the anti-war cause for there is little doubt its supporters will, in some manner, remain with the cause. But the death may be another sign of the changes coming in the direction of the anti-war movement which is no longer just a peace movement, but, for many, a movement to wage war against the perpetrators of American involvement in Vietnam—a war in which such a mild-mannered peace group cannot find a great deal of support.—(CPC)

STRIKE!!

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no "business as usual"

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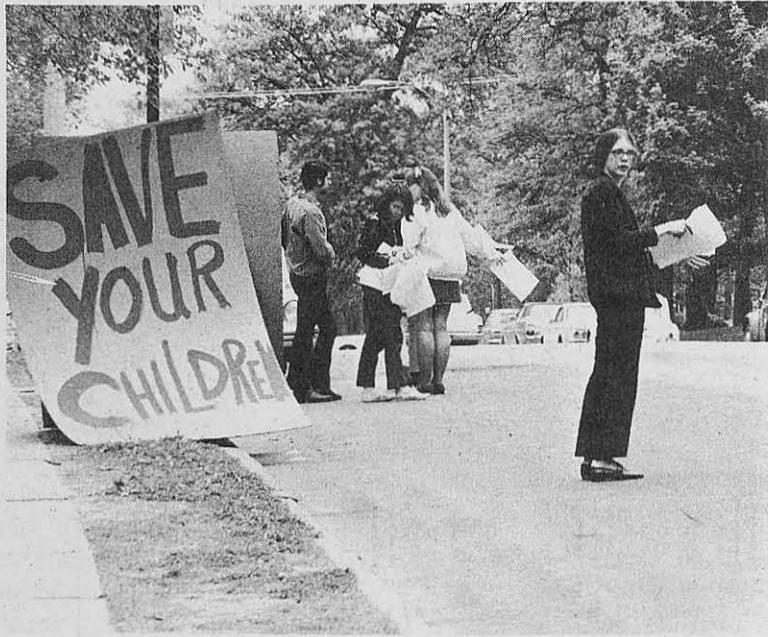
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JEFFREY MILLER	20	PLAINVIEW, NEW YORK
ALLISON KRAUSE	20	PITTSBURGH, PENNSYLVANIA
WILLIAM SCHNEIDER	20	AKRON, OHIO
SANDY SCHEURER	19	YOUNGSTOWN, OHIO

strike summary



Tom Liessce, Cindy Conniff, Kate Dately and Nora Geissler leaf-letting on Lockwood Avenue as part of the Wednesday, May 6, general strike. (Photo by Tom Yancke).

In the reaction to the tragic killings of 4 Kent State University students and in order to affirm our rights as American citizens and as members of an open academic society, students, faculty, and administration of Webster College called for a general strike of Wednesday, May 6 at 8 p.m. Monday night, a strike committee was formed and at 10 p.m. a memorial service was held in front of the Eden-Webster Library and an all night vigil was initiated on the front lawn of Webster College. A student strike independent of faculty and administration was held on Tuesday, focused at 12 noon by a silent, non-violent march throughout the Webster Groves Community. On Wednesday, participating offices and departments, instructors, and students halted "Business as Usual" at the college. In connection with the strike, telegrams petition, letters, and press statements were sent out by the strike committee and participating individuals. As a creative community action students and faculty canvassed the Webster Groves area, circulating petitions for a recall of senators and representatives so that elective representatives of the area would be forced to meet and confront their constituents on the actions of the Nixon administration.

'the boys from Syracuse'

by mary daly

The Boys from Syracuse has little redeeming social value BUT it is 2 hours and fifteen minutes of fun. The Rodgers and Hart musical is based on Shakespeare's **The Comedy of Errors**. A set of twins who have been separated since birth circumstantially arrive in the same city and mistaken identity provides the confusion that causes no end of misadventure. Although the story is familiar and the resolution is predictable, there is something very refreshing, energetic, and new about this production directed by J. Robert Dietz.

The cast over all is more than adequate. There really were no weak performances by any members of the cast. This reviewer was particularly impressed with the performances of Chuck Harper, Eddie Deep, and Margie Moe (Dromio of Ephesus, Dromio of Syracuse and their (?) wife respectively). Their skill, timing and sense of comedy were very exciting. The two set of twins (Antipholus & Antipholus and Dromio & Dromio) do look enough alike so that the mistaken identity is possible. The performance of the singing and dance choruses—the people of Ephesus, the courtisans—deserves high praise. The big production numbers—chorus and solo—were high spirited, enthusiastic, musical, and highly entertaining. Applause to musical director Joseph Beck and choreographer

Michael Simms.

The set designed by Grady Larkins is full of delightful and creative tricks and gimmicks. Costumes, designed by student Pat Moser, are imaginative and contribute significantly to the show as a whole.

