

# The Lance

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## Uncle Sam's Army

The precariously balanced world situation seemingly depends on the United States for its success or failure. A move in either direction, a withdrawal from Viet Nam or further aggression resulting perhaps in nuclear attack, could easily draw the countries of the world into a 3rd world war.

The armed forces of the United States pull their resources from the draft, readily accepting all physically and mentally capable young men between the ages of 18 and 26.

The group most safeguarded from the draft is the college student, who upon graduation or upon failure to remain in good academic standing, is assured of an immediate 1A (available for the draft) rating.

The crisis of the Viet Nam war has driven the student to a point of indecision; should he consider graduate work regardless of his desires, or should he accept the harsh reality of this country's military obligations?

With the growing number of Viet Nam draftees, there has been a growing amount of complaint from American citizens about the unfairness of the draft process of selection. Each local board, to enable fulfillment of its monthly quota, has practically depleted its groups of college dropouts and poor boys unable to afford a higher education.

The results of the local board depletions have been directed to youths already in college, demanding that they either maintain satisfactory records or accept their 1A notifications.

The question arises: Why don't we young Americans accept our military obligations? Is the cause for our being in Viet Nam not accepted as an American one, or is it viewed as an unnecessary one?

The war in Viet Nam is one of a country fighting for an unknown, undefined freedom, a freedom that is known and dearly loved by the American people. The results of the war will not only affect the South Vietnamese, but also every other anti-communist country to the East.

As the war continues, the number of draft dodgers, draft appealers, and graduate school applicants increases, and the demands of the local boards are stretching to an even greater number of available men.

You, the student are safe now, as long as you remain in school. You alone have the time to stop and consider your decision, "Should I, as an American, accept the war as my military obligation?"

## ESP: Boon Or Bane?

The Early Semester Plan, with all of its glorious advantages, is now well under way as neighboring and far off exotic campuses open their gates to the eager throngs of students so unfortunate as not to partake in the 'late summer school plan.'

The promise of perhaps no Saturday classes to alleviate the pressure of four solid months of study and mental deterioration cast aside, SA students settle down to their six-day-a-week strain.

The state highway department would probably like to thank St. Andrews for keeping a potential 960 traffic victims off the highways over the Labor Day weekend.

With Thanksgiving around the corner, students can plan to spend this day of thanks with their families and friends, for now, due to unlimited cuts, students will be allowed to cut Thanksgiving Day classes without fear of losing a semester hour.

Christmas arriving shortly thereafter, SA students will return to their homes, without dreading the return to school to face their finals. Arriving home as late as December 22, completely relaxed and recovered from exam fatigue, those who had previously planned to work during the holidays can leisurely relax and complete their Xmas shopping to the tune of "only three more shopping days until . . ."

Upon the third of January, when all of the SA student's friends are returning to their primitive school systems, the SA man can smile and gloat because he gets to spend the remainder of his prolonged vacation in desolation, doing nothing with no one.

The three-day vacation in October will serve as a relief to the student, but it does come at an inopportune time.

The advantages of the elimination of the "lame duck period" (that which falls between Christmas and exams) can hardly outweigh disadvantages of excessive strain falling on the shoulders of the student.

Letters to the editor should be typed double space on a 60 figure line, should be signed, and should not exceed 200 words. THE LANCE, P. O. Box 757, Campus Mail.

## HAPPENING REVIEW

# The Berkeley Rebels

By CAMILLA NEAL

On Monday night, September, fifth, the C. B. S. News film, "The Berkeley Rebels," was shown as Happening I to the 101 English classes. The film was concerned primarily with student rebellion which "broke out" on the campus of the University of California at Berkeley two years ago. The impact of such an explosion of emotions and differences of opinion was so great that the rebellion is still a main topic of concern to both our generation and previous ones.

The basic cause for the rebellion seemed to be the student's loss of freedom of speech, but taking a close look at the situation I found that this was only a

spark which set fire to many inward emotions and deep-seated feelings which had been smoldering within the individual student.

