

The Web

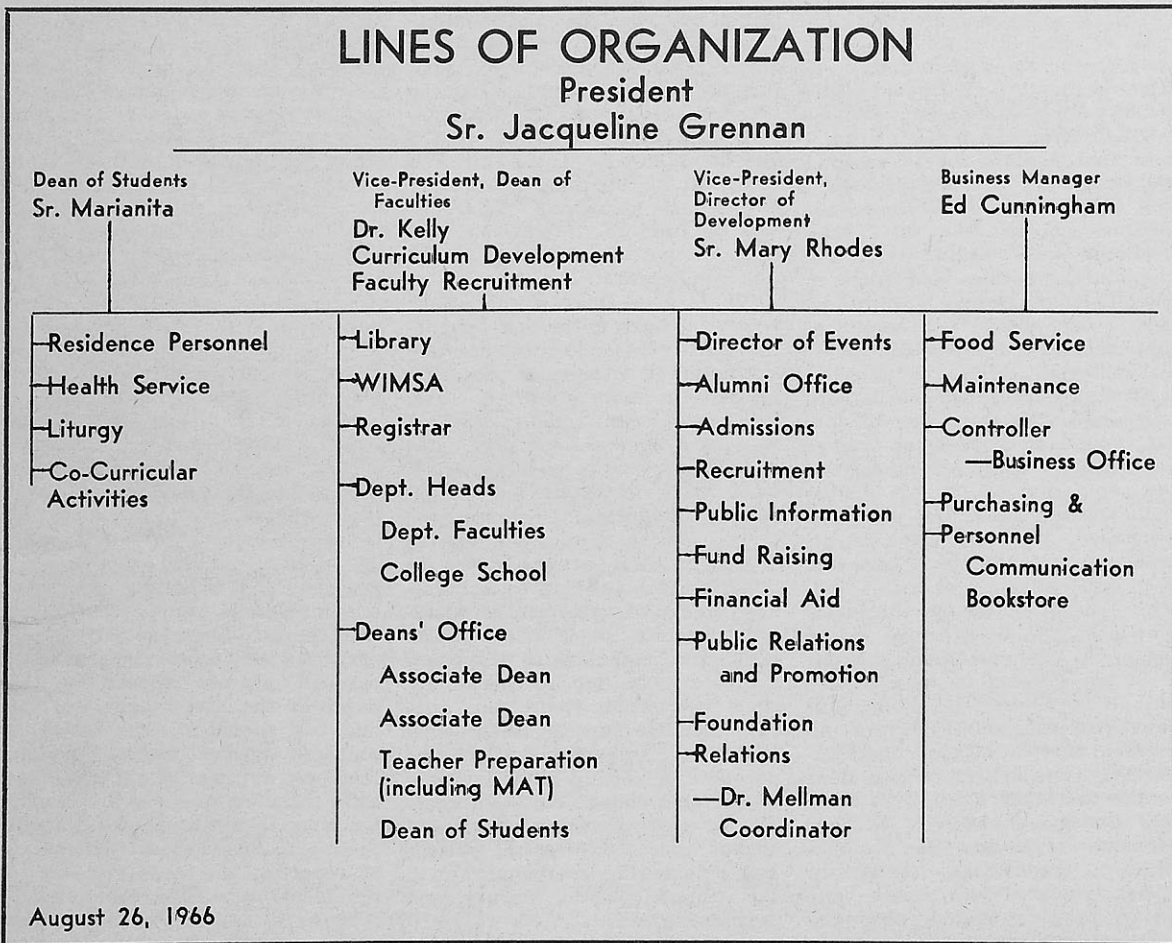
Webster College

Webster Groves 19, Mo.

VOL. XLIV

September 9, 1966

No. 1



This is the diagram used by Sister Jacqueline to describe the newly reorganized administrative system at the Faculty Institute this summer. It is stressed that this pattern is still open to change.

Administration change for growing Webster

As Webster College grows and changes, the administration must also evolve in order to cope more effectively with the new problems precipitated by expansion. To this end several new administrative posts have been created and the function of all administrative personnel has been redefined.

The Dean's Office received most of the reorganization. Previously the Academic Dean was responsible for reporting to the administration, to the faculty, and to the student body; a three way split in which the faculty sometimes lost out. To correct this imbalance the position of Dean of Faculties was created; a post which now belongs to Dr. Joseph Kelly, Vice-President. Dr. Kelly provides a direct link between the President and the faculty as well as being the contact with the President for the heads of WIMSA,

the Library, the Registrars office, and the Deans' office (See chart).

The next major change was the creation of the Deans' Complex, which pertains directly to the students. Formerly the Academic Dean, in her role as student advisor, discovered the great need for greater proximity to the Director of Teacher Preparation, the Director of WIMSA, and the Dean of Students. Since the two Associate Deans, Justine Maier and Tom Conway, are viewed as assuming the student contact portion of the Academic Dean's job, it was expedient that their offices be close to the offices occupied by the above mentioned officials.

To this end a Deans' Complex was created, in the former room 116, containing the offices of Sister Marie Francis, Director of WIMSA; Mr. Ed Clark, Director of Teacher Preparation; Sister Marianita, Dean of Students; and the Associate Deans, Tom Conway and Justine Maier.

The associate Deans will not be policy makers as was the Academic Dean last year. Instead they envision their role in the college as three faceted:

Second paper opposes WEB

Webster is soon to be a two newspaper community. The decision to form a second campus paper was made Friday at a meeting of students and faculty. The group present at the meeting consisted of several interested in being staff members of the paper, members of the WEB staff, representatives from the Administration and Student Government along with interested faculty members. The general consensus was that competition between the two papers would improve the quality of both, and that an additional paper would provide more opportunity for expression of student views.

As soon as the details of organization can be worked out, a clear cut editorial policy will be established and work will begin on the first issue. Notices of meetings for those interested in working on the staff will be posted.

YD's and YR's plan agendum

The Webster College Young Democrats and Young Republicans are planning several activities to involve as much of the student body as possible in their projects for the coming year.

Students will be invited to join in the campaigns of St. Louis candidates through canvassing, polls, and work in headquarters.

To interest students in campaign work and political efforts throughout the coming year, a Political Action Week is scheduled for September 16 to 23. During this week students will listen to and speak with St. Louis candidates, prominent women in politics in the area, and state college leaders of both parties. This activity will begin with a mixer co-sponsored by the YD's and YR's on September 16.

1. Information Center— giving details on course content and pre-requisites, requirements for teacher certification, career and graduate school information, etc.

2. Liaison Area— helping to coordinate the different areas of the school so that the student may receive maximum benefit from them.

3. Confidential Area— available for students to discuss any problem related to the school in strict confidence. If the deans discover any patterns of problems they will use the leverage supplied by their position to correct any such situations which may arise.

Sister Marianita will be in a unique position as Dean of Students. While functioning as a member of the Deans' Complex, which technically uses Dr. Kelly as its liaison to the President, she will also be one of the four people reporting directly to Sister Jacqueline. The administration felt that it was necessary to have someone completely sensitive to the students in direct communication with Sister Jacqueline.

The last area of major reorganization was the Office of Student Services. The Student Services office used to deal in five areas:

1. Financial Aid
2. Job Placement
3. Career Advising
4. Graduate School Advising
5. Testing (Graduate Examination, etc)

However, only Financial Aid is retained in the Student Services office. Job placement and graduate school are handled by the Deans. The area of testing will come under the direction of Lucy Ruth, Registrar, in her capacity as Director of Institutional Research.

WG musicians band together

Gerald Fischbach, a member of Webster's music faculty, is forming a new orchestra, to be known as the Webster Groves Community Orchestra. Mr. Fischbach will function as conductor and musical director of the orchestra, envisioned as consisting of 70 to 80 pieces. The members of the orchestra will be recruited from Webster College and from interested musicians in the St. Louis area.

Auditions will be held from 8 p.m. to 10 p.m. during the period September 12-14 in the Recital Hall.

Three concerts are planned for the coming season: the first, November 29, will feature Dr. Joan Mack, cellist, also a member of the Webster faculty. Other concerts are scheduled for February 21 and May 2. All will be held in the Loretto-Hilton Center for the Performing Arts.

Mr. Fischbach, announcing the formation of the new orchestra, said that the time seemed right for such an organization in Webster Groves and that much interest has been expressed by citizens of the community as well as by the students of the college.

WIL Radio is sponsoring a city-wide campaign to collect pre-sweetened drink mixes, or money for their purchase, for the servicemen in Viet Nam. The College Store is the collection center for the Webster campus. Deadline for donations is Tuesday, September 13.

Campus Talent '67 is auditioning students at Webster again this year. The hour long program, sponsored by Southwestern Bell, will be produced on location against campus backgrounds. Performers will be paid a professional rate. Tryouts will be held Monday, Sept. 19, at 7:30 p.m., in the Back Lounge. Madelyn Cain is the campus contact for Corinthian Special Productions who will produce the program and conduct the tryouts. Lindenwood College will also hold their tryouts here at the same time.

Varied fare in store for theatre goers

Six plays in repertory are on the bill for the first fall season at the Loretto-Hilton Center for the Performing Arts. The season opened Sept. 7 with Moliere's "School For Wives," which will be continuing in the repertory. The twin comedies, "The Private Ear and the Public Eye" by Peter Shaffer will be continuing in the repertory.

Shakespeare's "A Midsummer Night's Dream" opens Sept. 14. The play carries the audience into a fantasy land of fun and mischief.

World War I inspired Joan Littlewood's anti-war musical, "Oh What a Lovely War," which will be opening Oct. 12. Another comedy, "Born Yesterday" by Garson Kanin, premieres on Nov. 16.

Closing the season is another Shakespearean drama, the classic love story, "Romeo and Juliet." Jan. 25, 1967, is the opening date. The season closes with "Romeo and Juliet" on Feb. 11, 1967.

Tickets for the season may be purchased at the Loretto-Hilton Center Ticket Office, Hunleth Music Company, 415 N. Broadway.

College Store changes face

One of the many things which changed and improved this summer was the College Store. It has evolved from a place used mainly to purchase text books and school supplies into a full-scale merchandising operation.

As an introduction to the new College store, the management will give away one transistor radio a day during the period from Sept. 12-24. The only requirement is that the winner be making at least 50c purchase at the time the alarm sounds. Also during this time free good luck souvenirs will be given to all patrons.

Mr. Charles Bendersky, the new manager, has increased the stock to include tennis rackets and tennis balls, records, prints and posters, "People Lovers," radios, clocks, hair dryers, hosiery, irons, perfumes and cosmetics.

In addition, the College Store is adding a line of matted prints, which will retail from \$1.00 to \$5.99, and also some better pictures, framed reproductions or originals, which will retail from \$6.00 to \$60.00.

Mr. Bendersky is planning to stock Smith-Corona typewriters, which may be available for rental. There will also be portable stereos and televisions.

And, lest one would think that the College Store is forgetting its bookstore beginnings, Mr. Bendersky is planning to increase the book line, at least doubling the number of titles in stock. As an additional service students will be able to special order any title.

According to Mr. Bendersky the College Store should be in full operation by Oct. 1. He invites all students to visit, question or complain.

The Web

Founded October 3, 1924

September 9, 1966

The Summer's Surprises

"Webster in Motion" has been used so often on this campus that it has almost become a joke, but someone on this campus must have been taking the phrase very seriously this summer. The students went home from school last year with the usual end-of-school-hangover of disillusionment, cynicism, and too little sleep. While they were at home regaining a little perspective, the people on campus were rethinking and reprovving what Webster is all about.

We came back to find the bright promise of the Loretto-Hilton Center for the Performing Arts much more than adequately fulfilled. The professional resident drama company, which almost seemed like so many words last spring, has become not only a reality but also one of the most exciting things happening in theatre across the nation.

Likewise the proposed snack bar, the radical improvements in the College Store, and the construction of the swimming pool and tennis courts would almost make one believe that someone was listening to students' gripes and doing something about them.

Another part of Webster's rapid motion this summer took the form of almost complete reorganization of Webster's administration. The changes provide more services than ever before for the college as a whole. The Deans' Complex provides a new concept in student advising which should be much used and appreciated.

Sister Jacqueline has often said that she does not think of the student-administration relationship as a labor-management conflict. This summer has proved in many ways that the administration is serious about cooperation. It is now up to the students to do their part.

The Competition

Webster College is about to become a two newspaper college. Taking their initiative from Sister Jacqueline's speech at the convocation opening the Loretto-Hilton last spring, a group of students has decided to go ahead with the formation of a paper to rival the WEB.

This is significant for several reasons. First, as far as can be determined from a hasty survey, Webster will be one of the few colleges in the country with two functioning newspapers dedicated solely to news. In this way, the two paper experiment here will be a pilot study for similar attempts all over the country.

Second, Webster College itself will greatly benefit by exposure to the broad coverage granted by two papers with opposing editorial policies. Events on campus will naturally be covered with a completeness impossible to just one paper and the whole spectrum of student and faculty opinion should be represented in the two editorials.

Finally, the WEB itself will benefit from the second paper. The competition for news, scoops, and ads should spur the WEB to better and more efficient journalism.

All of our best to the new paper.

Expressed in the WEB are not to be interpreted as of the faculty, administration or of the student body of the college as publisher, reserves the right to exercise as will maintain high standards of journalism.

Peg McMahon
Maureen Mahoney, Jacque Black, Dianne Bechtold
Mary Ann Wilker

Chris Allen, Beth Stearns, Madonna McGrath, Maureen McDonald, Elizabeth Donegan, Sally Shute, Emily Vogel, Sue Scholes, Alona Hemrick, Paulette Peterson, Ann Crahan.

Letters to the Editor

Dear Editors:

I am a member of the Webster College faculty, that body whose caliber was recently challenged in one of your editorials. I wish to go on record as endorsing the concern of student-writer Peg McMahon over some conditions that affect academic achievement within the college community. Unfortunately I do not have on hand data that enables me to respond knowledgeably to criticisms which this editor aims at Webster admissions policies. Nor do I have firsthand information about the mentioned attitudes and fears in our students. However, I do believe I can speak to a couple of the issues raised in the controversial editorial.

First, it does appear to be both true and unfortunate that to date the reputation of Webster College has been based almost entirely on the reputation of its administration. During the school year just concluded, I had occasion to attend two national conventions and one regional convention of college teachers. During the same period I have been active in the larger St. Louis community. While I do not pretend to have feelers out all over town, let alone have canvassed the country, I am impressed that a certain slant invariably marks persons' reactions to the fact that I am with Webster College. I have yet to have someone say to me, "Say we once hired a crackerjack teacher—or social worker or journalist or musician—who graduated from your college." Nor did I hear mention of some Webster alum as being outstanding in anyone's graduate program. My school's name has not drawn forth comments about renowned professor so-and-so who is on our staff. In fact, if the name of Webster College prompted any response at all, this was invariably a reference to our President, Sister Jacqueline.

I have mixed feelings about this situation. On the one hand, I am proud to be attached to "Sister Jacqueline's college." When pressed for a statement as to whether Sister herself is "for real," I am pleased to reply with a hearty affirmative. But privately I worry. I am forced to consider just how much learning, of the purely scholastic kind, takes place at Webster College. (Note that my concern here is over a possible dearth of academic enrichment only. Other kinds of learning seem replete enough.)

After analyzing the situation, I have come to the conclusion that—along with a number of things that simply can't be helped—some very muddled thinking on a couple of points is causing us serious problems. For instance, within the college community in general there is a widespread conviction

that learning can be fun. I myself hold this view. Learning can be fun. It can be fun to the point of sheer intellectual intoxication. Admittedly there are a good number of serious and conscientious Webster students who find the simple acquisition of knowledge fun, no matter how arduous is the process of obtaining such knowledge. However, something in the air at Webster causes far too many of our students to make a thoughtless leap from "Learning can be fun" to "If it isn't fun, then it's not a worthwhile learning experience."

Where does this attitude lead? It allows flash-in-the-pan insightfulness to replace genuine creative synthesis. It encourages cheating—research papers lifted full-blown from unacknowledged sources, students doing other students' assignments and reports. It leads, in some instances, to a peculiar intellectual distaste for facts, even if these facts are as non-judgmental as the dates of historical events; and to a corollary dislike of any form of standardization, even if this be as ideologically neutral as some acceptable form for footnotes. By some serpentine route, the attitude that learning can be fun even leads to a downplaying of the importance of certain skills which a liberal arts college ought to cherish: straight thinking, clear and cogent verbal expression, patient and painstaking craftsmanship in the graphic, plastic, literary, and performing arts.

In view of all these things, I would urge the college community in general to reconsider whether learning experiences need always be fun—be exciting, stimulating, action-centered, etc. Even our lives' bitterest experiences can teach us plenty. Our college President is herself obviously a serious administrator, a person who works hard, hard, hard and long. And so, after surveying the scene, I can't help but sympathize with the student writer who finds the student body on this campus out of step with the college administration. Our chief administrator's frequent references to dogged perseverance, to "putting one foot in front of the other," reveal that she herself understands that those who succeed by honest means must march through, and not around, the Given.

My second concern in relation to academic health at Webster has to do with the anonymity of most of our faculty. Simply, we do not publish enough. Like our students, most of us seem to have made a thoughtless and illogical leap. Our college dispenses with that admittedly absurd attitude, "Publish or perish"; and as a result, far too many of us jump to an equally absurd position, "If I

publish I deserve to perish, for then I begin to look like a scholar."

I personally find it especially ironic that Webster College teachers do not often and regularly break into print. Some of the teaching and learning activities presently being conducted on this campus deserve to be broadcasted by every means available. Normally the creative teacher is an irrepressible broadcaster of his ideas and his methods. And if only by accident, he becomes a public relations agent for the school whose name gets attached to his books, articles and other publications. In this connection I wish to quote from *Time* magazine's recent article on "great teachers." (May 6, 1966)

Most of the good teachers, in fact, cannot resist publishing; they have something they want to say to the world beyond their classrooms.

Some members of our faculty do, in fact, publish often in educational and scholarly journals. My concern is simply that more of us do not. Even the private experiences of prize fighters and baseball players appear in the pages of the best magazines, "as told to" so-and-so. The latter is someone merely skilled in the craft of writing. Might not creative teachers here who are simply too busy to write up pieces about their projects likewise find means of reporting on these projects to the larger academic community?