There are no blatantly bad singing voices in the production, however, there are some vocal problems that are symptomatic of a bigger problem: for example, projection of singers who lack the ability to most effectively use their voices on stage. I'm not sure if these vocal problems are a reflection of the singers or on the performance. These problems should raise some discussion between the Theatre Arts and Music Departments. Co-sponsoring a musical is all very nice and merits points in the world of interdisciplinary studies but co-sponsoring a performance has little value when little is done to co-educate these singers and actors with the full resources of both departments. Most flaws in the performance of the **Boys from Syracuse** stem from this Webster College problem.

This reviewer enjoyed the **Boys from Syracuse**. The combined efforts of the director, company, musical director, choreographer and designers have produced a unified smooth and entertaining performance. J. Robert Dietz's **The Boys from Syracuse** is all fluff and fun but that is a good enough reason for this reviewer to recommend seeing the play.

WEB

editor	kathi hoerer
copy editor	anne del barco
business	barb rawe
ads	wayne powers

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

commencement

John C. Danforth, attorney general of the state of Missouri, will speak at commencement exercises at Webster College on May 16. Ceremonies will be held at 2 p.m. in the Loretto-Hilton Center on the campus. Admission is by ticket only.

Dr. Leigh Gerdine, college president, will confer degrees upon 301 students, the largest class in the history of the college. Of those receiving degrees, 156 will receive a Master of Arts in Teaching degree. Bachelor of arts, music or music education degrees will be aranted to 145 students.

The list of graduates includes those who completed work at the end of the first semester and at the end of the 1969 summer session.

Others participating in the commencement ceremonies include Sanford J. Zimmerman, chairman of the college's board of directors and Dr. Joseph P. Kelly, vice-president of the college. Music will be provided by the Webster College Choir, under the direction of Joseph G. Beck.

A reception for faculty, graduates and guests will be held on the Fine Arts Campus immediately after the ceremonies.

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in focus

the new crisis

wayne n. powers

Having supported the Nixon foreign policy up to this point, it would seem only logical that I would continue my support now — that I would agree with and support the attack on Cambodia.

I heard Mr. Nixon's speech. I read it several times, I desperately tried to understand Mr. Nixon's viewpoint; to see his justification.

I have supported Mr. Nixon in the past because I was convinced that his "Vietnamization" program could work. I genuinely believed that Mr. Nixon was working for an immediate, just, and lasting peace. I can no longer believe this.

At several points during his speech, he stated that his desire is to end this war. If this is the case, why is he expanding and enlarging it?

I tried to agree with him, but I could not. I simply cannot bring myself to condone or support the reckless escalation of a seemingly endless war, nor can I condone or support the appalling waste of human life.

— Which brings me to the subject of the Kent State in-

cident. What happened? I am not really a hundred percent sure, but does that really matter? Several people died, and it wouldn't matter to me if they were students, guardsmen, or both. The point is they are dead now.

Why were they killed? Why were they demonstrating? What has happened to a society when its people turn on each other like the animals they must be?

With the countless advanced methods of communication that have been developed in our modern society, we still cannot communicate with each other.

When murders are committed in some distant place in Southeast Asia, it is only too simple for some of us to look the other way.

But, fortunately perhaps, when murders virtually take place before our very eyes, it is impossible for any human being to turn away.

Several cold-blooded murders were committed at Kent State University.

I am disgusted, disillusioned, and God am I scared.

—w.n.p.

'indian' & 'noon'

By NORA D. RANDALL

Two weeks ago a couple of one acts directed by Bob Walwork played at Pope Kral's. Ordinarily I wouldn't bother to bring up plays two weeks gone, but those plays raised some exciting possibilities for experimental theater at Webster. Pursuing these possibilities seems especially vital in the light of the insipid amateur hour that is now clogging the main stage of the Hilton.

Pope Kral's has both the size and the tone to successfully produce plays from many contemporary intimate theater movements — living theater and improvisational theater especially. **Viet Rock**, for instance, would probably have come off better at the Pope than it did in the studio theater. The only big structural weakness the Pope has as a theater is the four pillars that destroy a lot of sight lines, but they can be worked around.

I thought, with all its possibilities, the Pope played it a little too straight in its theater debut. Bary Lutz and his staff stuck with the proscenium stage-audience relationship. I think they would have been better off moving the plays into the center and having the audience sit on the floor on three sides with chairs at the back for those who wanted them. The black flats used for entrances and exits added nothing but a touch of the 19th century, which wasn't necessary.

As for the plays themselves, **NOON** by Terrance McNally was very funny — kind of a New York sex in-joke. The characters were blatant stereotypes and the actors

responded in kind, but they didn't descend to high school vaudeville for laughs. It's the kind of play, that, while it works at Pope Kral's, would probably have an added comic dimension in a larger theater. For example, Bob Jacobson in his underwear is funny, but Bob Johnson in his underwear on the main stage of the Hilton would be funnier.