Upon entering Berkeley, the students lost their name and identities and simply became a number on an I. B. M. card. They felt as though they were lost in a vast machine which was burning their identity as fuel. Their educational environment was bleak and impersonal. Numbers in the classrooms ranged from 300 to 1100 students. With this type of facility, the students were able to participate in the class sessions only by listening to the lecture and taking notes.

There was absolutely no personal

contact between the students and the professor. Even in matters concerning grades the students were unable to speak with or to communicate their feeling or ideas to their professors. The acquiring of a good education in this type of environment was in deed a stark and lonely task. It was as a result of this academic situation that the students first felt their desire to find themselves and search for their true identities--to become aware of themselves as real persons and not as mere numbers.

Outside the classroom the students were deeply involved in politics and gravely concerned for our nation's society. Because of their political and social awareness of a set society, and their desires to become a part of a new and better one, the students found themselves in a violent crash with their elders. It was then that the massive demonstrations and the open rebellion took place. The rebellion soon became a fight between two generations--the old and the new--one deeply set in its ways and the other deeply bent on changing its ways.

There is a quest for meaning, a search for identity in every member of the "rebel generation" for we feel that we must first know and improve ourselves before we can attempt to improve our generation.

I believe that the main barrier in the situation is the fact that there is no understanding between the generations. The older generation cannot understand the younger one's stress, restlessness, and desire for change, while the younger generation cannot understand the older one's complacency and mediocrity in their viewpoint on life.

To understand the rebellious students of today the previous generation must understand the society that the rebels have brought to their attention.

It is a society which gravely needs improvement and this improvement can only be brought about when there is understanding between the generations.



"I HOPE YOU FELLAS HAVE ALL STUDIED HARD FOR THIS TEST--THESE GENTLEMEN ARE HERE TO GRADE TH' PAPERS."

## The "Sweet" Leader

BY MARY FISHER Associate Editor

Is there "easy money" in being a suite leader? Some students will answer yes; other no. Most likely both answers are given fervently.

To some, the suite leader's job requires little time and less thought. It entails, at the most, attending dorm council meetings, investigating an occasional suite meeting, and attending those "in-service training" sessions when one cannot convince the assistant deans of students that his schedule is already "too full."

Others consider the job of the renowned suite leader as one to be taken in all seriousness and with all kinds of implications. He is to know EVERYTHING that goes on in the suite.

At night he lies in his bed running question after question through his mind. What is wrong with Sam? What remote problem is he hiding from me, from everyone, from the world?! The "eager beaver" suite leader is sure to delve into Sam's life until it is all crystal clear to him.

The suite leader does have to be at a minimum of meetings, but his job does not stop there. And yet, his job does not go so far as "delving into Sam's life" to root out all his inner thoughts and motives.

He is not the nosiest of all animals, but he should be the most "open" of all animals. He should be RECEPTIVE to the members of his suite, but not with the self-assumption that he is the psycho-

analyst next door.

The suite leader has been chosen in belief that he will be able to communicate with those in his suite.

The suite leader must be open to individuals, to suggestions, and to criticism.

One of the most important responsibilities of the suite leader is to help establish an atmosphere in which students can live comfortably and enjoyably. Is not the "suite" the basic structure of student organization? Is this not the place in which the student must LIVE?

It is the job of the suite leader to try to initiate an atmosphere of concern, truthfulness, and friendship.

Easy money? I think not.

## AMA Buffet

A buffet dinner opened the year for the Marketing Club Wednesday night.

60 people attended the affair which marks the club's second year of chartered operation on the campus. The club is St. Andrews' collegiate chapter of the American Marketing Association, which is a professional organization of businessmen.

Guests included Dean Robert F. Davidson and Dr. Harry Harvin, who is the division chairman for history and social sciences.

A brief business meeting followed the dinner, at which Professor Gentry Wade made the remarks.

- Joe Junod . . . . . Sports Editor
- Peggy Gamble . . . . . Student Association
- Debbie Harper . . . . . Academic News
- Elizabeth Parker . . . . . Drama and Music
- Margaret Parrish . . . . . Dormitory
- Linda Susong . . . . . Administration
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