Perhaps, after all, the caliber of an almost silent college faculty—an unnecessarily silent one—does deserve to be questioned. Author Thomas Mann goes so far as to claim that until it gets expressed by someone, an idea or an awareness has not truly entered reality. There is much merit to this view. We have all had the experience of not knowing what it was we knew or grasped about something until someone or some situation forced us to verbalize it. Would our own college have the respectable and rising public image it now enjoys if Sister Francetta and Sister Jacqueline and a few others had not publicly articulated its dynamic and evolving philosophy? But I wonder how long the college can afford to let its administration be practically its only public voice. Except for the handful of *Web* writers who got out the provocative final issue of the paper, Webster College is strangely silent about itself. Where are all the other voices? Where are the President's backers—or her non-backers, for that matter? After all the inspired and flaming speeches, where is our joint follow-through?

Very sincerely yours,
Barbara Nauer Folk
Department of English

Please complete the following form and take to College Store or drop in designated box in the colonnade.

What items would you like to see carried in the College Store?

What price range would you prefer?

What hours would be most convenient for you?

Comments:



An Upward Bound student finds the means of self expression through her gestures, eyes, and words. During the eight weeks which two hundred and ten high school students spent at Webster College this summer, they discovered the value of knowledge as a source of communication for their ideas, hopes, and achievements. For many of the students this was the first time they had ever attempted to vocalize their feelings and thoughts, and for still more it was the first time they had ever been listened to with interest and enthusiasm.

Pre-college participants experience awakening

Imagine a summer spent with 210 teenagers, 25 college students, and 25 faculty members and you will undoubtedly begin to conjure up both wonderful and frightening pictures. Perhaps to a certain extent both images are valid, for what is filled with more wonder and fear than a high school student awakening to his own meaning and potential. One student expressed for all of us the anxiety and beauty of such an experience: "I am trapped, trapped in a cage. I want to get out, but my arms are too weak to scale its top. But I will not give up. For one day I might be able to break a hole in it."

Upward Bound provided the opportunity for us to escape from the entrapment of self-isolation and self-ignorance. These are the walls that were torn down over eight weeks of intense involvement of 250 people who were deeply concerned with each other. Daily classes and workshops, field trips, parties and dances, concerts and picnics were the means which we used to express our ever growing awareness of each other.

Several poignant experiences demonstrate the genuine love shared between the students, program assistants and faculty of Upward Bound. One night we gathered to sing and roast marshmallows around a camp fire on the old tennis court. As the fire burned lower, the group spontaneously joined hands, singing "We Shall Overcome." And we knew, probably for the first time, that as a community of individuals united in care we could overcome the many obstacles which blocked our way.

In order to impress upon the students the importance of law and how it operates in our society we had a murder, complete with victim, arrests, subpoenas, attorneys, witnesses, press coverage in the "Summer Tymes," and finally a trial held at the St. Louis Civil Courts. Two weeks were spent in preparation for the trial. It was almost the sole topic of conversation and there was not a single one of us who doubted the truth of the event or who was not interested in the proceedings.

The question which occurs to all of us, whether personally involved with the students or simply an interested bystander, is if any permanent results were achieved during these eight weeks. Sister Virginia Ann, the director of the

summer program, expresses for all of us the belief and faith we have in ourselves and in each other:

"What happens the day after Labor Day? Will we be down and out? Once out of this atmosphere will our senses no longer be attentive to sound or sight; our minds no longer stretching for new facts, new ideas, new realizations; will our hearts once more be constricted by our old prejudices, old habits, old timidity?"

Surely not! Man's spirit is meant to rise ever upward . . .

How far is up? Up is never reached! Let us all continue to be Upward Bound."



Attention focused on their teacher, these Upward Bound students reflect the attitude that learning need not be unmitigated boredom. The atmosphere of the classrooms during the program was relaxed. Yet the intensity of new ideas and thoughts shared between teachers and students stimulated interest and response to an optimum level.

WEBSTER SUMMER '66

At the end of Spring semester, after the last trunk had been hauled away, a few stragglers experienced the feeling of bleakness that comes over a complex of buildings that have been hollowed of life. Nothing but dust was left in the hallways. One would have thought that the college was to remain void of life until the fall flood of freshman . . . An exaggeration—of course. But few of us realize the actual extent of the summer activity, which takes place at Webster.

In total—probably as many people use the Webster Campus in the summer as during the regular terms. A total of 617 students attended summer classes this year, 263 in the MAT program and 354 in the undergraduate program. Add roughly 250 students and counselors for the pre-college program, plus faculty and those in attendance at the various workshops held throughout the summer.

Sr. Jacqueline addresses Peace Corps conference

Traveling to Rio de Janeiro this August, Sr. Jacqueline Grennan, President of Webster College, contributed, as one of two leaders, to a session of terminal conferences for Peace Corps members just completing their two years of service to Brazilian communities. The termination of service conferences are part of a universal system for the Peace Corps in every country and include two and one half day seminars conducted by a field representative from a different country, and a member of Peace Corps, Washington, which Sr. Jacqueline represented as a member of the Education Task Force Advisory Committee.

The greatest significance of the seminars lies in the fact that they become a way for members to develop conceptual patterns of their "chaotic experience." Much of Sr. Jacqueline's work centered around a questionnaire which offered an opportunity of hyper-criticism to the departing Peace Corps workers. Questions concerned the Corps itself, particular tasks undertaken, and the not infrequent traumatic experiences encountered by the workers during their service. The answers serve as a means of gaining invaluable insight into patterns of such specific concern and also provide a source of renewal to the Peace Corps itself, enabling it to iron out its difficulties and continue in its steady efforts for peace.

Working with three different groups, Sr. Jacqueline noted that "all were different in temperament," but that all referred to their terminating adventure as "without exception the most crucial learning experience ever." To an unbelievable degree all seemed to acknowledge a very significant growth in self-confidence. As one Peace Corps mem-

ber expressed it, "I am more able to meet the unexpected."

Most of the Corps members seem to begin their tours as types of "Utopian pragmatists," related Sr. Jacqueline, but complete their service "much less idealistic. The Peace Corps is the one institution in our society that does a good job of making kids idealistic tacticians."

Young actors get pro spirit in repertory

Head-on confrontation of new challenges and often unexpected problems came this summer to three of Webster's drama students with the addition of a significant dimension to Webster's Repertory Theatre. The actual acting and working together of the students with the professional actors not only stirred campus interest, but also proved to be quite an experience for Cynthia David, Tom Kampman, and David Huffman. Ellen Perry, a May graduate, also worked in the summer theatre.

"Family feeling" is what the young actors had been accustomed to in previous college productions explained David Huffman, "with the students pulling for the actors—a great feeling." But the uncompromising professionalism at work in the Loretto-Hilton this summer presented the four with an entirely different atmosphere. It was "so tough and frustrating in the beginning—so different," recalled Dave who appeared in five of the six productions. "I questioned whether I really wanted this type of life. Then I saw the results of our efforts in the opening night production and made my choice. It's hard, but the final result is more than worthwhile."

The usual excitement and adventure of the theatre season was heightened this summer by the diversity as well as the quality of the plays presented. Ranging from the French classic School for Wives to Shakespeare's Twelfth Night and on to the contemporary touch of the comedy The Private Eye and The Public Ear, consistent success marked the summer season.

The exciting excellence of the Repertory Theatre of the Loretto-Hilton Center will be further exhibited in the coming extension of the Premiere Season opening September 7 with Moliere's brilliant comedy School for Wives.

School for Wives
Tonight
8:30 P.M.

ber expressed it, "I am more able to meet the unexpected."

Pre-college students stayed on campus, as did many of those enrolled in the summer school courses. It was not required that female summer school students from out of town live in the dormitory as it is in the spring and fall term. Several groups of students rented faculty houses for the summer, others lived off campus, rented apartments or stayed with friends.

Many things, such as the Loretto-Hilton (see related article) were new this summer, but one of the happiest additions was the new swimming pool. When the pool was filled with water on July 2, Sr. Jacqueline and Sr. Francetta were the first to go for a swim. Built for the Webster Community, the pool is used by both faculty and students and has become a new center for the college. The Schumachers, remarked that they had to rearrange their family life around the pool. Mr. Schumacher, a member of the Social Science department, had to resort to getting his son Andy out with a shepherd hook—a fine thing for a psychologist!

The tennis courts had to be delayed until the telephone company could remove a pole from the proposed playing area, but when the courts were opened at the end of the summer they soon found good use—Paul Merrick, of the Biology Department, gratefully acknowledged the location of the courts in his backyard. He and other members of the faculty have used the courts so frequently that someone suggested that faculty phones be installed.

Funds for the construction of the tennis courts came from the proceeds of the sale of Webster's half interest in the gym at Nerinx Hall. The pool and courts will serve the total Webster community better than a gym, especially since the Physical Education department will be deleted from the curriculum in the future.

Webster was the scene for several short courses or workshops. One of the most interesting of these was the two-week instrumentation course offered in the latter half of May. The course, taught by Jerry Lettvin, Professor of Neurophysiology and Electrical Engineering at M.I.T., proved to be a challenging experience for those involved. Sixteen students and eight teachers studied the theory of how nerves work by reading the nerve impulses of frogs. The course for which those in attendance received two hours of credit, contained biochemistry, physics, and a great deal of biology.

The Instrumentation course for Webster in May was a success. Its success was the conviction that similar courses complement the existing Courses such as the excellent way to see facilities which are the summer programs are in session.

Plans are going forward

(Cont. on Page 4)

Political Science Dept. grants first sabbatical

Madonna McGrath is presently on the first sabbatical granted in political science by Webster. She began work on July 10 as the administrative assistant to the campaign manager of Lawrence K. Roos, incumbent Republican candidate for Supervisor of St. Louis County.

Madonna is responsible for

Noted author gives lecture

Noted priest-author, Rev. Andre Godin, S.J. spoke last night on the topic of "Psychic Health, Moral Health, Christian Health" at the Webster Groves High School auditorium. Father Godin, whose visit to St. Louis was sponsored by the Webster Institute of Math, Science, and the Arts, is the author of *The Pastor as Counselor* and other books and articles for parents and educators on various psychological topics dealing with religious attitudes.

Godin is also a professor at Lumen Vitae, the highly respected institute for Catechetical studies in Brussels, Belgium. His work at Lumen Vitae has made him a leader in the scientific study of religious education and in the relatively new field of pastoral counseling in the realm of mental health. He has also been closely connected with the recently established Secretariat for Non-Believers, formed at the close of Vatican II, and headed by Cardinal Francis Koenig.

Last summer, Father Godin was on Webster's campus for a week lecturing on Religious Psychology to the students in the Master of Arts in Teaching program.

During this visit Father Godin plans to address the undergraduate "Dimensions of Morality" class.

Historian offers new curriculum

Dr. Richard P. Ford from the history department of Carnegie Institute of Technology was on campus the week of August 29 to September 2. As a consultant to the History department, Dr. Ford will help develop new curriculum materials and new teaching methods in the Social Studies and History departments.

Dr. Ford directed the methods class and discussions for the senior History majors and interested History and Social Studies teachers under whom these girls will be doing their practice teaching. Dr. Ford stressed the exposition and inquiry technique for the History teacher with the objectives of a greater-in-depth knowledge of History and an increase on the thinking processes of the students.

Sr. Mary addresses teachers at institute

Sr. Mary Mangan, chairman of the History Department, addressed the National Teachers' Institute in San Diego, California, on August 31. The topic was "A United Front: Education

and the future." She spoke at the institute's summer agenda. Sr. Mary was traveling with a seminar team of 15 workshops on inter-relations. Sister Mary's topic at the institute was "Negro His-

many facets of the actual campaign operation from addressing labels to the excitement of strategic planning meetings, usually attended only by a select few.

The entire staff of the campaign, including Mr. Roos, is very pleased with the idea of Madonna's sabbatical and is helping her learn the finer points of political campaigning which can only be learned through day to day contact.

Although not involved in classes on campus, Madonna does not find her evenings completely free. Mrs. Carol Manchester, campaign headquarters director, has supplied her with past political surveys and research on St. Louis County. In the coming months, Madonna will be doing research on theories behind decision making processes, power structure, the American electorate, and local "grass roots" politics.

Madonna's political background for the sabbatical includes her present office as Co-Chairman of the Midwest Federation of College Republican Clubs, a thirteen state organization with over 100,000 members, and her recent appointment as editor of the Federation's newspaper, *The Midwest Review*.

Mr. Miller Newton of the Social Science Department is supervising Madonna's sabbatical.

Webster Summer '66

(Cont. from Page 3)

approximately ten two-week intensive courses in different areas next year. A striking feature of such programs is their attendance by both faculty and students. Imagine undergraduate students sharing a learning experience with members of the class who have reached that level of achievement which is marked by a Ph.D.

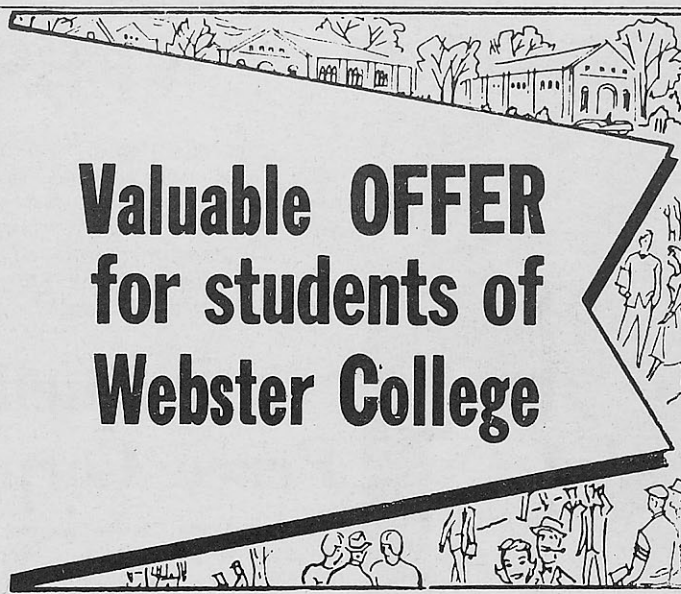
An economics workshop for in-service teachers was offered at the end of the summer. The materials for the workshop were developed by Dr. Lawrence Senesh, Prof. of Economics at Purdue University. The goal of this program was to emphasize developing the skills which will enable teachers of social science in the elementary school to have a higher degree of competence in analyzing and interpreting economics for the grade level at which they teach.

An Art Workshop was held on several Saturdays for local teachers, presided over by Dr. Nik Kroevitsky of Tuscon, Arizona. Sr. Monica Julie of Notre Dame de Namur exhibited in the art complex and lectured on creativity in conjunction with the workshop.

Sr. Corita of Immaculate Heart College in Los Angeles exhibited her nationally known serigraphs in the Loretto-Hilton.

The MAT program yielded 31 graduates at the end of the summer, 23 in math, five in science and three in liturgy. The MAT classes were held at the college school, close to the Mobile Units where an enrichment class for 5th-6th graders was being held. The enrichment class often served as a demonstration class for MAT enrollees. MAT instructors could sign up for a day with the class to try out new curriculum methods.

In conjunction with the MAT program several lecture series were offered. The lectures on Vatican II included "Women and Vatican II," given by Sr. Mary Luke Tobin S.L.; "Council's Call for Collaboration," by Donald Quinn, managing editor of *St. Louis Review* and a representative of the press at the Council; "Liturgy and Vatican II," by Fr. Frederick McManus, an associate professor at Catholic University of America.



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Local CYD area organizes activity

Beth Stearns, president of Webster's Young Democrats, was recently appointed the Eastern Regional Director for the Missouri College Young Democrats by Frank Loeffler, president of the Missouri C.Y.D.'s. Beth's appointment enables her to participate in decision making at the state level. Her duties are to organize and coordinate activities between the college Y.D. clubs in the eastern region.

In line with this, Beth is organizing a St. Louis Area Conference for colleges and universities in the immediate St. Louis area. "We hope that this conference will enable area C.Y.D.'s to become more active and will help organize clubs on campuses where at present there is little, if any, activity. The St. Louis area has had little to say in state-wide policy before and we are going to change this! Kansas City has long held the power and it's time that they recognize the potential rivalry of St. Louis," comments Beth.

Monsieur Rene Allewaert, Cultural Attache of the French Embassy in residence in Chicago, will speak on "Social and Cultural Trends in Present Day France" on Friday, September 16, at 2:00 p.m. As a guest of the French Department M. Allewaert will attend a performance of "Les Femmes Savantes" by Moliere, in the Loretto-Hilton Performing Arts Center Wednesday evening. M. Allewaert will inspect the French Department and visit the French classes in the college school.

"Our Friends the French," a CBS News Special, will be presented in the Webster College Auditorium on Wednesday, September 21, at 8:00 p.m. This special event has been organized jointly by the Beta Kappa Chapter of the French Honor Society Pi Delta Phi and the International Relations Club. The film will be followed by a discussion in which some of the Webster College faculty and students who spent their summer in France will participate.

Film Society takes shape

Presenting a series of American and foreign films, the Webster College Film Society will consider the evolution of the film as an entertainment and as a communication medium.

Administered by the Library staff in cooperation with Sister Marita's Film Arts' Society, the Film Society offers a selection of films of various countries and eras. Dependent upon campus interest, the new provisional group will develop a formal organization with programs planned into the future.

The subscription fee of \$5.00 entitles the member to attend the 12 films planned for the fall semester and participate in all the activities of the Society. Tickets and information concerning the new organization can be obtained at the Library Circulation Desk.

The films scheduled for the fall program include:

When Comedy Was King	Sept. 6
Broken Blossoms	Sept. 13
The Three Musketeers	Sept. 27
The Trial	Oct. 5
An Affair to Remember	Oct. 11
The Mouse That Roared	Oct. 18
Passion	Oct. 25
Nights of Cabiria	Nov. 3
Desire	Nov. 8
Ikuru	Nov. 15
Wild Strawberries	Dec. 6

Seminary admits Webster students

Junior Peg McMahon is taking 2 hours of Scripture this year. This is news only because the course will be at graduate level and will take place at Eden Seminary.

Although Peg is the first to take advantage of the proximity of the colleges for class exchange, the opportunity is by no means unique. The registrars from both colleges met this summer and arranged a permanent plan for student exchange.

Briefly, the Webster upperclassman seeking to take a course at Eden need only see Sister Lucy Ruth, Registrar, and the head for the Webster department under which the credit will be listed. For example, someone interested in taking a philosophy course at Eden would see the head of Webster's Philosophy department and secure their permission and then see Webster's Registrar. Eden will accept any upperclassman with these two recommendations. And the fee is set at only \$20 per course.