As for Israel Horovitz's **The Indian Wants the Bronx**; I have very ambivalent feelings. This definitely seems like a good piece for intimate theater. However, it was so powerful in the small space at the Pope that I'm afraid I lost both my critical ability and my supper. I do believe that good theater should affect its audience but I really didn't groove on being that affected. Kind of like — take my peace of mind but leave me my dinner! Another effect of this performance is that I have no way of judging it. Either Gary Gaydos and Michael Bono were magnificent or brutally undisciplined; I'm not even prepared to guess which one might be true. Maybe this is a good thing? (This is one of the exciting effects of these plays — they raise hard questions.)

In any case, I think **The Indian** . . . is a good piece for the Pope and I would like to see it followed next year, especially by Beckett's **Endgame**. Since the official theater has seemingly taken on the role of the "gutless wonder" I hope the Pope will continue to produce plays from theater movements which are admittedly decadent but do not flee from their societal environment.

"streetcar named desire"

By Bill Stretch

One hates to apply a cliché like "they don't make them like they used to" to something as uncliché as **A STREETCAR NAMED DESIRE**, but this film, made the year that I was born, is surely the purist and finest film I've ever seen. Age brings with it both maturity and senility — in this film maturity prevails. It belongs to Tennessee Williams, who was writing his own screenplays then, and had not yet come to the point of self-parody as in such later films as **SWEET BIRD OF YOUTH**. It belongs to Vivian Leigh, who portrays in Blanche all the sensitivity and tragedy Williams put on paper — a frightening, real-through-ruin Scar-

lett O'Hara. Marlon Brando, who now receives top billing for obvious commercial reasons, gives an uncommercial and, to his credit, restrained performance. This must have been before he decided (or had been told) that he was a great actor. Now a rather nauseating cult has grown up — witnessed at the movie-house where most of the audience could comprehend only Stanley's grunts. Yet even these people left the theatre with nary a hoosier laugh and, to be fair, more were said to leave the theatre than come in during this film's first release. Elia Kazan put it all together — quietly, with that rare subtlety (perfection seldom, if ever, leaps out at you) one

never notices and yet feels. The sets, lighting, everything creates an unreality more real than life itself — yet nothing (halleluia!) is symbolized. The best thing that can be said for **Streetcar** is that it is fresh to each new generation — you can't really tell (by its style or, worse still, "type") when it was made. This is a feat which cannot be said about most of today's films — from **EASY RIDER** to **HELLO DOLLY**. Indeed, I doubt very much if they ever did make many like this, or if they ever will. **A STREETCAR NAMED DESIRE** is a rare and haunting film. I can only prepare you for its magic and reality. You must see it and let it happen to you.

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summer school

Webster College has scheduled its summer session from June 17 through July 28 and will offer classes on both graduate and undergraduate levels. Courses for undergraduates are being offered in the subject areas of art, music, philosophy, social science, mathematics and science. Students working on a Master of Arts in Teaching degree may choose courses in the five specialties of language arts, science, social studies, mathematics and religious studies.

Eight institutes and workshops for teachers will also be held during the summer in which participants may earn college credit. An Elementary Science Institute for teachers, principals and science supervisors is scheduled for July 29 through August 11 under the direction of Kenneth V. Fast. Mr. Fast is science coordinator for the Kirkwood R-7 School District.

The Workshop in Classroom Media will be given twice, June 10 through 17 and July 29 through August 4. Participants will work with cameras, overhead projectors and tape recorders, creating their own materials for use in this equipment. Paul Steinmann and Thomas Yahnke of the Webster faculty will be the instructors.

Dr. Carl Pitts, associate professor of social and behavioral science at Webster, will direct an institute on Developing Behavioral Objectives August 3 through 7. The institute will serve as a workshop in which members will write their own set of objectives for the coming year.

Simulation Games for the Classroom is the subject of a workshop scheduled for June 10 through 17. The use of

games as a tool for classroom learning will be taught by Thomas Linehan of the college faculty.

Two Early Childhood Institutes are planned, both to be directed by Mrs. Billy Leon Shumate of the Webster faculty. In the first, scheduled for August 3 through 7, emphasis will be placed on planning experiences in self discipline for children. The second institute will be held August 10 through 14 and participants will learn how to observe, record and evaluate pupil behavior, and to determine ability and needs at various stages of development.

Social Studies in the Elementary School will be the subject of a workshop to be held June 9 through 16. The workshop will provide opportunities for teachers to evaluate current curriculum materials in the field of social studies. Instructors will be Richard Bouchard, Mrs. Alice Adcock and Miss Clea Pouppart. Mr. Bouchard is director of special services for the Ladue School District. Mrs. Adcock and Miss Pouppart teach at Spoeede School in Ladue.

A Workshop in Creative Expression is scheduled July 8 through 28. Participants will be introduced to new art and music materials suitable for the elementary classroom. The relationship of art and music to other courses in the elementary curriculum will be explored.

Registration for all summer programs will be held on June 15 and 16 from 9 a.m. to 4 p.m. Additional information on the summer program may be obtained by calling the dean of summer school at Webster College, 968-0500, extension 330.

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