Library Has Fee System

The library is initiating a new system of overdue fees at the start of this semester. Books will continue to be due two weeks from the Friday of the week in which they are checked out. They can be renewed for a second two week period by bringing them to the circulation desk. Renewals will not be made over the telephone. Letters will be sent out on Monday for all books due on the previous Friday which were not returned on time. These letters will state that overdue fees are accumulating at the rate of ten cents per day per book, and that the student will have one week to return the book and pay the fine before the matter is referred to the cashier's office. The book is declared "lost" when the cashier's office is notified.

The student will receive a bill listing the cost of the overdue book and the amount of accumulated overdue fees. The student will have one week to settle his account with the cashier's office. If the overdue book has not been returned and the fees paid, the cashier's office will then send a bill to the student's residence. The student will have three days to settle his account or the book will be referred to the cashier's office.

If the student has a co-worker in the book, the cashier's office will automatically notify the student's co-worker. The student will be sent out on the book and the fees paid, the cashier's office will be responsible for correcting the student's record, the student will receive a bill listing the cost of the overdue book and the amount of accumulated overdue fees. The student will have one week to settle his account with the cashier's office. If the overdue book has not been returned and the fees paid, the cashier's office will then send a bill to the student's residence. The student will have three days to settle his account or the book will be referred to the cashier's office.

Organizations Will Keep Financial Records This Year

by Sue Dorsey

All recognized campus organizations must keep a record of their revenues and expenses for year end audit, according to Chief Accountant Bill Moody.

Mr. Moody cited five reasons for the regulation: 1) to bring the organizations closer together and make them aware of each other's problems; 2) to establish a friendly, business-like relationship between the organizations, the accounting department, the purchasing department, and the Dean of Student Affairs; 3) to provide a place of assistance and advice for the organizations if they should need it; 4) to fulfill the University of Missouri requirement that every recognized organization must maintain an accounting of its receipts and disbursements; and 5) to permit the members of the organizations to evaluate more accurately their financial position.

The University's responsibility is to see that the recognized organizations on campus present an accounting of their receipts and disbursements, Mr. Moody said.

A manual has been prepared by the Office of the Chief Accountant to be given to the treasurers of the 53 organizations on accounting and financial procedures. A file will also be started listing the organization, the treasurer's phone number, and faculty advisor.

In addition, a book will be published at the end of the year compiling all the organizations' records, and recommendations by the Office of the Chief Accountant.

Pass-Fail System Begins On One Year Trial Basis

by Tim Flach

Beginning this semester, UMSL undergraduate students will have the choice of taking up to 24 credit hours on a pass-fail grading system.

Approved last spring by the Faculty Senate, the system will seek to persuade students in good academic standing to enroll in courses in which they are interested but which they avoid for fear of lowering their grade point averages. Pass grades (A-D) will satisfy hourly graduation requirements but will not affect cumulative GPA. A Fail (F) will be counted into the GPA and will require repetition or an alternate course.

Both elective and general educational requirements courses may be taken under the pass-fail option, but departmental requirements are set by each department. An information sheet, available in each Dean's office, lists the courses that may be taken under the system by both majors and non-majors.

After registering, a student has up to the first four weeks to exercise the pass-fail option. This should be sufficient time "to provide a good introduction to the course," Assistant Dean of Arts and Sciences David Allen explained.

Forms may be picked up in each school's office. After approval by an academic advisor, the form is returned to the office.

Only the admissions office will be notified, avoiding the possibility of a double standard being imposed by an instructor. Grades will be submitted in the normal manner and will be converted to a P or an F when the grades are processed through the office.

"Of course," Allen mused, "the plan could backfire on the student. A good grade (A or B) that earns will simply appear on his transcript as an F."

"Right now, we are in the process of tightening up the foreign language program," Allen said that if the non-language major can survive without a language lab, which UMSL didn't have the ability to maintain an effective program.

Dr. Holt pointed out that under the provisional pass-fail option, all non-language majors can now take courses 1-102 on a pass-fail option.