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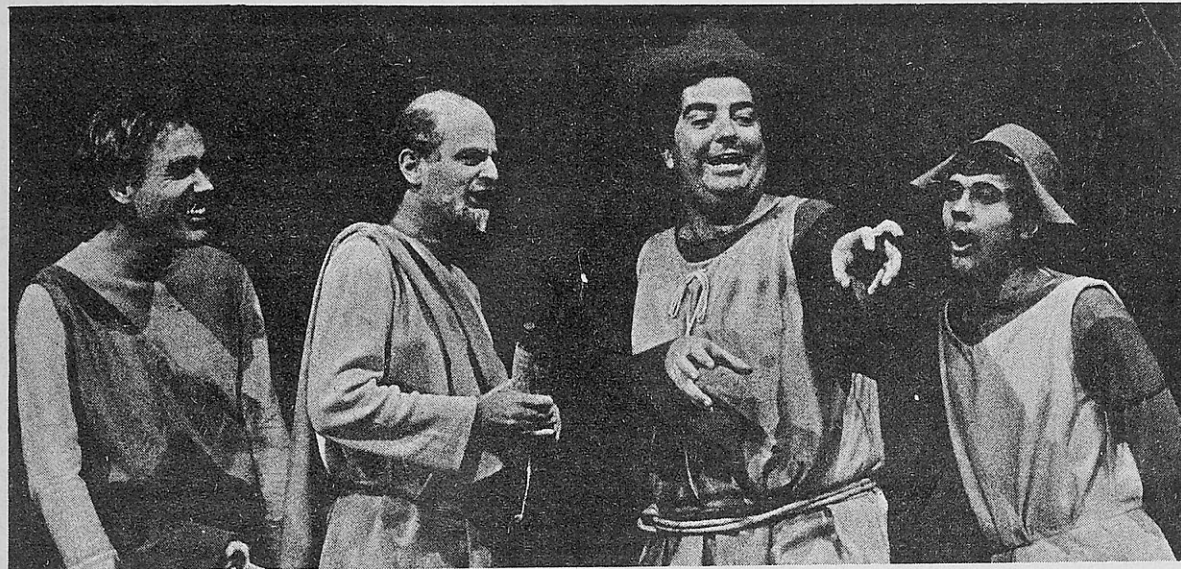
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VOL. XLIV

September 23, 1966

No. 2



Bottom the Weaver (David Sabin) leads the rustics in a frolic-filled scene from the critically acclaimed "A Midsummer Night's Dream," which is currently in the repertory at The Repertory Theatre of Loretto-Hilton Center. Others in the scene include Tom Kampman, Bernie Passeltiner, and Gerald Simon.

Repertory Theatre of Loretto-Hilton opens fall season with comedy

"A Midsummer Night's Dream" premiered on Wednesday, September 14, at the Loretto-Hilton Center for the Performing Arts.

Leading roles in the Shakespearean play, which will become part of the regular repertory schedule, were taken by a husband and wife team, Lawrence Linville and Kate Geer. Mr. Linville performs the part of Oberon, king of the fairies, and his wife, Kate Geer, appears as Titania, queen of the fairies.

Miss Geer is one of six new Equity performers who have joined the theatre's professional repertory company. Others cast in the play are Peter Coffeen, Ly-sander; James Paul, Egeus; John Ramsey, Theseus; Gerald Simon, Francis Flute; and David Sabin, Bottom.

Other members of the cast include students of the College as well as "veterans" of the professional company. They are: Rob-

ert Murch as Demetrius, Barbara Caruso as Helena, Marilyn Chris as Hermia, David Huffman as Puck, Wayne Loui as Philostrate and Robin Starveling, Tom Kampman as Tom Snout, and Pat Egg-liner as Hippolyta.

Guest director for this production is J. Robert Dietz, and guest designer is John Wright Stevens, a member of the faculty of the University of Wisconsin.

After September 18, "A Midsummer Night's Dream" will share alternate billing through October 9 with "School for Wives" and "The Private Ear" and "The Public Eye."

Paper debuts next Friday

Starting Sept. 30 when the second newspaper appears on the stands, Webster will be the scene of a unique experiment in journalism. The premiere issue of the "new newspaper" will inaugurate a policy of charging for subscriptions and individual copies. There will be a subscription rate of 50c or individual copy charge of 5c.

Operating on a \$2,000.00 budget grant from Student Association supplemented by revenue from advertising and subscriptions, the paper will appear every two weeks. They will alternate publication dates with the Web, coming out on the weeks that the Web is silent. The paper will be printed by the Daily Record, the same printer who does Washington University's paper.

The name of the new paper has not yet been revealed. The editorial staff was considering calling the paper "The 'Ster" but the suggestion was voted down at their general staff meeting.

A tentative listing of the editorial staff is as follows:

Editor: Sally Shute
Co-Editor: Nora Householter
News Editors: Bonnie Beck
Bonnie Gruenheck
Feature Editor: Barb Wood
Ad Manager: Candy Lord
Business Managers: Kathy Brock
Pat Eickman
Photography: Maureen McGinley

Alumni meet for refresher

The Alumni Auxiliary Counselors of Webster College will meet on campus Friday, September 23, through Sunday, September 25, 1966. These women representing all sections of the country, will participate in discussions and seminars to acquaint themselves with current procedures here at Webster. After completing this training program, the women will return to their hometowns and represent Webster at college nights, class days, and other college-oriented functions. At these varied activities, the Webster representatives will attempt to interest students and their families in the Webster College Community.

The program will begin Friday, September 23, with the group attending a performance at the Loretto-Hilton. Saturday a conference will be held at the Kirkhouse at 2 p.m. with student participation during which the ladies will discover the questions high school students are likely to ask.

The new college catalogue, This is Webster College In Motion, for the school years 1967-68 and 1968-69 will be available September 25. The Admissions Office plans to send copies of this catalogue to various schools and future Webster students. There will be several copies available in the library for students' use. For the students who need catalogues, individual copies will be issued, but the Admissions Office discourages arbitrarily taking them.

Scholar mart coming Oct. 1

A "flea market" sale, organized by the faculty wives, is planned for Saturday, October 1, at 10 a.m. at the gym and playground of the College School. Under the co-chairmanship of Mrs. William McConnell and Mrs. Carl Pitts, the sale will donate its proceeds to the college scholarship fund.

Miss Margaret Maloney, a local St. Louis school teacher, will donate some of the items which will be used in the sale to Webster. Her donation, which ranges from antique dishes to oriental rugs, will make up the majority of the items on sale. Other objects included in the sale are linens, cut glassware, lace, original Hummel figures, and furniture.

Literary magazine provides outlet for creative students

direction is a happening. direction is a small but ambitious literary magazine. It happened into existence because students need an organ of dissemination for their creative expressions. If these expressions are ever to be received and evaluated by objective readers they must be available in a pleasing format. direction is student conceived, edited, and published and is highly sympathetic to the difficulties which student writers encounter.

It is the opinion of the editors that the budding young author who clutches his writings to his bosom is not adequately open to a maturing process of his abilities, form, and ideas. Giving a personal creation to print, with the knowledge that it must now stand on its own strength and merit, is an exhilarating, stomach-turning

Newsweek Reports new teaching methods

Webster College has become one of the few schools in the country to begin a "Revolution in Teaching." In a nationwide survey NEWSWEEK asks just what it is that Webster is doing to revolutionize teaching.

Answering this question, Sister Jacqueline Grennan, President, presents two fundamental aims, which at this time apply mainly to the elementary schools. First, there is an emphasis on content rather than on method. In the past, teaching procedures have been of the most importance. The emphasis is now being switched to deeper investigation within a specific academic area.

The second aim is based on the following theory: Teachers teach as they have been taught. Rather than just being told how to teach, student teachers are taught by the same methods that they are to employ. Thus the teaching methods are incorporated into the academic learning.

Previously, by obtaining a degree in elementary education, a new teacher would have been exposed to a small amount of many subjects. Since elementary teachers were responsible for the better part of the academic curriculum this had seemed to be the best method. It is now the opinion of many revolutionaries that specialization in one area would bring better results in our schools. Webster offers a Master of Arts in Teaching with this aim in mind. In the areas of math, science, social science, language arts, and religious studies, there are 315 in-service teachers working for this type of masters. Since they have already received their teaching degrees, working towards a masters in education under the old method was appropriate for principals and other administrative personnel, but not for those who wished to remain in the classroom. Studying under the new method, these teachers would go

further into a specific subject and so become more familiar with what they are to teach. It is the ambition of Sister Anna Barbara and the rest of the experimental staff that this new approach to teacher training will offer one possible solution to the problem of better teachers to teach the better curriculum.

Still remaining is the problem of changing the pattern of the elementary school to fit this method of teaching. A specialized teacher must teach with others who are specialized or else the method could prove unsuccessful.

This experimentation in teacher preparation both for pre-service and in-service teachers has been financed by two grants from the Ford Foundation. In 1961 Ford granted Webster College \$212,000 to experiment in teacher preparation on the undergraduate level. In 1963 another \$316,000 was granted for the Master of Arts in Teaching.

Book exhibit at College Store

The College Store will sponsor a book exhibit September 24-25. The exhibit, according to Mr. Charles Bendersky, College Store manager, will feature the Double-day titles associated with courses taught at the college. The exhibit will cater mainly to the faculty, although it will be open to anyone. The college store will be stocking most of these titles along with other lines.

Mr. Bendersky also announced that the college store will stock hardback reference books. Literary criticisms are already available in this form.

"Many of the students have inquired about the absence of outline series, such as the Monarch Outline Series," commented Mr. Bendersky, "and their absence is due to the fact that the departments, mainly the English department, do not want us to carry them. We do, however, carry other quality outlines, The College Outline Series and the Littlefield-Adams Series."

The College Store is also anticipating an open house around October 10. Details will be announced at a later date.

To facilitate communication with day students and the various organizations on campus, the Student Association will soon install mailboxes for them in the sign-out office. The mailboxes will be the same type now used in the faculty lounge. Several students will share the same box.

It is hoped that the installation of the new mailboxes will allow faster and more economic communication with day hops and free the bulletin board space in the colonnade for announcements, posters, etc. After the mailboxes are installed, all personnel communication will take place through them rather than through the colonnade boards.

The Web

Founded October 3, 1924

September 23, 1966

Action on Co-ed vote

When people gather to talk, even casually, of education, there seems to be just one phrase that will bring a uniform reaction. Picture, if you will, a tolerant, pitying smile, tinged somewhat with contempt; envision several sets of condescending eyes, and then try to imagine what simple three-word phrase can bring this all about. The phrase is: Catholic women's college.

The reaction to that phrase is so universal, and so devastating, that one immediately feels compelled to explain. "Well, you see, Webster isn't exactly a Catholic college—there are rumors that the Cardinal is planning to start a Newman Club on campus—and it isn't exactly a girls' school. Why, there must be over 50 men on campus."

You end your brief explanation with an implied question mark, smiling hopefully into the threatening face. Maybe he'll understand; maybe he'll enroll? Maybe you'll disappear.

Careful propaganda, of course, can overcome the prejudice that a "Catholic girls' school" encounters, but why should we have to overcome the initial sour reaction? The only reason that Webster is now a "Catholic college for women" is that it was built as a Catholic college for women. There is nothing, in fact, in its present set of goals and ideals that would make it necessary for Webster to remain either Catholic or female. Webster is presently neither Catholic nor a girls' school in any of the traditional senses, and it seems unnecessary to cling to names that carry with them traditional connotations and prejudices.

The fact is that Webster is coeducational. Numbers don't mean a thing in this case. The minute one boy enrolled in one course, Webster was a co-ed school. Clinging to an old name is a form of dishonesty. And it is forcing a whole group of men to orbit at the fringes of certain departments. There are men who are interested in becoming math majors, or English majors, or history or social science majors; but they are shut out by an archaic, and inaccurate title.

The Board of Trustees has granted permission for further study on the co-ed question but the further study has not yet even begun. Perhaps someone should ask "Why?" Perhaps complete coeducation is out of the question at this time, but at least the inaccurate phrase "for women" should be dropped from the school's official description.

And the description "Catholic" is open to more subtle, but just as valid, questioning. Calling Webster a "Catholic College" is as much misnomer as calling it a girls' school. What makes a school "Catholic?" Is it Catholic because a nun is president? Would Bennington be Catholic if Sister Jacqueline took the presidency there? Is it Catholic because there are nuns in teaching positions? Is the University of North Dakota Catholic because Sister Ann Patrick is on the faculty? Are schools Catholic because Sisters attend classes? Or because theology is taught (and not required)?

Actually, a school is probably "Catholic" because it regards the world with a closed, monolithic, traditionally orthodox viewpoint. Webster certainly does not.

There are many disadvantages in calling Webster a "Catholic Liberal Arts College for Women." The advantages are few. It is not an accurate description. Why continue?

peg mcMahon

Opinions expressed in the WEB are not to be interpreted as official views of the faculty, administration or of the student body of Webster College. The college as publisher, reserves the right to exercise such supervision as will maintain high standards of journalism.

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Webster registration stands at 906; includes more East coast students

With the start of a new school year, a community of learning experiences an interchange of the new and old. Wishing to know in which direction it is heading, that community considers the changes brought about by considering the new blood in its veins.

A map that bears a colored pin marking the hometown of every Webster student hangs inside the Admissions Office. This map reveals a great deal about the group of students new to the college; Webster is drawing its students from an ever-widening geographic range. The 141 boarding freshmen come from 30 states (including Hawaii) and four foreign countries. The trend moves eastward. Although the majority of Webster students still come from the Midwest, the East coast is being better represented each year.

Conspicuous by its absence in this list of localities is the West

coast, especially California. One reason that California students are notoriously hard to draw is the different approach of that state toward education. While Easterners tend to place their confidence in well established schools throughout the country, Californians have set up a public college system that is unrivaled by any state in the nation. However, with Webster's publicity in two nation-wide television broadcasts and recognition in a Los Angeles Times series on education, there is hopefully a changing attitude. With this in mind, the Admissions Office is working to attract student from the West coast.

One hundred ninety-nine of Webster's 906 students are freshmen. Compared with last year's freshman class, this year's represents a higher percentage of public schools, from 23% to 27%. This year's freshman class is smaller

than last year's 243. The difference is in the fewer day students, possibly because of the increasing tendency of St. Louis high school graduates to favor junior colleges. There was only a slight decrease in the number of boarders.

The class sizes are: senior, 189; junior, 192; sophomore, 218; freshman, 205, and unclassified, 100. Although the senior class is numerically the smallest, it shows an increase of six over last year's junior class of 183. As for the gap between the sizes of the sophomore and junior classes, this is an expected occurrence. Sister Lucy Ruth, registrar, explains that this is the natural time for transfers, the halfway point is where many plan to change directions possibly to attend a larger or more specialized school. Predictably, our male population has increased. It is now 58 and this increase promises to continue.

These are the more obvious changes in the student body. They suggest a myriad of others. The idea of complete coeducation, for example, is now a genuine possibility for Webster. But we must keep our grip on the present as well as our eye on the future.

Community organization promotes improvement

"Community organization is the process of developing a representative organization of sufficient power to effect planning and social change in and for a community. Such organization is necessary if the persons in urban communities are to have any effect on the destinies of their communities."

In this manner, Mr. V. Miller Newton, who joined Webster's Social Science department this semester, described the purposes of community organization. Mr. Miller worked with the Mid-City Community Congress in the St. Louis area this past summer, attempting to initiate an effective community organization. Working with members of St. Louis Cathedral, Second Presbyterian Church, and Trinity Episcopal Church, Mr. Newton and his co-workers engaged in a program to improve housing, education, and consumer production. The steering committee for this group was Westminster Enterprises, who owns the Three Fountains Restaurant. Also aiding the organization were four students from local colleges, including Carol Hinchin from Webster.

The idea of the Mid-City Community Congress was to mobilize

the apathetic people so that a neighborhood organization would be created to speak for the community and act in its name. Using the six thousand dollars granted them this summer, the committee first surveyed neighborhood groups and found the area ripe for organization. They then moved into the second phase, organization and action of small groups and projects. Now, along with two new members, St. Steven's Lutheran Church and Samaritan Methodist Church, the Mid-City Community Congress has been committed to raise a budget of seventy-one thousand dollars for a staff of seven professionals and other office help so that they may create a community organization.

After this phase has been completed, specific area projects will be organized, and then the committee will work on discovering community-wide issues. The first community congress will then be organized which will ultimately lead to the final phase of the project, the community organization assisting the Mid-City Community Congress.

Students in both the poverty and community action class, and the community organization class, which Mr. Newton teaches, will be

involved in a variety of the remaining phases of the program.

Before coming to Webster, Mr. Newton worked with the Job Corps in Morgentfield, Kentucky. He studied at Princeton University, the University of Florida, where he received a Bachelor of Arts degree in History, and Princeton Theological Seminary, where he received a Bachelor of Divinity in Social Ethics. He attended the Ecumenical Institute in Switzerland which is related to the World Council of Churches and the University of Geneva.

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Letters to the Editor

Dear Editor,

I would like to heartily second Mrs. Folk's letter to the Editor published in the most recent issue of the WEB! It is an excellent focus on some of the important points mentioned in Peg McMahon's controversial editorial last May.

Many changes have taken place at Webster over the summer. Perhaps these changes were envisioned by the administration earlier and just recently placed in effect, or maybe they are in answer to a few vocal persons. I do not know. I do know that Webster is a far more exciting school this fall. How long it will continue in this way, again, I cannot say.

I can't help but wonder what would happen if more students, like Peg McMahon, and more faculty members, like Mrs. Folk, took a well-placed vocal interest in the evolving Webster.

Sincerely,
 Beth Stearns

Dear Editor:

Contrary to the opinions stated in the last issue of the Web, I feel a second newspaper on campus would not necessarily prove beneficial to either enterprise. First, the idea for a second paper was another example of administration, rather than student, initiative. This makes me wonder who feels the need for a second "voice." Are the students acting, or merely reacting?

Second, I question the premise that competition between the two papers would improve the journalistic technique of both. Rivalry just for the sake of rivalry is an ineffective tool for learning because it limits one's ambitions to a state of "only survive to beat the other person" but never "work to grow and improve" through "exposure to another." Also, with the two papers operating completely

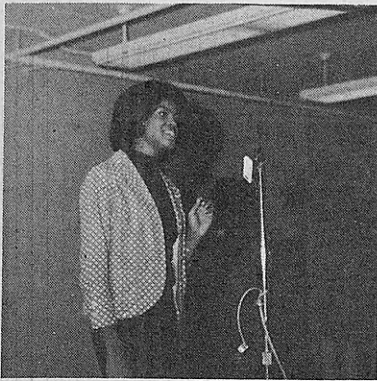
independently of each other, I think the news coverage would tend to be repetitious and boring in both future and past events.

Third, if the news on campus were so demanding as to warrant weekly coverage, the Web would have been petitioned previously (by concerned students) to expand its publication. I think any dissatisfaction which was felt, was felt toward the Web's editorial stands and not toward its effectiveness as a total newspaper. Therefore, the better way to correct any faults, from a journalistic concern, would have been to work through the WEB and not against it.

Finally, I maintain that a more productive use could and should be made of the WEB as a journalistic vehicle of communication and that a second newspaper will not solve the problems of the multiple voices on campus who support different alternatives.

Sincerely,
 Jeanne Pecquet

CAMPUS TALENT '67



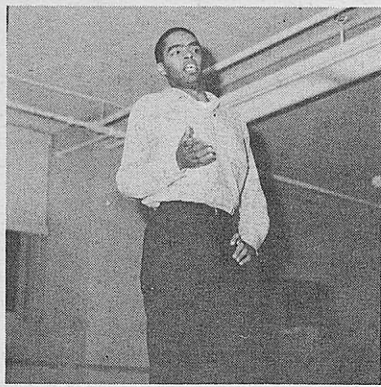
The upper left picture shows Barbara Williams singing a sensitive version of "The Shadow of Your Smile" from the movie *The Sandpiper*.



In the lower left are pictured the talented Madelyn Cain and Bob Torri singing a lively rendition of "An Old Fashioned Wedding" from the well-known play *Annie Get Your Gun*.



Above, trying for a place in the production senior Jan Metternich delivers her spirited interpretation of "Saint Louie Blues."



To the left Cornell Richie also auditions for the program with "I've Got Plenty of Nothing" from the popular *Porgy and Bess*.

"Campus Talent" is an hour-long program produced by Corinthian Special Productions under the sponsorship of Southwestern Bell Telephone Co. Professional talent scouts held auditions at all colleges and universities of significant size in Oklahoma, Arkansas, and Missouri. Students chosen to perform are paid professional fees and must arrange their own material.



Liturgical Committee introduces innovations

This year, more than any preceding it, there is a feeling of

community spirit at Webster. A natural outlet for the expression of this new spirit, the liturgy, should and hopefully will be an uplifting experience. It should be more than just a rite; it should say what the community at Webster is.

In order to make this liturgy representative of the people who attend, the committee on the new liturgy intends to tap all sources. The new crop of freshmen, especially, have offered refreshing ideas. Not only ideas are important in the liturgy, however, there must be people who are willing to work to carry out these ideas.

Among the new aspects, Webster now has permission from the Archdiocesan Chancery to use women on the altar as commentators and readers. The essence of the liturgy is its music, the center of group participation. This year there will be a wide variety of hymns and instruments to accompany them. There are plans to use the music of Bob Blue, Ray Repp, Father Deiss, the Gelineau Psalms, and perhaps some original music by students at Webster.

The year will be highlighted by several noteworthy events. Composer Bob Blue led a Mass on September 7, which was well received by the community and he will be back in the future. On December 8, a Mass directed by Mr. Jack of the Music Department is scheduled. There will possibly be interfaith services this year and the new liturgy committee wishes to incorporate the whole Webster community in the Mass by soliciting participation from the sisters in the House of Studies as well as from the faculty and administration.

Many students have shown an interest in more meaningful worship. Liturgy supervisor Jan Ray, under the supervision of Sister Anita, guides the committees of sacristans, artists, musicians, singers, commentators, and hymn selectors. These committees, working with Father Melito, Webster's chaplain, and Sister Elaine of Webster's Music Department have done much of the external and behind the scenes work which comprises the form of the worship.

The liturgy workers would welcome assistance from the other students. Most appreciated would be constructive criticism. As more members of the Webster community become responsibly involved in expressing their internal feelings through the liturgy, the worship will grow in spirit.

PHENOMENOLOGY OF ANDY BJELLAND

Andy Bjelland, a new force of thought in Webster's department of philosophy this year is revealing himself to be a man of many interests. Art and music, as well as philosophy and a number of other academics are encompassed in the scope of his activities.

Originally from Iowa, Mr. Bjelland began his undergraduate career at Creighton University in Omaha, Nebraska and finished with a B.A. from Immaculate Conception Seminary having studied political science, English literature, psychology and philosophy.

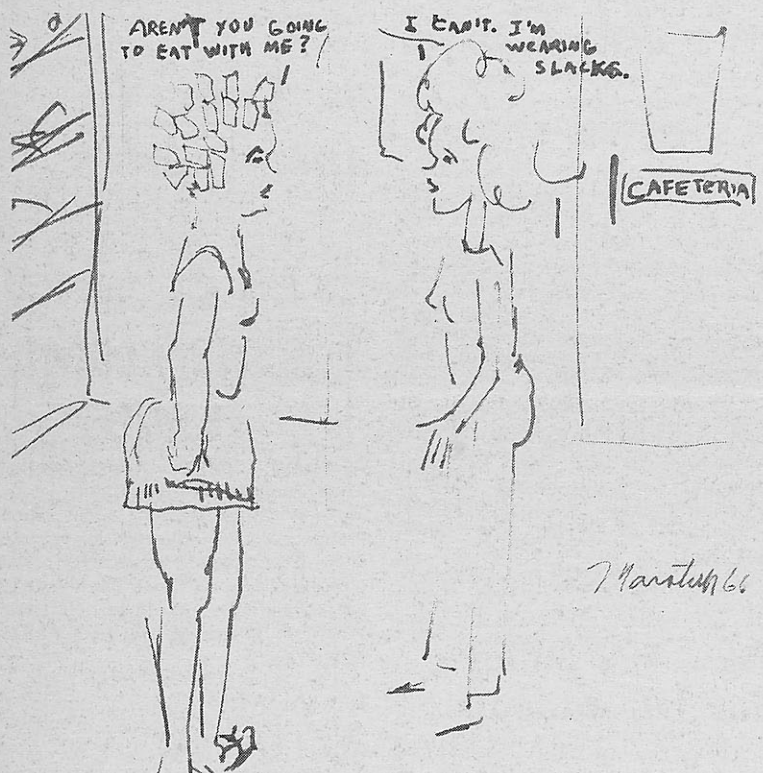
As a graduate student, Mr. Bjelland studied for three years as both a Danforth and a Woodrow Wilson Fellow at Mount St. Bernard in Dubuque, Iowa where he concentrated on theology and also, for a year, on English literature. Currently a candidate for his Ph.D. in philosophy at St. Louis University, Mr. Bjelland views himself as a "critical moderate," commenting "There is so much difference of opinion within each school of thought that it becomes meaningless to categorize oneself with a particular school." And he sights a diverse group of

philosophers, "Aristotle, Plato, Thomas Aquinas, Kant, Merleau-Ponty, Bergson and Whitehead," as those who have had the most significant influence on his way of thinking.

Having studied art privately in a junior high school, Mr. Bjelland began oil painting at the age of twelve and is still very much involved in this interesting form of expression.

Mr. Bjelland is also a seasoned musician having played professionally as a saxophonist with bands out of Omaha, Nebraska.

A variety of influences aided in leading Andy Bjelland to Webster College: a friendship with one of Webster's past chaplains and a preference to remain in the St. Louis area, combined with a liking for the concept of openness which prevails in the department of philosophy at Webster. So far Mr. Bjelland's impressions of Webster have been favorable. "I like the way things are going. Here I can teach a wide variety of subjects. There is a stimulating atmosphere," and the fact that "the courses are not required means that I can presuppose a little more order and give more of a balance to myself and to my students."



Jana Patton and design

Having just come to St. Louis three months ago, Jana Patton is quickly becoming one of Webster's most active art instructors. Teaching both beginning and advanced design, as well as a course in structural design, she is establishing herself as one of the missing links in the art department's chain of needs.

Jana's educational background includes study at both the University of Wisconsin and at the Layton School of Art in Milwaukee, where she majored in industrial design.

Jana expresses no special affinity for any particular type of art. Rather she believes that "art is everything and most art is inter-related. So it's difficult to sight a favorite." She also feels that "everything has a potential for being art" and is currently putting this opinion into practice on a WIMSA project, on which she is collaborating with Sister Gabriel Mary and Bob Strobridge of the art department. Jana's part in the project is centered around her great concern for the art education of children. She is working to "develop a spiraling type of curriculum that would broaden children's educated vision, so that they are better able to communicate visually. Education is the teaching again of some-

thing we already know but have forgotten — the integration of everything—art is not all fun and not all serious."

About Webster Jana expresses her greatest like as "mostly the people. I just keep waiting for it all to end, and it doesn't. It's a beautiful place with beautiful people. And I think Webster has tremendous potential as a college."

Please complete the following form and take to College Store or drop in designated box in the colonnade.

What items would you like to see carried in the College Store?

What price range would you prefer? _____

What hours would be most convenient for you? _____

Comments: _____

Representatives speak during political week

The Young Democrat and Young Republican clubs sponsored Political Emphasis Week which ran from September 16-23. The first event was a mixer on Friday, September 16, in the cafeteria.

There was a display in the colonnade and outside the cafeteria during Political Emphasis Week, to interest students and faculty in the activities which were going on.

On Monday, September 19, Gene McNary, Republican candidate for Prosecuting Attorney for St. Louis County, and David Pentland, Democratic candidate for State Representative from the Missouri 41st District, spoke on why they hold their particular party affiliation.

Students and faculty also had an opportunity to meet St. Louis area women involved in politics on Wednesday evening, September 21. Mrs. Carol Manchester, Mrs. Lester Liebman, Mrs. Ina McNary, and Miss Peggy Hielig representing the Republican Party, and Miss Louise Grant Smith, Miss Sharon Quigley, Mrs. Donna Blackwell, Mrs. Yvonne Logan, Miss Connie Manion, and Mrs. William Kaufman, representing the Democratic Party, were guests at an informal gathering in Maria Lounge, where they discussed "Women's Role in Politics."

On Friday, September 23, Jim O'Herin, Missouri College Young Republican Membership Chairman and President of the St. Louis University Young Republican Club, and David Depker, Administrative Vice-president for Missouri College Young Democrats, informally discussed the college student's role in politics. Chris Allen, president of the Webster College Young Republicans, and Beth Stearns, president of the Young Democrats, aided in an-

swering questions from the audience.

Political Emphasis Week was closed with the assurance that there is a place for everyone interested in politics at Webster.

Nuns teach at Kenrick

Two nuns from Webster College have taken on man-sized teaching assignments at Kenrick Seminary. Sister Ann Richard, chairman of the Theology Department, is teaching Liturgy to first year theology students and Sister Anna Barbara, former director of MAT and teacher preparation, is instructing second year theology students in the Methods of Teaching Religion.

Sister Ann Richard is basing her course on the "history and theology of the liturgy with special emphasis on the liturgy of the Mass." The seminarians are understandably more prepared for their course than the normal college student, for in looking toward the priesthood, they have a stronger interest background. They are also much more widely read in the field of theology.

If the seminarians whom Sister Ann Richard has been teaching have had any misgivings about being taught for the first time by a woman, she has heard no unfavorable comments.

Sister Anna Barbara, who has studied at the Lumen Vitae School of catechetics in Brussels, Belgium, in her methods course, is introducing the seminarians to the new curriculum developments coming out in other areas such as math and languages. She is also introducing the discovery and inquiry methods of teaching. She has expressed the hope that the seminarians will come to Webster to see some of these methods in practice.

Candidate Milius transcends traditional political categories

"None of the terms in political science make sense." This is the reason William Milius left political office to become a writer, and this topic is what Mr. Milius, who is again active in politics as Democratic candidate for U.S. House of Representatives, discussed with Webster students. Speaking to Sister Mary's political science class and interested faculty and students, Milius chose not to campaign but to describe his political philosophy.

Mr. Milius feels that the real problem in America is the struggle between self-interest and morality. There are four political parties in the United States: love, morality, self-interest, and hate. People join the self-interest party to satisfy certain needs, and once these needs are met they become members of either the moral or the hate party. The love party does not exist as a party. In his discussion of political philosophy, Mr. Milius described parties divided not by liberal-conservative or Democratic-Republican issues, but by philosophical orientations concerning fundamental attitudes toward man and life. His political ideal is a country guided by a love philosophy which would base its foreign aid program on humanitarianism, and not national security; which would end racial prejudice because of a love of mankind, rather than a desire for

cessation of domestic turbulence; which would be concerned with the actual problems of poverty-stricken people, rather than seeking a panacea for a "poverty problem" which afflicts the nation.

Although Mr. Milius was not delivering a campaign speech but explaining the philosophy that underlies his "practical politics," he is not without firm stands on vital issues. With regard to Viet Nam, he does not believe in the "monolithness" of Communism, in the domino theory, or the plot theory — Communism is not "out to get us." Viet Nam, China, and Russia are Vietnamese, Chinese, and Russian first and Communist second. We are in Viet Nam because of the "arrogance of America; we're wrong and we should get out." We should allow free elections, he believes, and Ho Chi Minh, he predicts, will win, not because he is a Communist, but because he is a nationalist. "This has always been our only solution."

On domestic issues, Mr. Milius firmly believes that government "should only do those things for people that the people cannot or will not do for themselves." He advocates returning many current government programs to private enterprise. He would reorganize the "poverty program" which he calls an "intellectual fraud" which "locks people in a cycle of poverty" because it is not aimed at



Sister Francetta Barberis, president emerita of Webster College, visited Webster's campus Sept. 17 to address the students concerning her present employer, the Job Corps.

Sister Francetta defends, promotes Women's Job Corps

Sister Francetta, president emerita of Webster College and consultant and director of special services with the Woman's Job Corps, spoke to the study body on September 17 concerning the college student and the Job Corps.

Briefly, she outlined the task attempted by the Job Corps. "Each year," she said, "one million students drop out of school. Of these 500,000 are women between the age of 15 to 21; and the Job Corps can only take care of 6,660 of them."

The Job Corps is a radical experiment in education, according to Sister Francetta. They are looking, she says, for teachers who have an excitement for learning and who can share that excitement with her students. In Sister Francetta's estimation, there are two qualifications for a Job Corps' teacher: deep knowledge of subject matter and astute salesmanship.

Sister spent a good deal of time answering criticisms of the Job Corps. "We do have problems," she said, "but our dropout rate is just 17%. And the kids were all 100% dropouts before they came to us."

It costs the government seven or eight thousand dollars to educate Job Corps volunteers, but, if they hadn't come to the Job Corps, they might never have been a paying member of society. They could have been on welfare for the rest of their lives.

Certainly we've been terribly criticized, but people are bound to be criticized if we do anything."

Formation of the Deans' Complex in the administration building has allowed the creation of a virtual "Students' Complex" in the entrance corridor of Loretto Hall. All of the offices immediately past the entrance to Loretto Hall will belong, either directly or indirectly, to the Student Association.

The former Student Association office will be converted into an office for the new newspaper. The offices that formerly served the Director of Residences and the secretary to the Dean of Students will be the new location of the Student Association offices. Last year's Dean of Students office is now the Residence office, where students may go to receive late permissions and information concerning dorm regulations.

the basic problems. He proposes to make possible free education to whatever level desired for every citizen. He would request to be on the Education and Welfare Committee so that he could carry out his domestic proposals.

Mr. Milius spoke at Webster on two levels. He spoke philosophically concerning what he thinks government is and how men in government should act, and he spoke practically about particular political issues. It was when he tried to put these two levels together that he found the terms in political science didn't make sense. Students commented that they found the idealism, the philosophical consideration, and the honest expression of personal attitudes on the part of a man campaigning for a national office quite revealing and refreshing.

Nun studies WC ideals

Both faculty and students were asked to fill out questionnaires in cooperation with a study done by Sister Ann Maureen McCormack, Dean of Students at Loretto Heights College, for her doctoral dissertation in education.

Faculty members were asked to name ten "ideal students." Since one of the objectives of the study was to determine what faculty members felt constituted a good student, no criteria for selection was specified. Faculty members were given space to designate the reasons for their choice of each individual, however.

Students received their questionnaires concerning religious attitudes when they registered this fall. Sister Anna Barbara Brady, Sister Marie Francis Kenoyer and Mr. Ed Ernhart cooperated in the construction of the student questionnaires when Sister Ann Maureen was on campus last spring. The questionnaires were also distributed to Loretto Heights students.

In return for Webster's cooperation in the study Sister Ann Maureen plans to visit Webster next spring and discuss her findings.

St. Louis U. opens series

The Great Issues Series of the St. Louis University Student Conclave opened its 1966 fall lecture series on Monday, September 19, with an address by Senator Eugene J. McCarthy. Senator McCarthy, a member of the Senate Foreign Relations Committee, discussed "Myth and Reality in American Foreign Policy."

Other important speakers are scheduled for the fall season. They include: Saul Alinsky, community organizer and social revolutionary; W. Averell Harriman, U.S. Ambassador at Large; Dick Gregory, Negro Civil Rights leader; and Roger Garaudy, a French Marxist, theoretician, and philosopher.

The spring season will feature: Edward Albee, leading American playwright and author of "Who's Afraid of Virginia Wolf?"; Hans J. Morganthau, major U.S. critic of U.S. presence in Vietnam; Saul Bellow, author of Herzog; Roger Hillsman, former Assistant Secretary of State and China expert; and W. H. Auden, poet and world literary figure.

such outside is entirely the veteran-student's business.

For details see your Veterans Administration office.

New VA policy for GI students

The nation's 1,200 university and college newspapers, magazines and other publications have been asked to join the Veterans Administration in an all-out saturation campaign to acquaint every veteran-student with all details of the new G.I. Bill payment procedures of the education program. Applications for this benefit should be filed prior to enrollment or promptly thereafter.

The VA cautions that the veteran going to school should be prepared to pay his expenses for at least two months.

The law requires that monthly certificates of attendance signed by veterans be sent to the VA attesting the veteran has attended classes. Necessarily these certificates can be sent only after a month's schooling is completed. On the 20th of the following month, VA mails the payment checks. Proper and prompt sending of these certificates will eliminate delays.

When the course is of less than a regular semester, such as summer school, the 14-hour standard is used or the equivalent in class plus laboratory, fieldwork, research or other types of prescribed activity.

Correspondence course allowances will be computed on what non-veterans pay for the same courses. These allowances will be paid quarterly.