He mentioned some of the difficulties the department has had to date: a too long summer, some non-language majors who do not belong to the language program, and some language majors who have not been taught at the level they wish. Some students have been taught at the level they wish.

"We can survive without a language requirement," he continued, "but it may be too late to make the program as effective as possible."

"In addition, a book will be prepared by the Office of the Chief Accountant to be given to the treasurers of the 53 organizations on accounting and financial procedures. A file will also be started listing the organization, the treasurer's phone number, and faculty advisor.

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Language Requirement Stays Fourteen Hours

The controversial foreign language requirement will remain at fourteen hours during the present academic year. An alternate plan of thirteen hours over three semesters was approved by the Art and Sciences faculty last spring but was not implemented.

According to Dr. Marlon Holz, chairman of the Modern Foreign Languages Department, the thirteen hour program was not put into effect because "we couldn't get all the students to agree on three semesters. What we had been teaching in four. Even the one hour of lab didn't make up the difference in the material to be bought."

Dr. Holz, who succeeded Dr. Enrique Noble as department chairman September 1, stated that those faculty members who voted for revamping the language requirement "just didn't realize that it was impossible to reorganize a whole department overnight."

Dr. Holt didn't indicate when a new program could be worked out. "We hope to come up with a workable solution to the discrepancy between thirteen and fourteen hours," he said. "But we want a carefully thought out solution."

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In addition, a book will be published at the end of the year compiling all the organizations' records, and recommendations by the Office of the Chief Accountant.
Some Advice on the Language Requirement

Risking the possibility of renewing an old controversy, namely the fourteen-hour language requirement, (see page one) the Current nonetheless would like to offer some advice to students upset about the requirement.

First, let it be known that our position is the same as it was last year, as stated in the editorial, “A Foreign Curriculum” (Current, Volume III, November 21, 1965): “...the dropping of the requirement in favor of four elective courses in a language would seem more desirable to all students.”

We don’t feel that to have a liberal education one absolutely must have fourteen hours of a foreign language. It is true that there may be some ultimate benefits derived from four semesters’ study of the language and culture of another nation, but to require this of every student who wishes to graduate with an A.B. is unfair, we feel.

Now the advice. Regardless of the opinions, pro and con, about the requirement, it should be noted that the Modern Foreign Languages Department is not responsible for the requirement itself. So criticisms and demands for modifications of the requirement should not necessarily be aimed at that department.

But if Mr. Ganz is able to add some weight to what we feel is growing pressure for student representation on the Senate, he will have earned the gratitude of many concerned students as well as having bolstered the prestige of his office.

On the New Dean of Student Affairs

The arrival of David Ganz as the new Dean of Student Affairs is certainly a pleasant prospect, the Current feels. Mr. Ganz is a familiar and friendly face on campus, and his previous experience with students on this, as well as the Columbia campus, has shown that he should be capable of meeting the demands of his office.

Further, we feel certain that he will not be afraid to try new ideas and initiate new programs to try to make the Office of Student Affairs more responsive to student needs. No administrator should be content to remain in the same mold as his predecessor, and we feel certain that Mr. Ganz will not.

There is one area, however, in which we believe he would be wise to follow some advice of his predecessor, Dr. Harold Eickhoff: before leaving, Dr. Eickhoff advocated student representation on a University Senate so that students could be directly involved in decision-making processes at UMSL.

It would be understandable if Mr. Ganz were somewhat reluctant to lend any direct influence in the question of students being represented on the Faculty Senate, because the faculty has in the past jealously guarded the running of its own affairs. Dr. Eickhoff found this out last year during the student-faculty survey fiasco.

But if Mr. Ganz is able to add some weight to what we feel is growing pressure for student representation on the Senate then he will have earned the gratitude of many concerned students as well as having bolstered the prestige of his office.

Devote One Day to Fall Fever

This editorial is for the purpose of extolling the beauty of Fall. If there is any time of year that deserves editorial space on these pages, it has to be Fall, because it is a topic on which we are least likely to be criticized, and because the sheer grandeur of the season should transcend the limitations of any words used in its description.

Let’s face it. Fall means football, hayrides, sportscar rallies, the World Series; it means the reopening of school and renewing of friendships; and most of all, it means grand weather: brilliant blue skies, glorious golden and red leaves, frosty mornings and chilly sunsets.

But more than these things, Fall is the proper time for apathy. Grey, cold mornings, leafless trees, papers and finals, and with its issues to be hotly debated within the cramped, smelly confines of the classrooms. So why hurry?

The Current urges all students, faculty members and administrators devote at least one day in the next few weeks in honor of Fall Fever. Students, drop your books and notes, and cut a few classes; faculty members, forget your research and lectures for a day; Chief Nelson, let one day go by without handing out a traffic violation; and Administrators, tell your secretaries you’ll be out for the afternoon, or better yet, take your secretaries with you.

Let’s all meet out by Bugg Lake and take in the friendly sunshine and pleasant weather while they last. Fall started 12:07 a.m. last Tuesday. What are you waiting for?

Dear Editor:

Your editorial last week entitled the Rights of Faculty concerning the non-hiring of Mrs. Tinker this year by the School of Education suggested that faculty or the administration investigate the matter further. This letter summarizes the results of my personal investigation based on conversations with Mrs. Tinker, Dean Mower of the School of Education and Professor Prim, past president of the local chapter of the American Association of University Professors, an organization designed to protect faculty rights.

(1) Direct pressure from higher administration sources not to rehire the controversial Mrs. Tinker is difficult to ascertain, and may, or may not have occurred.

(2) Indirect pressure not officially communicated in the sense of a desire to avoid trouble or controversy probably was operative.

(3) Mrs. Tinker’s inability to get a job in either junior or four year colleges in the St. Louis area this year is probably not the result of being “blackballed” by Dean Mower or others in the usual sense of that term.

(4) Given the fact that college administrators, at least in public supported institutions, are dreadfully afraid of campus activists of almost any hue an honest evaluation of the controversial Mrs. Tinker on the part of University of Missouri personnel would, in fact, have the effect of blackballing her from teaching in other area colleges, as apparently has been the case.

(5) Mrs. Tinker would add to the educational atmosphere of any college she is connected with. It is a pity that college administrators cannot let this happen.

Edward Sahm
Instructor in Sociology

September 25, 1969

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Dear Editor:

In regards to a recent announcement of a Student Power Rally whereby the Students for Political Action was to be reconstituted by a new group, I have since had to relinquish the speaker position for various reasons. It should be noted that I alone, was willing to make the commitment for the rally, but in the bylaws of the said organization, each matters are to be decided by a quorum of its members. Therefore the decision was not mine to be made.

John Gleski,
Pres. of Students for Political Action
Placement Office Offers Many Services

d by Doris Speck

"The University Placement Office is a place where students come to find summer or part-time jobs and seniors and graduate students come to find full-time employment." This is not a description given by Mr. Joseph Palmer, director of UMSL's University Placement Office (UPO). Rather, this is the typical answer of university students when asked, "How would you describe the UPO?" A lengthy interview with Mr. Palmer shows there is much more.

"We could divide our work into two parts. This follows his idea that "the UPO should be renamed University Placement and Career Planning Service." Part of the packet contains Faculty Recommendation forms. Students interested in teaching receive the ASCUS manual. Other forms are available from the College Placement Bureau.

Schedules for interviews are available two weeks prior to the date the company or school district will be on campus. Students may not sign up later than Wednesday prior to the interview week. They may sign for interviews on Monday, Tuesday and Wednesday between 9:30 to 11:30 a.m. and 1:30 to 3:30 p.m. Students should sign up in person. Telephone requests will be accepted only in special cases (an Evening College student who works days, for example). The Current will carry a weekly UPO column during the recruiting season.

New Services

A number of additional services point out the incompleteness of the student's typical definition. Mr. Palmer noted, "an area of expansion is the accumulation of a file of tutors and babysitters. Tutors must have written approval of faculty members indicating they are at least juniors with a B average"

Another service handled by Miss Schrader is summer abroad jobs. This also includes summer work in other areas of the United States. It was emphasized that the summer job program were for the use of UMSL students only.