Outside work is not the interest of VA. Money or wages from

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WEBSTER COLLEGE
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The Web

Webster College

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VOL. XLIV

OCTOBER 7, 1966

No. 3

Who's Who nominees revealed by committee

A joint student-faculty nominating committee met Monday evening, Oct. 3, and nominated 35 seniors for Who's Who in American Colleges and Universities. The seniors nominated were:

Nancy Alsmeyer
Ann Barrett
Carol Brown
Victoria Castillon
Elaine Clark
Sister Marcia Coleman
Sister Eleanor Craig
Margaret Danico
Mary Etling
Angela Fitzgerald
Gerlinda Gallegos
Sara Garrity
Karen Gentemann
Rose Giardina
Sister Mary Hargadon
Carol Hinchin
Jeanne Jenkins

Mary Lynn Kortum
Kathleen Lucas
Eileen McCabe
Mary McDonald
Betse McNamara
Kevin Manning
Jan Metternich
Mary Jean Meads
Corinne Oglesby
Joanne Ragusa
Rosemarie Schieffer
Susan Scholes
Karen Smith
Pamela Tracy
John Traversa
Rose Vogel
Barbara Williams

The committee, appointed by Dr. Joseph Kelly, dean of faculties, with the help of Sister Anita Schader, dean of students, and Rose Giardina, Student Association president, was composed of the following persons: Sister Roger Brennan, Dr. Don Bushell, Miss Kathy Kharas, Mr. Wayne Loui, Sister Mary Mangan, Mrs. Consuelo Wise, Gregory Bottini, Katie Gruenheck, Julie Hundman, Pat Locke, Eileen McCabe, and Pat Sullivan.

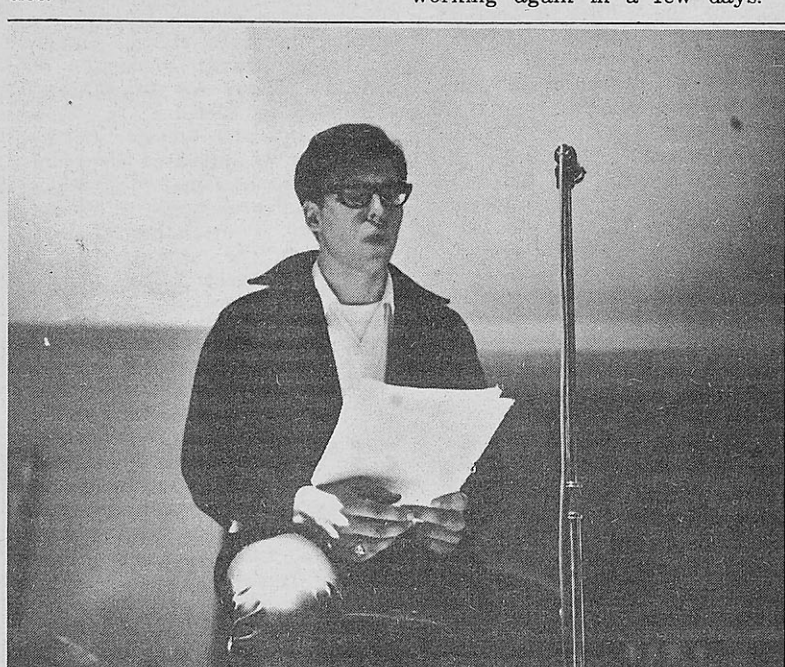
Who's Who nominees are selected on the basis of scholarship, participation and leadership in academic and extracurricular activities, citizenship and service to the school and promise of future usefulness. The committee nominees will be narrowed to twenty candidates by a vote of students and faculty members to be held Tuesday, October 11, and Wednesday, October 12. First semester freshmen will not be able to vote. Faculty votes will be counted first and five students will be selected from their vote. The other fifteen will be selected from the student vote. However, there will be no distinction made between the faculty and student election when announcing the twenty candidates. The twenty candidates so selected will be sent to Who's Who.

The joint student-faculty nominating committee is the result of a study conducted last year on the merit of Who's Who at Webster. The procedure of nomination and election of candidates in previous years had been confusing because of a lack of knowledge of what Who's Who was and how the qualifications should be applied at Webster. A Student Association committee headed by Karen Smith and aided by Mary Daly and Katie Gruenheck investigated the procedure at Webster and consulted past Who's Who candidates among the alumni and faculty. The consensus of the study was that Who's Who was of value to Webster and that a redefinition and a better understanding of what it is was necessary to get full benefit from it.

The Executive Council of the Student Association interpreted the Who's Who qualifications in broad terms. They were defined in the March 4, 1966, issue of the WEB as follows: Scholarship—"proper emphasis on academic life in its relationship to the other aspects of the student's life" and Leadership—"the ability of an individual to live and work effectively in his environment; not limited to the holding of offices in clubs, etc." Extracurricular was defined as "involvement in useful endeavors outside of the classroom."

Prior to the announcement of the names of those on the student-faculty nominating committee, a group under the direction of Kar-

en Smith met and drew up recommendations to guide the committee in its work. Those in the group were Nancy Broad, Mary Daly, Addie Dittmar, Rose Giardina, Katie Gruenheck, Carolyn Kolb, Betse McNamara, Sister Anita, and Sister Lucy Ruth Rawe, the Registrar. Sister Anita was present, *ex officio*, at the nominating committee meeting Monday in order to clarify procedural difficulties.



Bob Olin, sophomore, reads some of his poetry on the night of the first literary orgy, Sept. 27.

'Literary Orgy' provokes interest; similar gatherings to be scheduled

Musicians and poets engaged in a meeting of the arts Monday, Sept. 27, when the Literary Club sponsored the "Literary Orgy" or "Poetry Sharetogether." As the first student-initiated endeavor of this sort, the evening set a precedent that will bring forth other poetry nights. Finding that the gathering brought more readers than time would allow to perform, Sue Scholes, president of the literary club, announced that a similar evening of poetry and jazz would be scheduled as soon as time permitted. A tentative date for the next jazz-poetry night is Oct. 21.

Arthur Brown, a reader and or-

The old auditorium will swing Monday night at 7:30 to the sounds of the Washington University State Band, the Saints of Dixieland, the Pacemakers and the Jazz Combo in a free modern jazz concert organized by Corky Blake, junior. Through this musical get-together Corky hopes to acquaint Webster Students with the best in modern jazz, dixieland, swing band, and rhythm and blues and to imbue the students with an appreciation for these art forms.

Other Webster people involved in the participating groups are students Bob Edwards and J. D. Parran, and faculty member Leslie Scott.

Elevator 'fire' sparks repair

At 5:09 p.m. Monday the fire alarm sounded and the day's activities were interrupted as the Administration Building was evacuated. A few minutes later about 14 of Webster Groves' firemen arrived. By that time smoke had begun drifting out of the windows of the northwest corner of the Administration Building. In 14 minutes the crisis was over and people were allowed to go back into the building.

The source of the smoke was the elevator motor. A new motor was received on Tuesday and it was hoped that the elevator would be working again in a few days.

Two studies conducted for area re-evaluation

Dr. James Stone

Dr. James Stone, director of student teaching at the University of California at Berkeley, will be on campus October 6 and 7 to observe and interview student teachers and to evaluate the student teaching program. Dr. Stone will present a report of his findings to the administration.

The administration, then, will use this information to evaluate themselves to the Ford Foundation in connection with the Ford Foundation grant given to the college five years ago. Webster received this grant to initiate a new program which would remove the emphasis on teacher training from an education department to a teacher training program within each department. This provides for a content-centered teacher education program.

Dr. Stone took a year's leave of absence from his duties at Berkeley to evaluate the grant program of the Ford Foundation. He has had much experience in evaluating such teacher programs. He has traveled around the country and has helped to evaluate 42 college programs with Ford Foundation grants similar to the one at Webster.

Mr. Thomas W. Williams

Mr. Thomas W. Williams will re-evaluate the Webster College

"The House of Bernarda Alba"

Fri. & Sat. Oct. 7-8

Performances

Gen. Admission 1.50

Student 1.00

in the Loretto-Hilton
Studio Theatre

music department during a visit on October 10 and 11. He will attend classes and all activities including a recital Monday at 2:10.

Mr. Williams represents the National Association of Schools of Music, the accrediting organization for college schools of music. Sr. Eloise Jarvis, chairman of the music department, explained that the NASC has a policy of periodic reevaluation and reevaluation of music departments. Webster's music department was accredited in 1922. Mr. Williams himself is chairman of the music department at Knox College in Galesburg, Illinois.

The recital Monday will replace the usual Wednesday recital in view of Williams' visit. The programs planned are representative of the various performing aspects of the music program at Webster. Featured will be:

Barb Anderson, Sue Bell: Duet arias from Mozart's "Così fan Tutte".

Bill Keenan, Pat Joyce: Sonata in D Major for two pianos — Mozart.

Cornell Blake: movement from von Weber's Clarinet Concerto.

J. D. Parran, Cornell Blake, Bob Zacher, Sister Augustine, RSM, Kenneth Black; Woodwind Quintet by Chretien.

Nancy Alsmeyer: Six Piano Pieces, David Burge.

J. D. Parran, Cornell Blake: Duet for 2 Clarinets, Poulenc.

Trudy Byron, Bob Zacher, Connie Cheek, Kathy Vaccaro: Baroque Ensemble, Telemann Trio Sonata.

Red Door opens house; slates Monday viewing

Open House at the new College Store Monday, October 10, is planned to acquaint students and faculty with the reorganized facility and its prospects. All are invited to the open house from 10 a.m. to 7 p.m. The event will feature door prizes and refreshments.

Breaking from the traditional bookstore lines, (although still expanding this facet) the new College Store maintains gifts, convenience

items, and academic merchandise. All goods sold by the store are backed by the store for exchanges in case of a defective product. Mr. Charles Bendersky, manager of the College Store, explained that the change was necessitated partly by demand and by the utility of a more comprehensive store. This broader commercial base precipitated the change in the name.

While the convenience items such as nylons, jewelry, hairdryers and the like are quickly noticeable, the book selection has undergone a reorganization. The number of titles has increased, both in hard and paper backed volumes. The book room is arranged according to subject and alphabetized by book title. Almost any book not in stock can be ordered and delivered within a few weeks.

Concerning the difficulty caused by the shortage of some textbooks, Mr. Bendersky detailed some of the reasons. Actual class enrollment sometimes exceeds the order which is based on teacher estimate and past records. Publishers occasionally fill orders incompletely, causing a delay while they await returns.

from other bookstores or undertake reprinting the book.

The other completely new addition to the store is the Studio which contains art supplies and prints as well as gift items. In addition to this standard merchandise the College Store plans to sponsor programs including publishers' exhibits such as the Doubleday Exhibit to take place Oct. 24-25 in the silent smoker. (Note the date — not September as was previously published.) Tentative plans are also being made with publishers for authors' days once each semester.

(Continued on Page 8)

Plans set for Student Union

Plans for Webster's first attempt at a Student Union Building are now well underway. The Social Planning Committee, who first requested the snack bar, is now guiding its construction. The snack bar was originally planned for the Ivy Room as a student lounge to be serviced by several vending machines. At the suggestion of Mr. Richard Ziolkowski, director of food service, the plans were moved to the Sisters' former dining room, and expanded to include remodeling the room and servicing it with food from our own kitchen. Now, under the guidance of Mary Pat Reuwer, social planning chairman; Mr. Z.; Business Manager Edwin Cunningham, and Architect Hubert C. Erkman, the snack bar is taking shape.

In the tradition of the Student Union Center, the snack bar will sell such things as hamburgers, Cokes, and potato chips. But departing from this tradition, the snack bar will be equipped with such luxuries and comforts as carpeting, dark cherry wood furnishing, and cordovan leather upholstery. Hopefully, the snack bar will be financially self-supporting.

The Web

Founded October 3, 1924
October 7, 1966

Editorial

We attended the Oct. 5 Resident Council meeting to inquire about the procedures necessary to change campus dress regulations. We were told that the first step would be to present our proposals to Resident Council—so we proceeded to do so.

We proposed that all regulations regarding attire on the campus be dropped. Our rationale in presenting this position was two-fold: practical and philosophical.

Practical Considerations

1. There are many students taking classes, particularly in art and drama, for which it is necessary to wear slacks. It is an unnecessary inconvenience for them to have to change clothes several times a day in order to attend meals and other classes.
2. It is very inconvenient for most students to change to visit the Cafeteria or the Ad Building, particularly on weekends when many students would never put on a skirt for any other reason.

Philosophical Considerations

Webster claims to give its students the freedom to make their own decisions and accept the responsibility for those decisions. It carries out this philosophy to a great extent in academic and social areas. We have no general degree requirements. We are presented with a multiplicity of ideas and intellectual alternatives. We are allowed to decide what time we will come in by being permitted almost unlimited late permissions. We can go out with whomever we please and as often as we please. We ask only that this philosophy be carried to its logical conclusion in the matter of dress regulations on campus. If we are allowed the opportunity to choose in the rather important areas mentioned above, surely we should be able to use our own discretion in deciding what to wear.

The members of the Resident Council seemed almost unanimously opposed to the proposal we had made. Here are some of their objections and our replies to them:

Objection: It is unlady-like to wear slacks to the cafeteria and classes, and we are young ladies and should dress accordingly.

Answer: Although one may personally feel that it is unlady-like to wear slacks to meals and classes, we should not impose our feelings and our norms on those who do not agree with them. Further, it is not within the jurisdiction of the administration or the Resident Council to try to make "young ladies" out of us, any more than it is within their jurisdiction to require us to go to Church on Sundays in order that we become "good Catholics."

Objection: If students are allowed to dress as they please, everybody will come to meals looking like slob.

Answer: It is just as easy to look like a slob in a skirt as it is to look like a slob in slacks. Those who look neat now will continue to do so when we are permitted to dress as we please; those who look sloppy will continue to look sloppy.

Objection: It would present a bad image to visitors to the Cafeteria and Administration Building to see students running around in slacks and shorts.

Answer: Many visitors to Webster would probably be impressed with the fact that the atmosphere here is free enough to allow students to use their own discretion in dressing. Granted, there will be some visitors who will disapprove of seeing girls in slacks and shorts in the Ad Building and Cafeteria, but we cannot cater to the opinions of all segments of the public. There are also many who disagree with Webster's philosophy of having no degree requirements, but we do not

(Continued on Page 5)

Opinions expressed in the WEB are not to be interpreted as official views of the faculty, administration or of the student body of Webster College. The college as publisher, reserves the right to exercise such supervision as will maintain high standards of journalism.

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Letters to the Editor

'Catholic' redefined

Editor:

At the risk of taking your thought out of context, I would like to take objection to your dislike of the name "catholic" as applied to Webster College. I think that I can appreciate your objections to the other part of the title; certainly Webster is no longer a "girls' school." Yet the name "catholic" as applied to this college can still be meaningful. I strenuously object to your statement that "a school is probably 'catholic' because it regards the world with a closed, monolithic, traditionally orthodox viewpoint." My objection, I hope, is more than a semantic one, just as your statement is. Generalizations of this sort are false at best, and serve no purpose but to distort the truth, the truth being: 1. that much of higher education has suffered from the abuses that you have listed as 'catholic', 2. many catholic colleges and universities are, contrary to "intuitive opinion", open and non-monolithic, 3. at least some of us here see Webster College precisely as a catholic college, that is, one dedicated to face as honestly as possible both church and world, or better, church in the world. In other words, "catholic" means to me open and not closed, multi-sided, and not monolithic, traditionally orthodox in the sense of an honest appraisal of the present in the light of both the past and the future. If these three phrases apply in this sense to Webster, then it can certainly still be called a catholic college.

J. Hallman

Refuting Mrs. Folk

To the editor:

I would like to heartily oppose some of the ideas in Mrs. Folk's letter to the editor of Sept. 9. First of all, I reject her contention that "the reputation of Webster College has been based almost entirely on the reputation of its administration." Sister Jacqueline's progressive attitudes are well known, but it is also well-known that many of the Webster faculty share these attitudes. I think people are less interested in the fact that certain school offi-

cials are friendly with a certain hotel man than in the fact that the Loretto-Hilton center is a school facility with tremendous potential. "Reputation" is a hard word to define, but at least in my mind, the school itself deserves a good one.

Secondly, I strongly object to Mrs. Folk's exhortation to "publish for the glory of Webster." I may be misinterpreting her words, but the idea I get from her letter is that faculty members should publish, first of all because it is likely to enhance the "reputation" of the school, and then secondly, because one has something important to say. This is, simply, a bad idea.

I think most would agree that the first and only criterion for publication of a scholarly idea in a scholarly journal is: Is the idea to be expressed important enough to be worth communicating to other workers in the field? Most research workers, particularly in science, would agree that there is too much published in the learned literature of today—the librarian who must accumulate and store the increasing material, and the administrator who must often pay a "publication fee" to the scholarly journal would, I think, unanimously state that everyone would be better off if most authors spent twice as much time preparing works, and published half as often.

I think that a school's "reputation" depends less on the quantity and more on the quality of publication produced by its faculty.

What can a member of the Webster community do to enhance the stature of his school? I mention three particular ideas. I) The repertory Theatre of the Loretto-Hilton Center is becoming a prime instrument toward excellence at Webster. The prestige of this school will grow as the quality of the theatre increases; the Theatre's quality will grow as its own support increases. Hence, support via attendance at, discussion of, and enthusiasm for the Theatre will advance Webster. II) Webster faculty and Webster College can profit by increased communication with the faculties of Washington University and St. Louis University. By attending seminars, discussions, or graduate level courses at these larger institu-

tions, as probably many do, the faculty here can gain both information and insight in current research areas. Rather than emphasizing just an increase of written output, I would say let us emphasize increased contact between Webster and the bigger schools, because increased contact will lead to better ideas and better ideas will lead to better publications.

III) Though the college's output of nationally-published papers on scholarly research is not great, its contributions to teaching research in certain fields match or exceed those of the bigger St. Louis institutions. Webster's reputation is enhanced not only by publications in this field, but also by personal contacts made by Webster personnel at conferences and summer study programs etc. This activity is fostered not by a prodding to publish, but by maintaining an atmosphere in which experimentation in instruction is encouraged. This college's administration seems to encourage such experimentation; this attitude is another factor enhancing the college's name.

Thank you.

Sincerely,

S. Peter Gary, Physics Dept.

Will you write?

Dear Sister:

My friend and I have been in the Navy for over five years and therefore lost contact with most of our civilian friends. We receive very little mail and we would like very much to have someone to write to. We are presently serving in Viet Nam and our contact with the outside world is quite limited. Would you please put our names and address in the college paper or perhaps on the bulletin board. Any consideration would be greatly appreciated.