For alumni seeking employment, the UPO maintains a continual listing of full-time positions. Also available is the GRAD Program at no cost to the alumni. This is a computerized resume referral system operated by the College Placement Council for those seeking positions in business and industry. This program gives nationwide scope to the registrant's job search.

To assist those who go on to graduate school, the UPO serves as a repository of references. No charge is made for sending references or credentials to possible employers. The UPO also maintains a list of students and college vacancies of interest to holders of graduate degrees. These files and listings are kept by Mrs. Marie Gahn who also serves as secretary to Mr. Palmer and as receptionist.

The UPO has a Co-op Plan with McDonnell-Douglas Corporation, whereby a person works one semester and attends college the next. For the duration of this program, the participant is immune from Selective Service. At present there are eleven students in the program.

Career Planning

One of Mr. Palmer's favorite ideas is initiating career planning as a UPO function. Currently, this service is available by appointment. Mr. Palmer will do this counseling. Through participation in several groups such as the Industrial Relations Board, ASCUS, and the College Placement Council which is nationwide in scope, Mr. Palmer is informed about jobs available and future opportunities. Through career planning and the other services, Mr. Palmer and his assistants have made UMSL's placement office more than a place where one comes to find a job.
"Potential for Conflict" Dr. Gilman's Survey Reports

by Adrienne Beaudoin, News Editor

The purpose of the student-faculty-administrator survey was, in the words of Dr. Richard C. Gilman, assistant professor of sociology, "to report results from an analysis of the differences in opinion and characteristics between students, faculty and administrators at the University of Missouri-St. Louis."

Explicit goals grow out of implicit needs. Such long range needs relate to the involvement of computer students in campus activities. Shorter range needs relate to the institutional re-examinations being made by students and faculty on many campuses across the nation.

In December of 1968, Dr. Gilman was asked to conduct a survey of the UMSL community to determine the above mentioned opinions. The initial feeling among administrators on the funding was the desire to find a more reliable and independent source than Student Activities Fees. However, the survey was not begun at the beginning of the academic year and the administration was unable to find any funds other than the student activities fees.

Distribution and Cancellation

The survey was distributed with the fee cards for the winter semester. Students were required to turn in the completed questionnaires as a requirement for paying their fees. No manner other than this was required; merely the student member to give an idea of the wide-spread or narrowness of responding students. Once received, The student was free not to answer any or all questions in the survey. The faculty and administrators' questionnaires were distributed, again requiring no name.

In his report, Dr. Gilman explained the rationale behind the cancellation of the student survey. "Few students complained about the questionnaire. Less than 1% of the more than 5,000 students reserving the questionnaire made any verbal complaint to the assistants collecting them. The complaints that were received were of the inconvenience of the survey. Fewer than 15 (less than 0.2% of the responding students) made formal complaints to the Student Grievance Committee. However, some faculty members felt that this method of distribution constituted an implicit coercion of students. Coincidentally, a letter was sent to all staff members discouraging the intended distribution of the questionnaire. Those same critical faculty members felt that this latter letter was inflammatory in its content. This faculty concern over the distribution of the Student Census and the nature of the impending Staff Survey resulted in a petition calling for a special meeting of the Faculty Senate."

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UMSL CURRENT
September 25, 1969

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There are just too many girls out there between 8 and 10 pm on Sunday through Thursday. I wish that you'd quit giving 20% off to UMSL Girls, so that I didn't have to worry about Gordon. Don't let your guy to 10406 Natural Bridge. Speak over your shoulder before you go."

Tammy Layton

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Gilman's Survey Continued

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Only one of the nine questions created total dissension between the three groups. Faculty and administrators completely disagreed over the participatory right of decision making. A majority of each category positively agreed with this right, but it decreased by category: students strongly agreed, and among administrators those most weakly agreed. However, the faculty exhibited a greater tendency to disagree. With the exception of participation with the administrators who had an inclination to be ambivalent on the subject.

Gilman, summarizing his findings on decision making, said, "These data on educational ideologies both confirm the emerging pattern of student-faculty differences with the administrators playing an intermediary role and reveal a new finding. They suggest that the administrators lack a clear cut definition of their role in campus life. Either in an overreactions to the growing demands of students, or in an effort to form a coalition with students staving off the demands of faculty, the administrators may be in the middle of a loss of aggregate identity. It would almost appear that the cross pressures of students, faculty, public and System have had a severe toll on administrators' self-concept. In a more general view, it is better explained in the ambivalence of those administrators on campuses undergoing severe confrontation. Rather than giving in to the students, the ad-

ministrator appears paralyzed in his decision making by this broader network of pressures being applied to him. Contrary to the leftist argument that the administration represents the established power structure, these data and the events on other campuses suggest that the administration is both the most vulnerable to, and the best able to resolve through negotiation, campus confrontation."

In concluding his evaluation of the educational aspects of the survey, Gilman wrote, "The opinions presented by UMSL students, faculty and administrators in their answers... suggests that each of these three academic categories holds the University in relatively high esteem. More specifically, they value the professional standing of the faculty as well as the caliber of classroom teaching. Nonetheless, they find many characteristics worthy of improvement. As such, student parking and cafeteria as well as facilities for study. Differences between these categories suggest that students are more traditional in their orientation and less positive in their experiences with UMSL with other schools in the area. However, such student negativity lessens as the issues become more specific. In another vein, they are most likely to view the University as a partiqy liberal democratic process. To the administrators, they may be some indication that faculty and administrators are less likely to tolerate inefficiencies. Data on African descent are especially unreliable because of possibility bias due to poor black students' lower likelihood of pre-registration (and thus being included) and due to middle class blacks' lower tendency to register. On this topic, there may be some indication that faculty and administrators are less likely to tolerate inefficiencies. The authors of this genre. Gilman concluded that "If greater importance than a recollection of these findings is an answer to the question: Do these trends reflect a generational difference, or more likely, differences in the socioeconomic background of the people involved? Clearly the student-faculty difference in marital status is due to their relatively different stages in the age cycle, and, as such, can be attributed to a generational difference. The difference in sex ratio probably represents the appropriate sex ratio for professional occupations (such as those of academics) and for middle class urban commuter university students. Finally, the differences in ethnicity and religious background suggests that UMSL's staff are raised in a different manner, and, its students presently come from lower-middle to middle class. Such class differences may well inhibit communications between these groups should conflicts arise.

Results: Academic Background

Five questions on general background were asked in both the Student Census and Staff Survey. The particular subject of each group varied widely; the median age for students was 20, 30 to 34 for the faculty and the administrators as the oldest with their median age 40 to 44 years. Compared to administrators on other campuses, UMSL's are quite young. Faculty and administrators are six times as likely to be married as are students. Almost half of the students are female but less than one fifth of faculty and/or administrators. Students are more traditional in their characteristics worthy of improvement. In another vein, they are characteristically somewhat different on those campuses that make greater use of African nationalism (both students and especially staff)," Gilman said. "Even though data are collected from both students, faculty and administrators reveal a tendency to have no departmental staff, it is inappropriate for the departments of education or social sciences.

Four questions on the Staff Survey concerned themselves with the staff's position at UMSL. There was no difference between faculty and administrators on questions of full or part-time commitment and departmental chairman. One question revealing the distinction between faculty and administrators was the question of primary duties and responsibilities. Data on African descent are especially unreliable because of possibility bias due to poor black students' lower likelihood of pre-registration (and thus being included) and due to middle class blacks' lower tendency to register. On this topic, there may be some indication that faculty and administrators are less likely to tolerate inefficiencies. The authors of this genre. Gilman concluded that "If greater importance than a recollection of these findings is an answer to the question: Do these trends reflect a generational difference, or more likely, differences in the socioeconomic background of the people involved? Clearly the student-faculty difference in marital status is due to their relatively different stages in the age cycle, and, as such, can be attributed to a generational difference. The difference in sex ratio probably represents the appropriate sex ratio for professional occupations (such as those of academics) and for middle class urban commuter university students. Finally, the differences in ethnicity and religious background suggests that UMSL's staff are raised in a different manner, and, its students presently come from lower-middle to middle class. Such class differences may well inhibit communications between these groups should conflicts arise.