Respectfully,

Robert D. Cleveland

and

Robert V. Pettit

Robert D. Cleveland
Communication Systems
Tech. USN

and
Robert V. Pettit
Hospital Corpsman First Class
USS Gurke (DD783)
c/o FPO San Francisco,
California Zip 96601

Calendar complaints rendered; discussion, reconsideration follow

In response to student complaints about the fall calendar, two representatives of the Student Association — Ann Garrity, vice-president of the Student Association, and Mary Jo Mason, who did much of the preliminary research — discussed the schedule with Dr. Kelly, vice-president for academic affairs. In this discussion, and by investigating the problem in meetings with the registrar and faculty members, the students learned these facts about the calendar:

1. The calendar was discussed and approved last year by Sister Mary Rhodes, then dean of studies, and the faculty. Therefore any change requires the approval of Dr. Kelly, who in his newly created office assumes the functions of the former dean of studies, and the faculty.

2. We cannot have any less school than the calendar indicates. There is no government or professional body which determines the number of class days the administration must schedule, but a common "rule of thumb" is that there be as many weeks in the school semester as there are credit hours in the normal semester load. The normal

semester load at Webster is 16 hours. In keeping with a common guideline, the fall calendar contains 16 weeks — exactly 80 days (including exams). There is no authority to say there may not be fewer days, but any unjustified deviation from commonly accepted practice would make the school vulnerable to criticism from accrediting associations, other colleges, graduate schools, employers, and the general public.

3. Classes have been scheduled on some traditional holidays only to allow unscheduled days at more advantageous times. The two vacations scheduled allow two four-day weekends: at Thanksgiving, when many students may wish to celebrate a three-and-a-half-century old national holiday with their families; and at the end of October because the experience of the faculty has been that at this time students need a "breather" to relax and to get away from the normal routine. The faculty and administration feel that having the day off is not the only way to celebrate a holiday.

4. Complaints many students are

raising (such as the impossibility of obtaining pre-Christmas jobs or student airline rates) were considered by the faculty before the schedule was approved, and it is the opinion of faculty and administration that although these considerations are important, they are of only secondary importance in an institution whose primary purpose is to provide opportunities for a good education, and since there is no way to add more holidays to the fall calendar, these inconveniences must remain.

In view of these facts, the two representatives of the Student Association asked Dr. Kelly to consider two suggestions. They asked that the last day of the mid-semester "breather" be transferred to the Christmas vacation so students could be dismissed after their last exam December 21. To relieve some of the tension of the final week of the semester, they suggested that the exam period be lengthened to four days. When there is definite action taken, the Student Association will inform the community, and the WEB will report any developments.

Meacham Park poverty conditions bring concern, aid from Kirkwood

When most of us awaken in the morning we merely cross the hall to a convenient, sanitary bathroom, wash our faces, brush our teeth, and we are ready to begin a new day. However, tomorrow morning in St. Louis County itself, a woman must trudge down a dirt road with a water jar to a public faucet if she is to have water to wash her face, dishes, clothes, or even have a drink of fresh water. This is Meacham Park. The roads are unpaved; there is no sewer system; no police or fire department — last year, five children burned to death because their flaming shack could not be reached in time.

Meacham Park is located in the third most affluent county in the United States and is bordered on three sides by Sunset Hills, Crestwood, and Kirkwood. Its population, which numbers about 1900 people or 450 families, is 50 percent transient. Many families move into Meacham Park on their way to better homes in the St. Louis area and migrant families from the South often move into this area temporarily.

There is now hope that something will be done about the appalling conditions in Meacham Park, for the Mayor of Kirkwood, Robert C. Reim, has presented a plan of action for the improvement of the situation which has been adopted by the Council of the City of Kirkwood. Ultimately, he hopes to incorporate Meacham Park into the City of Kirkwood, but he is aware that the process will be a slow one, feasible only when mutual trust has begun to build between the two communities.

Mayor Reim stated the reasons for his concern and why he feels Kirkwood must assume responsibility for the plight of this neighboring community. "It is morally improper for the church-going community of Kirkwood to enjoy its sophisticated municipal serv-

ices and yet allow its neighbors to exist in a community without adequate police protection, fire protection, sewers, roads, code enforcement, health services, and other basic municipal services. The citizens of Kirkwood have allowed these conditions to exist for more than sixty years with only fragmented efforts to offer assistance." He also recognizes the fact that "the city of Kirkwood can never be a safe, healthy, or economically strong community as long as the conditions in Meacham Park are allowed to exist."

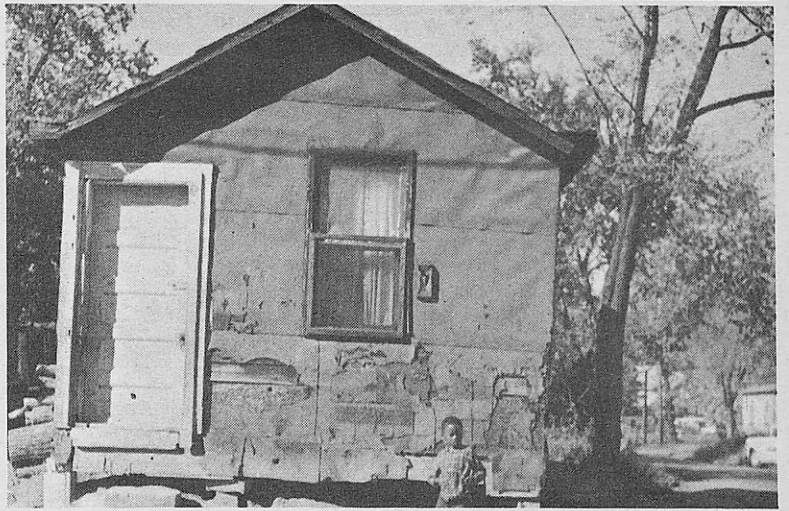
The Webster community is also involved in the attempt to solve Meacham's difficulties. Sister Francis Regis O'Brien of the music department has established an adult education tutoring program; Sister Marie Francis Kenoyer, director of WIMSA and the

Upward Bound pre-college program; Sister Mary Mangan, chairman of the history department; William Irving, member of the theology department; Miller Newton, member of the social science department; and Mrs. Robert Corbett, wife of Robert Corbett of the philosophy department, have also contributed to the effort being made to improve conditions for the residents of Meacham Park.

Most of the work yet remains to be done — the problems in education, sanitation, police and fire protection cry out for solution. The elemental problem which still remains is the fear and suspicion of the residents both in Meacham Park and Kirkwood which must be overcome gradually and permanently if Mayor Reim's plan of action is to be implemented.



A Meacham Park home located next to an open sewer.



A small boy plays in front of his Meacham Park home.

Posting sign's no sign the word is getting out

This improbable but not unimaginable scene could easily take place here at Webster:

The time is Monday afternoon. You're walking leisurely up the driveway of the Loretto-Hilton on your way to a 3 p.m. English class. Suddenly hordes of students come pouring out of the theater talking excitedly. Obviously you've missed something so you manage to stop someone and ask what's going on.

"What's going on?" the student parrots back with a where-have-you-been look. "President Johnson just gave what is most probably a major speech on foreign policy."

"Oh," you reply in a small voice. The student now looks at you rather incredulously and asks, "You mean you didn't see any of the signs?"

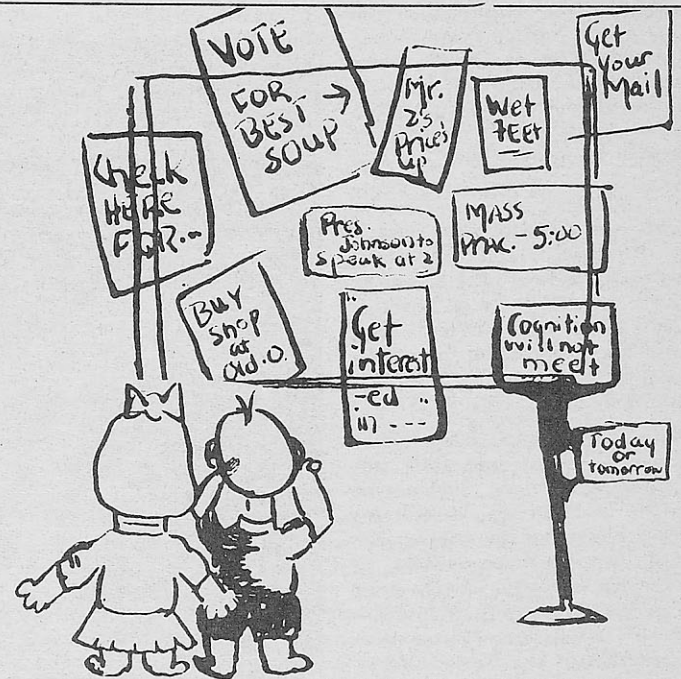
Ah yes, the signs. But which signs? The ones papering the walls of the colonnade or the long sign strung from floor to ceiling at the end of it? How about the signs taped to the banisters, or to the lockers, or to the doors? Perhaps you neglected to read all the signs on the floor. Most prob-

easily rival the most over-billboarded highway in the country. In fact we'd probably be declared a disaster area under Lady Bird's beautification program. Why wait for federal aid? There's so much red tape involved. Let's clean up our cluttered hallways now because there are far too many signs to do any one cause very much good anyway.

The anonymous sign painters at Webster will tear their hair over this idea, for they'll then be forced to use a little ingenuity to discover other ways to communicate with the masses. To save them a lot of strain on the brain, I surveyed some students to see what they could come up with.

"There are probably a lot of unemployed heralds running around these days," said one student who was overjoyed at being asked his opinion on a matter of such grave importance. "Webster could easily hire a few and station them at strategic points. Of course, those long horns might block traffic a little in the halls."

"Just for fun we could put announcements of upcoming events



ably though, the signs announcing Johnson's visit were posted on all the windows you bypassed in an attempt to find one pane of glass which would let you see whether it was still raining outside or not.

Incidents like this one happen all the time. Webster students are so accustomed to being bombarded by posters urging them to come to this or to see that film that they pass by most of those signs leaving them not unseen but unread.

What can still be done to attract a student's attention to a piece of vital information? Neon signs and flashing lights might do the trick. With the addition of these things the halls of Webster College could

in the college newspapers," said another. "That would be a novel place to put news, don't you think? It might take people awhile to get used to finding it there, though."

"Start a whispering campaign in the library maybe?"

"I know someone who can really play a mean tom-tom . . ."

"Frankly, I can't understand your problem," replied one male student. "Right here on campus you have tele-woman, still the fastest and best communications network around. It keeps going all day long . . . and never shuts up . . . never."

Seeking an outlet for your
Pent-Up Opinions?
 Have a secret desire to bring out the
Smile in People?
Draw a Cartoon
 Any subject, style, etc.
 \$10.00 - 1st Prize
 5.00 - 2nd Prize
 2.00 - 3rd Prize
 Submit by October 17th to the
Web Office

With the advent of a full professional equity company in permanent residence on the campus, drama at Webster goes beyond "the mock-heroic world of the educational theatre" to enable the student to extend his reach into the limelight of professional theatre.

A professional repertory company in residence at a liberal arts college is a unique happening in the country. Only two other schools, Stanford University in California, and New York University have anything like it, both at the graduate level of the university.

The Repertory Theatre of Loretto-Hilton Center exists both to fill a cultural need in the St. Louis area and to provide the means to conduct an educational experiment in drama. The theatre exists in conjunction with the drama department of this liberal arts college in order to immerse the student of drama in the world of professional standards. The Repertory Theatre exists finally, because of a firm conviction that drama students, just as students of art or music, should be taught by professionals, taught not only in the classroom but by the demonstration of all the facets of the art as it is realized on the stage in professional theatre.

The repertory company's presence provides a broad field for interaction between the members of the company and the students in the academic department. Required crew assignments place the drama major at the side of experts in costuming, scenery and all aspects of stagecraft. Skills necessary to produce the artifact of the theatre will be taught by members of the company in the classroom. Students will have the opportunity of acting as assistant stage managers in repertory productions, and students with sufficient talent can try out for and be cast in roles in the plays themselves. In addition, plans are going forward for the direction of one of the student plays by a member of the company. There are now, and will be many more, areas of contact and interaction.

As Mr. Flanagan, artistic director of the Center has affirmed, "We are convinced that this is the direction that drama in American education must take. Drama in education must offer the possibility for the student to learn from first-hand contact with the art. One cannot know what truly professional theatre is without ever having experienced that magic which happens only when the artifact is produced without the limitations of the novice and the amateur."

Loretto-Hilton company gives professional example

"The Loretto-Hilton Theatre has within its very physical structure alone, great potential. It will take a tremendous amount of love, respect, devotion and professional endeavor — all pulling together for one and the same thing — for this to truly bear the fruits many of us here hope for, but if we care enough and love enough, there is a chance for something important in theatre to happen here.)

Marilyn Chris

Hard-core professionals coming from Broadway and important shows off-Broadway, the actors of the Repertory Theatre of Loretto-Hilton Center are currently displaying their versatile talents in the fall extension of the Center's premiere season.

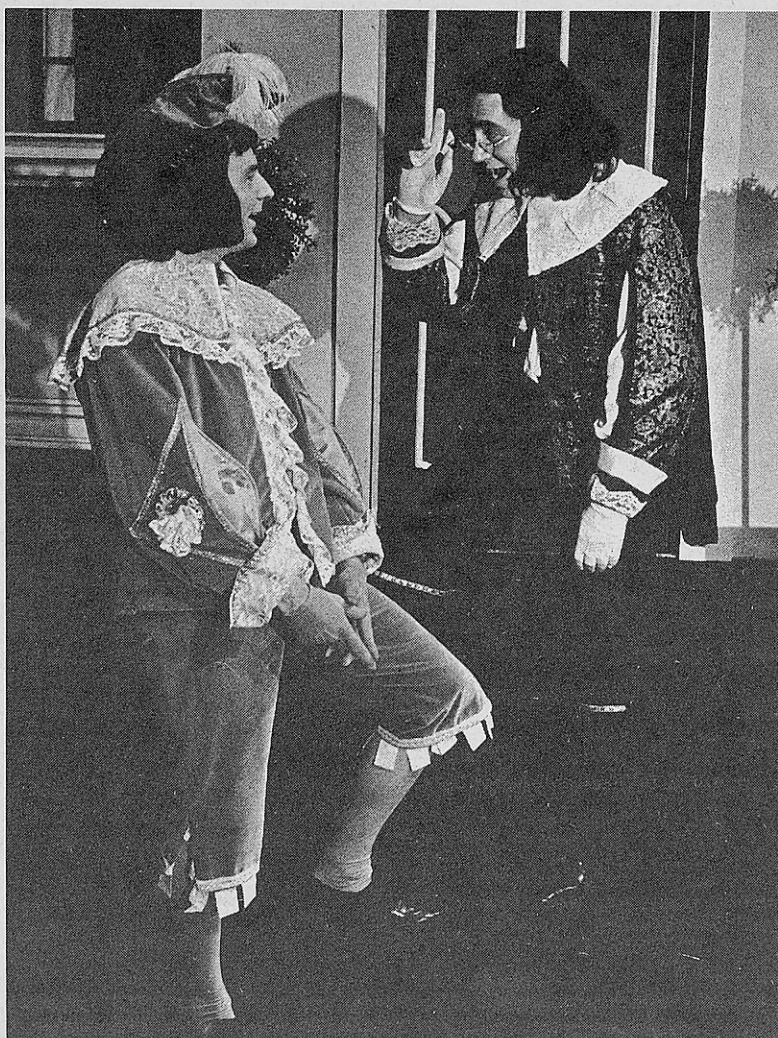
Michael Flanagan, who toured America, Germany and Italy under State Department auspices as Arnolphe in Moliere's "School for Wives," recreates the role in the current repertory production of the French comedy. As Brother George Wead of the St. Louis Review has noted, Mr. Flanagan in his rendition of the French nobleman appears as "an almost classical Jack Benny," a resemblance which adds to the hilarity of the play.

Complementing the performance of Mr. Flanagan is the blundering ineptitude of the two country bumpkins, Georgette and Alain, hired by Arnolphe to keep his fiancée in seclusion. Comically portrayed by Marilyn Chris and Jack Ramsey, the pair add much to the humour of the play.

Before making his first appearance at the Loretto-Hilton Center as Theseus, Duke of Athens, in "A Midsummer Night's Dream," Mr. Ramsey finished a summer of stock in New York state, playing

Murray in "A Thousand Clowns" and Stanley Kowalski in "A Streetcar Named Desire."

(con't, p. 6, col. 1)



Arnolphe (Michael Flanagan, at right) appears with his friend Chysalé (Lawrence Linville, at left) in a scene from Moliere's comedy "School for Wives."

'Oh What a Lovely War' to open Oct. 12 at Loretto-Hilton Theatre



James Bernardi directs members of the company of the Repertory Theatre in a rehearsal for Joan Littlewood's "Oh What a Lovely War," which is the first musical for the professional company. Others in the picture include Marilyn Woods, Alyce Keck, Barbara Caruso, Kate Geer, Madelyn Cain and Marilyn Chris.

"Oh What a Lovely War," an anti-war satire directed by James Bernardi, will open on Wednesday night, Oct. 12, at the Loretto-Hilton Center for the Performing Arts.

The play, a musical review, is a satire on World War I. It is based on the factual data in official records, war memoirs, personal recollections and commentaries, including those of the Imperial War Museum, Kaiser Wilhelm II, David Lloyd George, and above all the songs of the unknown British

soldier-composers of the Western Front.

Every line of dialogue and every incident in the play either happened, or was said, sung, or written during 1914-1918. Everything presented as fact is true.

"Oh What a Lovely War" originally grew out of the collaboration of Charles Chilton, Ted Allan, and Joan Littlewood's Theatre Workshop and the members of the original cast. The idea for the production grew out of a visit by Charles Chilton to Anas, France in order to find and photograph the grave of his father, killed there in 1918.

In the words of Charles Chilton: "When at last I discovered my father's official memorial. It was to find that he had no grave. Instead, his name was inscribed upon the wall, along with those of 35,942 officers and men of the Forces of the British Empire who fell in the Battle of Anas and who have no known graves.

"What could have possibly happened to a man that rendered his

"Ten million lives were lost to the world in the 1914-18 war and they say that 70 million pounds of money were spent in the preliminary bombardment in the Battle of Ypres: before any infantry left their trenches the sum of 22 million pounds was spent, and the weight of ammunition fired in the first few weeks of that battle amounted to 480 thousand tons.

"I do not believe that that represents the best use the world can be expected to make of its brains and its resources. I prefer to believe that war hurts everybody, benefits nobody—except the profiteers—and settles nothing . . .