Results: Academic Background

One only question on academic background was asked on both the student and staff questionnaires. In the broadest terms, that question concerned itself with the department the respondent was associated with: students in their major, faculty appointments. Administrators' joint appointments. Faculty members expressed an interest in, or were majors in, business and education that merited extensive interest and administrators' appointments. The faculty is much more likely to have appointments in the social sciences, humanities, and physical sciences. The administrators have a tendency to have no departmental appointments with the departments of education or social sciences.

In his conclusions on the academic background of the UMSL campus community, Dr. Gilman wrote, "In a background of relatively little administrative activity, the staff's youthfulness. The administrators are only older and more experienced by comparison with its even more youthful faculty. The data presented findings that administrators largely resemble faculty members in the areas of teaching, research and service. Only those questionnaires relating to age and specific classroom roles distinguish the administrator from the faculty member. Together they argue for a similarity of viewpoint that belies the friction traditionally separating the two on many other campuses.

Results: Student Services

The results on the student services came from areas such as athletics, alumni association, job placement and student activities. The overwhelming majority of students wished to maintain or increase UMSL's athletic department. Alumni association indicated an interest that merited extensive data collection. Data for the alumni association indicated an interest in increased interest in the part of the alumni for information to prospective members. The job placement office requested permission from the administration to program a schedule of interviews for companies which are most significant students and in appropriate numbers. One of the services of the questionnaire is to the organizations of interest to them. 1,123 students were referred with Neuman Cushing the highest number of referrals (71). The car pool service successfully matched 92% of the students.

The potential for conflict does exist at UMSL. "Simultaneous competition for the same students, faculty and administrators reveal that the background and opinions may not dovetail the students from faculty. The administrators most often between the two," Dr. Gilman reports. "However, the magnitude of the differences between UMSL's students and faculty are too small... to suggest much in the way of serious problems. Those issues that do provide student-faculty differences include overall traditionalism, the quality of students and administration as well as the grading system. One thing is likely to generate much heat.

"If these decision makers... look beyond these words, into the matters at hand and themselves why a maximum benefit will accrue... and perhaps a taste will be reheated for new words and numbers-regardless of who and what viewpoint collects them."
Counseling Program Grows with Enrollment

by Chris McKenzie

If you were one of the 1,154 UMSL students who last year were interviewed by the staff members of the University Counseling Service, then you're probably aware of the value this service provides for the University student, a creature complex in nature.

During the past academic year the Counseling Service was staffed by a team of four psychologists: Director Lewis J. Sherman, James F. Lomont, Samuel Morwitz, and Doris P. Mosby. They provided a variety of services to the students in the areas of personal, academic, vocational, career, and educational counseling. Another area in which the students worked was in the field of testing. Three-fourths of the tests involved in prior planning and academic events were as an outright gift or as a scholarship. Heist expects no opposition when used to fund a new building. Heist gave preliminary approval for the new building. The move will enable the University to become independent of the service and its immediate availability for the students. Most students are usually within minutes on their first visit and if necessary, make subsequent visits. Any and all problems relevant to the student, his life, and his future are handled and discussed by the staff in light of the students desires and plans. The University Counseling Service offices are located on the second floor of the Life and Sciences Building.

Curators Approve Budget

The Executive Committee of the Central Council has prepared a budget for approval by the Council as a whole. Chairman Heist expects no opposition when it comes up for a vote Sunday, September 23. The Executive Committee also worked out tentative criteria for leasing the 8400 Stallard Ave. to a campus organization; service to the university, availability of other funds, degree of planning and academic interest, and budgetary favorability over social events. There is still some legal question as to whether the money will be regarded as an outright gift or as a loan to be repaid. "We will probably be reviewing each case on an individual basis," Heist said.