"As one who has passed pretty well half a century in the study and practice of war, I suggest to you that you should give your support to disarmament and so do your best to ensure the promotion of peace."

Field-Marshal
Sir William Robertson,
Chief of Imperial
General Staff,
1915-1918

burial impossible? What horror could have taken place that rendered the burial of 35,942 men impossible and all in one relatively small area?

"The search for the answer to this question has finally led to this production, in the sincere hope that such an epitaph will never have to be written upon any man's memorial again."

The result of the Littlewood-Chilton - Allen collaboration is musical entertainment with a format similar to a review. As Edward Parone, who directed the play at Arena Stage, Washington, D.C. last year, has put it, "The play simply places one bit of ragtime, say, next to one trench scene in such a way as to forbid sentimentality or romanticizing. They are there simply to make you cry with delight and break your heart."

It is above all an actor's and director's show with plenty of room for interpretation. The script comes to the director with scenes, descriptions of slides, newspanels, lyrics of songs and very little indication of how anyone is to get from one to the other. The result simply has to be innovation and a play that the actors seem to make up as they go along, yet all put together to create a unified artistic effect, a result that is a challenging achievement for all those involved in the production.

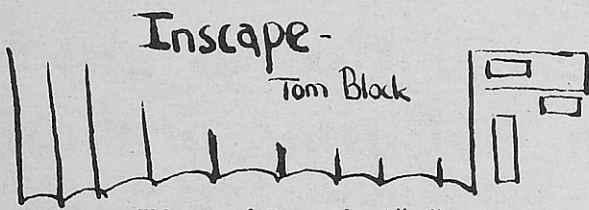
James Bernardi, director of "Oh What a Lovely War," comes to the Repertory Theatre after spending a season as production stage manager for Arena Stage, Washington, D.C. Mr. Bernardi was a staff member for various theatre companies including the association of Producing Artists, the Washington Opera Society, Washington, D.C. and the Olney Theatre, Md. In addition, Mr. Bernardi was a member of the publicity department of Disney Studios, Burbank, California.

The cast of the production will be composed of the entire repertory company and students from the drama department. Each cast member will play several roles.

(con't, p. 6, col. 5)



Six students appear in a scene from "The House of Bernarda Alba." Left to right: Nancy LeBoe, Madelyn Cain, Elaine Neal, Pam Matthews, Sue Loughlin, and Marva Kadane.



"House of Bernarda Alba"

Webster College, often times described as "unique" by its contemporary subscribers, displayed this fascinating flair again last weekend by simultaneously presenting professional theatre above and a student production below in the Loretto-Hilton Center for Performing Arts.

"The House of Bernarda Alba" by Spain's lyric playwright Lorca was the first showcase for Webster students who study and occasionally perform with members of the professional company in residence at the Hilton. Professional exposure and the ply hands of the director, Michael Flanagan, combined together for a sensitive and polished production of Garcia Lorca's difficult drama.

Bernarda Alba, played by Elaine Neal, is the widowed mother of five teeming but frustrated daughters. As matriarch, despot, and high priestess, Bernarda subjects her daughters to eight years of mourning for her recently deceased husband. Mourning means black dress and no men with the exception of the eldest daughter, Angustias, who has money in her own right and had extracted a proposal from a prospective groom, Pepe, before tragedy ever constricted the House of Bernarda Alba.

While these sex-deprived daughters embroider their hope-chest linens for lovers they have no chance of seducing, they discuss their passions, lusts, and the necessary evil of men. After they are married, men will turn from the bed to the table and then to the tavern, but what is a woman without a man. The answer is vividly shared as the women squirm in the hot, muggy nights between their warm but sterile sheets. The youngest daughter, Adele, even feels lizards slither between her

breasts.

Turbulence and rancor undermine Bernarda's "sanctum sanctorum". Despite the suspicions and warnings of wise servants who preach restraint in discipline and vigilance over her daughter's activities, envy, passion, and hate defy containment or curtailment but crest with the suicide of Adela when her promiscuity with her elder sister's betrothed is discovered by her victimized and bested rival, Martirio, who had designs of her own on the rake, Pepe.

"Bernarda Alba" is worth seeing. Elaine Neal as Bernarda is to be credited with setting a pace and level that succeeded in sustaining a thwarted passion so enmeshed in Lorca's black tragedy. The spine of Elaine's character oozed up through the optic nerve to be crystalized in a seering glare. Elaine was skillfully attended to by five talented daughters, Nancy La Boe (Angustias), Susan Loughran (Magdalena), Cynthia David (Amelia), Marva Kadane (Martirio), and Pamela Mathews (Adela).

If you close your eyes and just listen to Lorca's lyric prose, the evening is most rewarding. Perhaps Lorca is most lyrical in the scenes with the eighty year old grandmother, leader of the "daughter rebellion," who is a sensualist on her own "kick." Grandma wants to make love by the sea but is also confined to barracks by Bernarda. Several times, however, Grandma succeeds in her escape. These times are laden with lyricism and poignancy. On one occasion Grandma sings a lullabye to a lamb she cradles in her arms. She wants babies too but there is no sea foam in the House of Bernarda Alba, only a mourning shroud.

(Continued from Page 2)

change our philosophy as a result of this opposition.

Objection: Mr. Z. is head of the food service and consequently has the right to make regulations concerning proper attire in the Cafeteria.

Answer: Mr. Z. is hired by Webster College to manage the Cafeteria, and because he is hired by the college he is responsible to the administration and students. This is very different from the situation in a public restaurant where the owner can make regulations concerning the dress of his patrons.

mary ann olwell
margo tossi
martine goodyear

Literary talent assembles for orgy

Winter Seminar

by Louis Daniel Brodsky

One tries to decipher
Three day old symbols
On the greenwhite blackboard.
Another with nimble, yellow-
stained fingers
Contemplates filtered disease;
Reads Donne's Obsequies.
A third, more prudish yet,
Peers through the fearful
symmetry
Of octagonal pince-nez.
She,
A brilliant vixen at twenty-three,
Could just as easily be
Winslow Homer's school marm
In some one room conception of
the universe.

And I just sit here,
Mind too bleary to concentrate;
Imagining distractions that fit my
temper
(Trying to spell Yoknapatawpha)
Beyond the window's grating.

How intellectual and subtle we
are,
'Doing' John Donne, or scanning
The brick layer's sonnet
In our seminar class!

Outside it's begun to snow,
And I feel an urge to bolt;
Fleeing without my coat;
Arms and ears bare
To touch one slow-exploding flake,
And hear it sear the palm
As it disappears,
Incarnate.

©1966 by Louis Daniel Brodsky

* * *
To S. J.

Hair exploding into copper gems
of captured sun
when stricken by a breeze.
Eyes that suffer and melt in their
own rich
brownness behind lids soft as a
kiss.
Love rendered into tears that
hesitate like
children at a door before they
whisper down
their moist paths.

In harmony with an October sun-
set, she sits and
hopes, the tempest within flicker-
ing behind
her eyes. Winter winds torment
her soul, and
freeze its edges into frost-pointed
brittleness,
printing it with feathered, icy
arrows that
pierce the swirled softness of her.

Beneath a luminous sky, a moon
peers between
goblin clouds and sees us listening
to the
winged heartbeats of fleeting hap-
piness.
Dewdrops trembling with the
weight of captured
moonlight fall in our path, leaving
an inked
brushstroke of black across silver
grass.
Our laughter rings like icicles
shattering on
the black cobblestone night.

Our hands are thunderheads in the
sky, laced
with brilliant whips of lightning.
We clash and merge, stilling the
violence
with velvet rain that runs slim
fingers over
jagged tile roofs.

Our arms cup the sun, and draw
life from tomorrow.
Between us floats a dream that
merges our
reflections in a trembling harmony
of light.

L. Gugliocciello

Poets, jazz-lovers and friends gathered for an evening of music, punch and poetry reading at the first orgy qualified to pass a vice-squad inspection. Faculty approved and were on the scene, as well as a sizable portion of the college crowd. Some sat in dressed in granny gowns or slacks, on the floor or on the appropriate furniture provided. All were intent, caught up in the listening experience, enthralled by the power of music and prose. Now Really . . . Perhaps poetic enthusiasm does lead one to go a little too far (For

a more factual account see page one) I'll scope in a bit with a little of the old info— On Tuesday evening, September 28th, a small group of students gathered to celebrate their contemporary bards . . . well see for yourself.

Below are two works read at the literary orgy by Leo Gugliocciello and L. D. Brodsky. Gugliocciello is a student of Webster College and Brodsky is a young writer currently doing graduate work at Washington University.



Arthur Brown reads a poem to the music of a jazz combo composed of musicians from Webster, Washington University and the St. Louis Institute of Music.

Current research finds inexpensive Mono-Test

As millions of students return to classes, school and college physicians and nurses soon will be faced with long lines of young men and women complaining of feeling tired and listless and having other difficult-to-pin-down symptoms.

Some students will simply be suffering from laziness. But many others will have a legitimate reason for 'back-to-school slump'—infectious mononucleosis—a common back-to-school disease which in the past has been more difficult to diagnose than to treat.

A theory that "mono" is transmitted by close personal contact has led college students to romantically call it the "kissing disease." Yet, when it strikes, infectious mononucleosis can be one of the most miserable experiences in a student's life. Recovery can be slow and every day lost from school can endanger marks and play havoc with education plans.

Now, experts have found that it can be an indicator of emotional stress. Recent studies conducted by the Tulane University School of Social Work in New Orleans revealed that high school and college students who were being treated for mono were momentarily depressed at the time they became ill. Thus, mono becomes a trigger for drop-outs, an excuse for failing to repeat a year, a last straw for requesting medical excuses for postponement of examinations.

In addition, mono is also a serious problem because of its ability to mimic other ailments including appendicitis and hepatitis. One authority, in fact, reports that mono can be mistaken for no fewer than 29 separate maladies if di-

agnostic procedures are imprecise. These ailments may call for exploratory surgery to verify or potent drugs to treat, while the usual treatment for mono is three to six weeks' bed rest, aspirin and gargles.

This year, however, it will be less difficult for school health officials to tell whether a listless student is discouraged about his exams, malingering, seriously ill, or another victim of mono. Pharmaceutical research has come up with an important new development—the "Mono-Test"—a simple, inexpensive diagnostic test which quickly, and happily for the patient, reveals the presence of mono in only two minutes.

With the new "Mono-Test" diagnostic blood-testing for mono becomes readily accessible. "Mono-Test" is distributed by Wampole Laboratories of Stamford, Connecticut to individual medical groups and school and campus health centers as well as to hospitals and laboratories.

"Mono-Test" is so simple that any medical technician can report immediate results in two minutes. It can be performed by a doctor in his office using only a glass slide, a blood sample from the patient and the control samples provided in the kit.

In addition, this new diagnostic test is inexpensive. To screen an entire school or university class costs only about one dollar per student. Before the introduction of this quick screening method it would have been almost unheard of to test a large number of students because conventional diagnostic techniques were too expensive and too time consuming.



Barbara Caruso appears as Agnes in "School for Wives."

Marilyn Chris' past credits include four years as a member of the famed Living Theatre with which she appeared in New York and Europe in a repertory of original plays. Miss Chris appeared in two Broadway plays, "The Office" and "The Family Way."

Barbara Caruso, as Agnes, adds a note of charming simplicity as Arnolphe's fiancee in "School for Wives." A graduate of the Royal Academy of Dramatic Art in London, Miss Caruso appeared as the leading lady in the Royal Shakespeare Company's United States and Canadian tour of "The Hollow Crown." Her Broadway credits include the David Merrick production of "A Severed Head."

In addition to the role of Agnes, Miss Caruso appears as Helena in "A Midsummer Night's Dream" and as Doreen in "The Private Ear." Appearing with Miss Caruso in the British one-act play, "The Private Ear," are Peter Coffeen as Ted and Robert Murch as Tchaik.

Peter Coffeen has had varied experience on both television and the stage. He appeared on the Hallmark Hall of Fame, The Defenders and Secret Storm. Noteworthy in his stage career, he appeared in Paul Baker's controversial production of "Hamlet" and he played the role of Lucentio in "The Taming of the Shrew" at the Dallas Theatre Center. In addition,

Mr. Coffeen has been active in television commercials.

Robert Murch comes to the Loretto-Hilton from the Broadway production of "Hostile Witness." His varied regional theatre experience includes work at the Center Stage, Baltimore, Md., and Olney Theatre, Md., where he enthralled audiences in the part of Jerry in Albee's "The Zoo Story."

Appearing with "The Private Ear" is Peter Schaffer's other one-act comedy, "The Public Eye." Marilyn Chris, Bernie Passeltiner, and Lawrence Linville team up to produce a penetrating comedy which explores the lack of understanding between humans. Highly praised by St. Louis reviews for her portrayal of Belinda, Miss Chris is described by Bob Goddard of

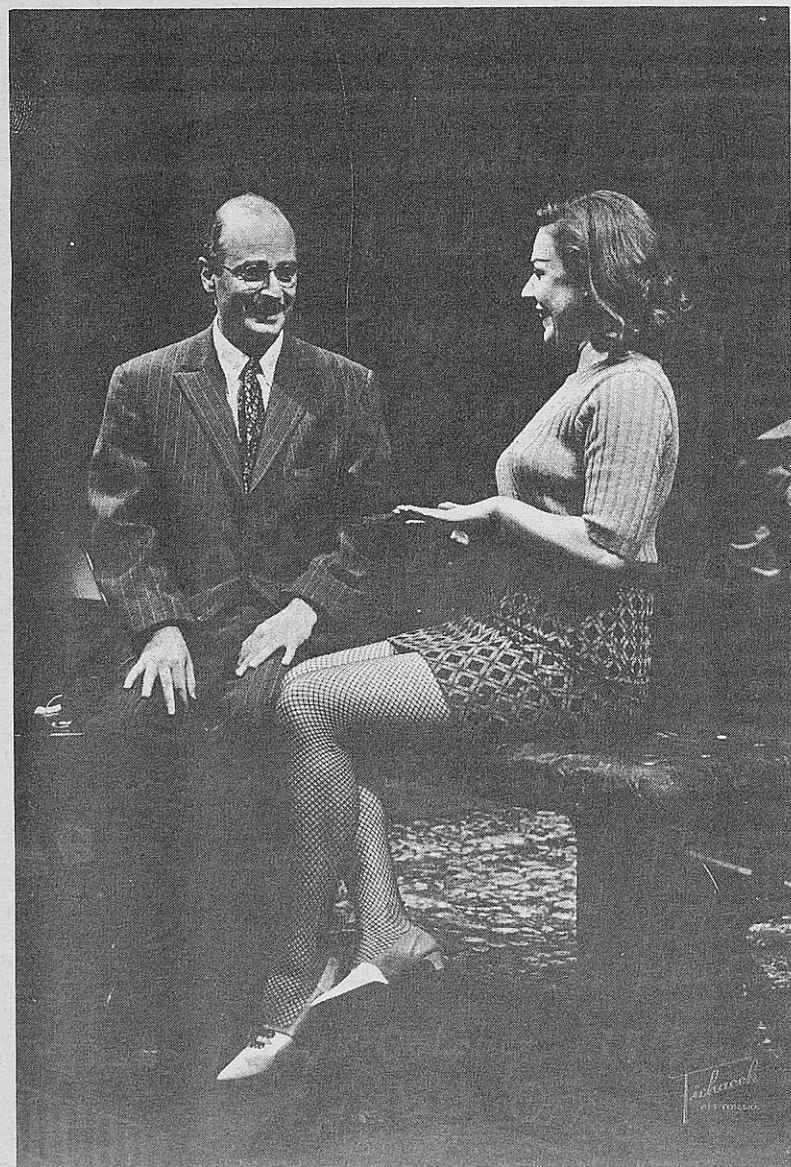
the St. Louis Globe-Democrat as "a vibrant lass with the sort of footlights magnetism that reaches out and embraces the whole audience."

Remarkably well cast, Bernie Passeltiner plays the role of a bumbling private detective hired by Belinda's husband to find out if she is seeing another man. Those who attended the summer drama festival will remember Mr. Passeltiner in the role of Vladimir in "Waiting for Godot." Bernie Passeltiner recently made his Broadway debut in Jerome Robbins' production of "The Office" with Elaine May. He appeared with Imogene Coca in "The Solid Gold Cadillac" at the Bucks County Playhouse in Pennsylvania and toured as Fleetfoot in "Little



(Above) Hermia (Marilyn Chris) is wooed by Lysander (Peter Coffeen) in Shakespeare's "A Midsummer Night's Dream."

(Below) Julian, played by Bernie Passeltiner, becomes the first "Public Eye" to fix up a marriage as he discusses human relationships with Belinda played by Marilyn Chris.



Mary Sunshine" with Eileen Brennan. Mr. Passeltiner is currently teaching a course in acting in the drama department of the college.

The third member of the trio, Mr. Lawrence Linville, has been seen in a variety of parts at the Loretto-Hilton. In addition to the role of Charles which he plays in "The Public Eye," Mr. Linville is appearing as Chrysalde in "School for Wives" and as Oberon, king of the fairies, in "A Midsummer Night's Dream" where he reigns over the forest with his wife Kate Geer who plays Titania, beautiful queen of the fairies.

Mr. Linville, repeatedly praised by reviewers for his sonorous voice, is teaching a course in Voice and Diction. He developed his vocal expertise while a scholarship student at the Royal Academy of Dramatic Art. Last season, Lawrence Linville was associated with David Merrick's Broadway production of "Inadmissible Evidence." His extensive repertory credits include four seasons with the highly acclaimed Association of Producing Artists and several seasons with the San Diego Shakespeare Festival and the Great Lakes Shakespeare Festival.

Mr. Linville's wife, Kate Geer, brings an impressive and varied classical background to the Repertory Theatre. During her three years with the famed Association of Producing Artists, Miss Geer delighted audiences in a wide collection of plays. Miss Geer has also been associated with the Fred Miller Theatre, Milwaukee, Theatre St. Paul, Great Lakes Shakespeare Festival, Baxter Theatre, Virginia, the American Shake-



Mr. Gerald Fishbach directs a rehearsal of the Webster Community Orchestra.

Webster Groves gains own full-time orchestra

The need for an orchestra within the auspices of the college and the Webster Community has long been recognized. The serious planning of the whole idea began to materialize over a year ago when the music department was called upon to put together an orches-

tra for the various operas and operettas which were presented by the college. It was then realized that a permanent orchestra would be of much benefit and value to the college and the community. What came from this original idea has turned out to be an undertaking more ambitious than what was presupposed. Organized and directed by Mr. Gerald Fishbach of the Webster music department, the Webster Community Orchestra has now become a reality.

speare Festival, Stratford, Conn., and the San Francisco Actors Workshop.