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Charlie Brown and Friends Charm St. Louis Audiences

by Spencer Fredericks

You're a Good Man, Charlie Brown, based on Charles Schulz's comic strip "Peanuts," is a highly entertaining musical currently running at the American Theatre. With the book, music, and lyrics written by Clark Gesner, You're a Good Man is a series of sketches depicting familiar comic strip scenes, including Charlie Brown's kite-flying and baseball fiascos, Lucy's psychiatric sessions, Linus's philosophical reflections and of course, Snoopy's imaginary duels with the Red Baron. Alas Kimmel's simple stage design, which consisted of brightly colored geometric solids which passed for a baseball mound, piano, lecturer's podium, doghouse, etc., and a solid white backdrop which assumed various pastel colors for different settings, helped the cast portray an average day in the life of Charlie Brown. However, it was hard to imagine, at times, that these were normal five and six-year old kids. These kids were awfully serious and sophisticated. But no matter, since this is in keeping with the comic strip anyway.

Not all of the skits succeeded in being funny, but most did, and some were hilarious, especially Linus's number "My Blanket and Me," and Snoopy's "Suppertime." Other funny numbers included "Kite," "Dr. Lucy's Sessions," "You're a Good Man, Charlie Brown," and "My Happyness Is," for last succeeded in summing up what You're A Good Man, Charlie Brown was all about, namely that despite human shortcomings and disappointments, there is always the cause for hope and that learning new things or meeting new people can give a person courage.

If you are not an escapist, then this engagement is not to be lighthearted and perhaps escapist, You're A Good Man, Charlie Brown should satisfy you.

Marketing Club

There will be a meeting Wednesday, October 1, at 12:45 in Cafeteria Annex Lounge for all students interested in joining the Marketing Club.

The primary objective of the Marketing Club is to educate its members in the field of marketing and to help prepare members to see the application of classroom work in actual practice through extensive interaction with the St. Louis business community.

Spelunking

The speleobing club is having an open meeting on September 30 at 7:30 pm in room 117, Administration Building. Anyone interested in caves is invited to attend.

KDNA: 'Free Spirit' Radio

To listen, to sense, to live without complete restriction is considered to be an essential to the human condition by radio station KDNA, 102.5 FM. A "Free Spirit" atmosphere compliments the bohemian, poster sporting abode in Gaslight Square which houses the station. KDNA can be considered as no less than an attempted world shaper. In this era of a superfet, troubled technological existence, the station can be found bombarding the air waves with belter-helter materials played into routine manner. Mick Jagger grinds through "Stray Cat Blues" and is followed by Beethoven's "Eroica" (no.7) conducted by Von Karajan. To add the topping is Alan Watts, philosopher, speaking on "East Meets West." With this frenzied format, the station hopes to remove mediocrity from the graveyard with lights (St. Louis), by gawd, that's pretty far freaking out.

At any rate, are you beginning to see where KDNA is at? The disc jockeys will talk, play, and do virtually anything to stimulate their listening audience. Jeremy Lansman, co-founder and station manager of KDNA exhorts, "All music is soul music if it communicates." According to the gospel, or Jeremy, or whoever I was conversing with, KDNA was established as an equal and opposite reaction to other commercial stations' crass methodology of being creative solely to make money. Fritz Reuterman, resident DJ, maintained, "KDNA is looking to involve all St. Louis in anything that they find interesting. The goal, which I consider the ultimate in broadcasting, cannot be reached in a measured amount of time; and the challenge of really exciting audiences is ever-present." In order to have plenty of time to excite/inspire their audience, KDNA limits commercials to three minutes per hour. This was developed by Lansman to permit more selective advertising, and to increase their following.

Right? Left? Into the third floor of the living quarters (because four people live up there). "Organization is the key to survival," grunted Business Manager-D.J., Paul Lacey as we finally made it up to the office. I agreed while sifting among the books, records, stereo equipment, and other assorted paraphernalia of a radio dude. However, the slashed, unclothed desk in the corner gave Paul away. He does work for a living.

Next, I trekked down a flight of stairs to the living halves (guess?), to await a perking cup of coffee. As Paul was brewing, he slumped in with, "The direction of our medium will be shaped by what our listeners' response; more coffee?" "No, I have to split." It is indeed a strange experience, but one that seems very natural. KDNA is here to stay (for a while), so set your dial for "More music, less talk; Radio KDNA----" radio blurs don't make R. KDNA does.

Language

(Continued from Page 1)

Dr. Holt also said, "We are faced with the problem of making intellectual something that is very basic. That is, in trying to teach a variety of things we have to start out at the bottom, taking into consideration cultural differences, and that we have to face this problem." Dr. Holt attributed the impatience of some students and faculty members to "lack of understanding on the campus of what problems the language department has faced trying to build the department.''

Library Fee

(Continued from Page 1)

five cents for each subsequent half hour.

The overdue fees for home-use materials, paid before the cashier's office is notified, and the fees for all reserve materials will be collected at the circulation desk.

The purpose of this new overdue system is not to collect money from the students but to insure a more equitable use of library materials for all the campus community. Other regulations and a guide to using the library have been incorporated into a student handbook, available at the circulation desk.

Topless Waitresses

Every Fri. And Sat. Night

(Our Girls Just Can't Be Topped)

Folk Singing

Bring Your Guitar or Just Sing Along

Open 'Til 2 a.m.

Go To ANOTHER PLACE

Tm. Reg.

9406 Natural Bridge (Just 1 blk. West of UMSL)
New Opponents, Home Field
Spark Soccer’s Second Year

Don Dallas’ UMSL soccer team has added an assistant coach, a new home playing field and new opponents as they work to improve on last year’s 4-1-1 record.

Chris Werstein, a fullback with the St. Louis Stars and former coach at Harris Teachers College, will assist Dallas with the UMSL kickers. The Rivermen, entering their second season, will play their freshmen, the ‘69 squad will compete.

Hendin’s Headlines

by Marty Hendin, Sports Editor

Students have wondered about the origins of the UMSL Riverman mascot may be surprised to learn that the mascot was drawn by famed St. Louis Post-Dispatch sports cartoonist, Amadee.

When questioned by this reporter about the origin of the Riverman, Amadee Wohlschlagner replied that some people from UMSL asked him to design a mascot about three years ago. The original Riverman as designed by Amadee had a cigar in his mouth as he jauntily piloted his boat. The cigar was removed by University officials.

Amadee, who has also drawn many caricatures, including the famous Post-Dispatch weatherbird, said that he didn’t think the Riverman would carry as far as it has. He was also pleased and surprised to see the Steamer’s Rivermen buttons and basketball schedules featuring the mascot. Mr. Wohlschlagner was also surprised to learn that UMSL has a live Riverman, who will be portrayed again this year by Steamer’s member Neil Friedman.

Speaking of the Steamer’s, we will hold our first meeting of the school year Monday, September 29 at 7 p.m. in room 208 of the Administration Building. Everyone is invited to join the Steamer’s. There are no dues, we ask only that you contribute energy and ideas. We have a lot planned this year, including bus trips, Meet the Rivermen Night November 14, Homecoming January 10, and a jumping frog contest in the Spring. The Steamer’s will also be selling season basketball passes this year, but there will be more details on that later.

UMSL sports fans will probably be interested in the results of one question on last year’s student-faculty survey. Following is the question dealing with UMSL’s intercollegiate sports participation: “As a spectator, at which of the following levels of competition would you like UMSL to aim?” The answers, by percentage, were: regional universities 21%, regional universities 44%, top level colleges 15%, small colleges 12%, local amateur teams 1%.”

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"Wanna’ bet it’s fresh?"

"Sure McDonald’s is my kind of place. Look, I deliver meat to many of the best restaurants in town but when it’s time to eat, I make sure I’m at McDonald’s. They use top quality hamburger and I know it’s fresh, I deliver every day! It’s my kind’a place."

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McDonald’s is your kind of place.

STUDENTS

Has Your Body Space Been Violated?

Come In Out Of The Rain Away From De ConStruction

Relax At The BSU 8230 Natural Bridge