Also appearing in "A Midsummer Night's Dream," Patricia Egglinger plays the role of Hippolyta, Queen of the Amazons, betrothed to Theseus.

Members of the Company, Wayne Loui, James Paul, Gerald Simon, and David Sabin give the audience of "A Midsummer Night's Dream" a rollicking treat as a group of "mechanicals" who put on a rather unorthodox version of "Pyramus and Thisbe." David Sabin makes a donkey of himself with the magical aid of Puck, a whimsical fairy and with the further aid of a magic herb, Titania, the fairy queen, becomes enamoured of him while still in his long-eared state.

David Sabin comes here directly from his third stint in off-Broadway's longest running hit, "The Fantasticks." Previously, he spent the summer at Maryland's famed Olney Theater and a season at Stratford's American Shakespeare Festival.

James Paul is well known to St. Louis theatre-goers, having been a member of the Municipal Opera for three years. He also appeared in "Macbeth" with Pernell Roberts and served as actor-director for the Crystal Palace Theatre from 1960-63.

Gerald Simon joins the Repertory Theatre with an extensive list of credits. He was a member of the touring company of "Never Too Late" with Dennis O'Keefe. Off-Broadway, Mr. Simon played Tolen in "The Knack." In addition, Mr. Simon has been a member of the resident companies for the Cincinnati Shakespeare Festival and the Washington Shakespeare Festival, Washington, D. C.

In addition to his work during his four years as a member of the theatre arts faculty of Webster College, Wayne Loui, for two seasons, directed for the Ten-at-the-Tower, a summer and winter stock company in the Moline, Illinois area. In addition, Mr. Loui has appeared on and directed for the CBS Repertory Workshop, and KMOX-TV's Montage.

Mr. Fischbach believes that it is the duty of a music department to give its students the opportunity to view and actively participate in the real world of music and the musician. The formation of this organization will give Webster students an opportunity to come face to face with conducting and orchestration techniques. Besides doing this it gave the students a feeling of real competition when the tryouts were held.

Students are not the only participants on this new undertaking. Among the sixty members of the orchestra there are many interested musicians who are giving their time and talents to the symphony. Included in the structure of the orchestra are Mr. Fishbach, who will be acting conductor, Dr. Harry Mellman of financial aids and the social science department, and Dr. Joan Mack, who will be the soloist at the first performance.

The orchestra is a non-profit organization and is therefore, dependent upon individual backers to make ends meet. So far such response has been very favorable.

The formation of the Webster Community Orchestra will definitely be a great advantage to our student musicians and to the members of not only Webster Groves but the greater St. Louis area.

The first performance of the orchestra will be held November 29, at the Loretto-Hilton Center for the Performing Arts. Tickets may be obtained free of charge at the door for this premier performance.

War, con't

Five student ensemble members will sing major songs in the production. Madelyn Cain will sing "Kibosh on the Kaiser" and "Sister Susie," Greg Bottini "When this Lousy War is Over," Tom Kampman, "Far, Far from Wipers," and David Huffman, "When I Wore a Tunic," and Marilyn Wood, "Fred Karnos' Army."

Sister Jacqueline speaks on role in Peace Corps

Sr. Jacqueline, who in addition to being president of Webster College is currently on the Education Task Force for the Peace Corps, spoke before students on Sept. 28 about her experiences and contacts with the Peace Corps over the past two years.

Sr. Jacqueline became interested in the Peace Corps over the years since its beginnings, but actual involvement came about two years ago when she was invited to attend a weekend forum sponsored by the State Department for approximately 1100 Peace Corps volunteers returned from service in foreign countries. Sister was one of one hundred adults invited to talk with the Peace Corps volunteers.

In speaking with the volunteers, Sr. Jacqueline found that they felt their two years in the corps was the "first time in their lives that they had the opportunity and the necessity to structure their own experience out of chaotic circumstances." Sister commented also that "the elegant part was that they seemed oblivious to externals and totally able to cope with the situation."

When Sr. Jacqueline was invited to the Berkeley campus of the University of California last year for a weekend to work again with returned Peace Corps volunteers, she went particularly to observe what kind of person Berkeley gave to the Peace Corps. She found volunteers spanned the gamut from beach combers with beards and sandals to the universal picture of clean-cut American youth, yet all seemed obliv-

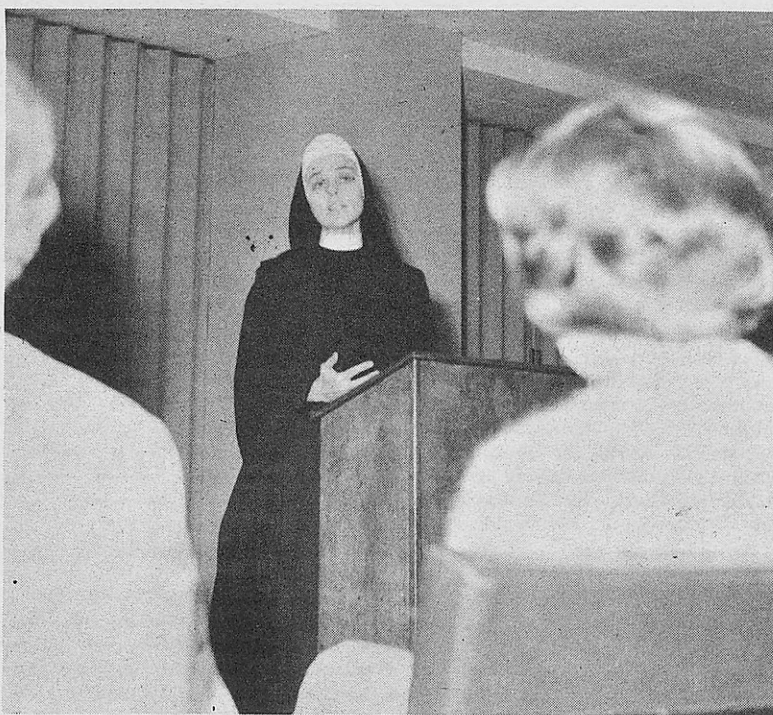
ious to externals and completely able to cope with each other.

Then last August, Sr. Jacqueline took her "vacation" in Brazil working as a co-leader in termination conferences for Peace Corps workers at the end of their two years of duty. At these conferences groups of volunteers spent two to three days discussing every aspect of Peace Corps life.

Most of the volunteers with whom Sr. Jacqueline conferred had been trained in health and community development. Trained in these fields, the volunteers come to the Brazilian slums and "get a shack on the mountain side and they manage just like the rest of society—this is the spirit of the Peace Corps." The shacks have no plumbing, no privies; and dogs and children run wild on the mountain sides, yet "electricity is laced down the mountains." These poverty-stricken Brazilians possess television sets, a symbol, perhaps, that they are equal to other people and other society.

In coming to an area, Sr. Jacqueline explained that Peace Corps volunteers identify with the society by getting a job. "Most Brazilian volunteers do community developing. The simple spirit of hooking into a system and getting something done is foreign to the Brazilians. There is nothing like students initiating action or organization."

In analyzing what the volunteers liked best about the Corps, the recurring reply was the sense of responsibility and initiative the experience gave them. Significantly enough, there was no one thing



Telling of her summer's experience with the Peace Corps, Sister Jacqueline speaks to Webster students Sept. 28 in Maria Lounge.

that the volunteers disliked about the Corps and Sister commented that when the volunteers were asked whether they "would do it again" only one out of ninety-five said no—and all said they would go back to Brazil.

Sister found that after two years of service, volunteers come away with a great respect for the Brazilian culture and for the country itself. "They become much less smug about the United States of America—in fact they become much more skeptical about the United States."

Sr. Jacqueline does not feel that the volunteers are equipped to come back to the United States.

The Peace Corps cuts them off from the homeland. "They are out of contact with the current issues and problems. About the only thing they read regularly is Time Magazine." However, Sister believes they are "leagues ahead in insight and experience of any comparable group of 24-year-olds in America," and they come out of it with a new kind of strength.

Sister observed, in her three weeks with them, that the volunteers "are the best—and the worst—of American youth. They drink too much. They carouse a lot—at least when they are in Rio. Many of them have left, at least temporarily, the churches they belonged to at home. They are idealistic. And they are not at all cynical. . . . They have their troubles. They have their share of unwed mothers—but so does every college in the United States. They have their people who drink too much—but I found everything about them exciting."

Campaign helped by YD volunteers

The Webster College Young Democrats are on the campaign trails. On Wednesday, October 12, at 7:30 p.m., David Pentland, Democratic nominee for State Representative for the new 41st district, will informally explain his views and campaign to his Webster volunteers. The girls will canvass the Webster Groves area distributing Pentland's literature, October 14 through October 18.

Also on October 12, at 8 p.m. a representative from the headquarters of William B. Mylius, Democratic candidate for Congress from the Second Missouri district, will discuss with his volunteers the duties and activities they will encounter as they work to staff Mylius' headquarters.

Volunteers offered their services for the various Democratic campaigns at the first general CYD meeting of the year held on Oct. 5. Beth Stearns, CYD president, explained the general duties of and urgent need for campaign volunteers at the grass roots level. Chris Kulawik, CYD campaign chairman and MISL coordinator for Webster explained the Missouri Intercollegiate State Legislature Convention to be held next spring in Jefferson City and Cathy Breech, head of Webster's delegation to MMUN discussed the Midwest Model United Nations (MMUN) scheduled for next February in St. Louis.

On October 16th, club members will attend the CYD state executive board meeting in Poplar Bluff, Mo.

Recreational tournaments are planned

Miss Landzettel explained the variety of upcoming recreational opportunities as an "attempt to create a new image with regard to recreation."

The first of these begins tomorrow at 10 a.m. when the Greater St. Louis Inter-Collegiate Bowling League opens its third season at the Arena Bowl. All students and faculty interested in forming a team from Webster should contact Charles May, MI. 7-0266 or Miss Landzettel, ext. 213. Individuals may participate although they are encouraged to join a team.

Last year this league, unique in the greater St. Louis area, had 16 teams. Some of the schools represented last year included St. Louis U., Washington U., SIU, Parks, the Junior Colleges, Eden and Concordia Seminaries. The league bowls for \$1.25 for three games, in a season that runs approximately twenty weeks.

For pool enthusiasts a mixed doubles pool tournament begins October 10. It will be a double elimination tournament (must be beaten twice to be eliminated.) It will be open to the first 16 couples to sign the registration sheet on the board in the Rec. Room. Awards to winners will be a free dinner for each at the restaurant "Top of the 230" in Clayton.

October 12 will be the opening date for the ping-pong tournament. This will be a single elimination tournament. Registration for competition will be Oct. 10 and 11. It will be possible for 32 people to participate. The winner will receive a transistor radio.

In addition, bikes will be available for rental beginning Oct. 10. Charge for rental will be 50c an hour for tandems and 25c an hour for singles. Check with sign out office for further information.

Anyone with additional ideas for activities should contact Miss Landzettel.

Studio Productions

THE HOUSE OF BERNARDA ALBA
by Federico Garcia Lorca
October 7 and 8

THE BOY FRIEND
by Sandy Wilson
Nov. 3, 4, 5, 6, 10, 11, 12

MR. ROBERTS
by Joshua Logan and Thomas Heggen
December 14, 15, 16, 17

THREE BY AMERICANS
(a bill of one-acts)
February 16, 17, 18, 19, 23, 24, 25

BERNARDINE
by Mary Chase
March 16, 17, 18, 19, 20, 21, 22

ONCE UPON A MATTRESS
by Mary Rodgers
Admission: \$1.50 adults,
\$1.00 students
Tickets available at the door

City YR's discuss plan to campaign

Webster College Young Republicans will host an organizational meeting of St. Louis Area YR College Clubs at 8 p.m. on October 12. Officers and members of Fontbonne, Lindenwood, Maryville, St. Louis University, University of Missouri (Normandy), Washington University and Webster College will participate. The clubs will outline opportunities for campaigning with Republican candidates. They will project ideas for the Missouri Intercollegiate State Legislature (MISL) to be held next semester. Finally, they will be planning increased collegiate participation in the Republican party.

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8:00 a.m. to 8:00 p.m. on Wednesday

Test dates announced for civil summer work

The Civil Service Commission today announced a nationwide competitive Office and Science Assistant examination for many of the temporary jobs in the Federal departments and agencies that will be filled in the summer of 1967. The examination includes a written test for jobs at grades GS-1 through 4, with salaries ranging from \$69 to \$92 per week. For similar jobs during the summer of 1966 — the first year a competitive test was given — more than 105,000 applicants completed.

The test for jobs in the summer of 1967 will be given on three different test dates at more than 1,000 cities and towns across the country.

Candidates wishing to take the test on November 26 of this year must file applications by October 21; those wishing to compete on January 7, 1967, must file by December 9, 1966; and candidates for the February 4, 1967, examination must file by January 9, 1967.

All interested citizens will be given equal opportunity to compete.

Those interested in federal summer employment in 1967 should obtain a copy of Civil Service Commission Announcement No. 401 entitled "Office and Science Assistant Examination for 1967." A pamphlet "Summer Jobs in Federal Agencies," providing detailed information on the kinds of jobs that will be available and further guidance for applicants, will be distributed during the month of November. The announcement and the pamphlet will be available at college placement offices, boards of civil service examiners, offices of the Civil Service Commission, and civil service information points in some post offices.

Applicants may use the tear-out form which is a part of the announcement leaflet or ask for Civil Service Form 5000-AB to make application to the U.S. Civil Service Commission, 1900 E Street N.W., Washington, D.C., 20415.

Candidates may select any one of the three test dates and may choose a city where the test is being given. The Commission will notify each applicant of the exact time and place. The test measures clerical skills, vocabulary, reading comprehension, abstract reasoning, and table and chart interpretation. The time required to take the written test is about 2 hours.

Scholar Mart draws crowd

The "Scholar Mart" held at the College School on Saturday, October 1 was termed "a tremendous success" by Mrs. Carl Pitts, one of the co-chairmen of the sale.

The event was the second sponsored by the faculty wives and over three thousand dollars was raised to be put in a scholarship fund in memory of Mrs. Margaret Maloney. Mrs. Maloney, a St. Louis school teacher, willed her home and belongings to Webster College. Last July the faculty wives were polled to see if they would be interested in disposing of her possessions. Since the response was favorable, the wives organized their first sale held last summer at Mrs. Maloney's home.

These two sales provided the wives with an opportunity to become more meaningfully involved with the total Webster community as well as to raise money for the scholarship fund.

At present they are not organized as a club, but they do plan on continuing to service the college as occasions arise.

Dimensions of Morality course explores contemporary questions

If college is to be a maturing as well as a learning process, students must emerge from this experience somehow better prepared to significantly contend with the myriad of decisions which life will require of them. Such preparedness does not just happen. It requires an awareness and understanding of the diverse and complex moral questions of today.

Realizing both the importance and difficulty of intelligently making such decisions, Sister Marie Francis Kenoyer and Mr. Joe Hallman's Dimensions of Morality class has undertaken the formidable task of exploring contemporary moral issues. These issues are diverse and include questions of social responsibility, politics, war, sex, psychology, economics and communication. Initially the class hopes to establish an objective awareness of the present situation and problems in each of these areas. Ultimately they are attempting to attain the kind of understanding that will allow them to make moral or "right" decisions, and eventually become moral persons.

The undertaking is not an easy one. A legalistic code of morality is no longer feasible; the "old rules" simply do not work anymore. Developing a moral conscience today, a sound basis on which to form moral decisions, requires a great deal of reading and thought. The curriculum for the course is determined both by the areas under consideration and the individual student's interest. Interviews are periodically scheduled and give class members a chance to discuss in depth with Sister Marie Francis or Mr. Hallman the material they have read. Class discussions are often very lively, as students express opinions and question their diverse reading in their effort to decide what constitutes the moral person and what morality today implies.

(Continued from Page 1)
At this time the Store would bring a recognized author to the campus to discuss his writing and to autograph his books.

A possibility exists for a "Trade in Your Old Sweatshirt Day." A student could obtain a 50c discount on any new sweatshirt. The old sweatshirt could be in any condition (clean, however) and might be traded in on a one to one basis.

Other plans include periodic sales and the introduction of gift certificates. Mr. Bendersky would also like to see the College Store aid the scholarship fund by donating the profits of a given day to this fund. In answer to a general question about profits themselves, he said that they are returned to the college itself by means of the general fund.

With the future acquisition of more floor space in a more convenient location, Mr. Bendersky stated that the College Store hopes to increase its convenience line to include sportswear and increase the book selection to 5000 titles.



Art students view exhibit at Institute

Approximately 35 Webster people bussed up to Chicago for the 68th American Exhibit at the Chicago Art Institute. For many, it was a first experience of direct contact with the environmental art most often encountered in Time magazine.

The exhibit included, among others, George Segal's "Truck," consisting of an actual truck cab, a plaster-cast figure, and a constant movie projection of a night-ride on its windshield; Kienholz's "Beanery," a walk-in dive authentic down to the smell of moldy people and a ceiling-high neon sculpture by Chryssa called the "Gates to Times Square." Harder to describe but perhaps having an even stronger impact were Len Lye's "Loop," an electrically manipulated ring of steel which emitted an eerie sound produced by its own movement, and "The Party" by Marisol, consisting of a room of larger than life-size sculptures made with wooden, box-shaped bodies, cast faces, and exhibiting the cool demeanor of the upper-class party-goer.

The emphasis of each piece seems to be slightly different but they all share a massiveness of size, a sense of dealing with real space as opposed to pictorial space, and some kind of fairly direct relationship to the culture from which they came.

Some of the questions this exhibit raises anew have often been heatedly discussed in Webster's own department. These questions call for an understanding of the artist's role as social commentator or prophet and the artist's role in relation to science and technology. The exhibit calls for a re-evaluation of the museum mentality, and the need for art with a capital "A" as opposed to folk art. Perhaps because of this exhibit, these questions have become more real to a few members of the department and thus, in some way, may have an eventual effect on the end products made here. Time will tell, maybe.



Frances E. Bock

'66 graduate wears wings for Pan-Am

Frances Ellen Bock, a petite redhead from New Madrid, Missouri, is giving her French a workout as a stewardess aboard Pan American World Airways jetliners.

The daughter of New Madrid attorney Harry Howard Bock and Mrs. Bock, 561 Kingshighway, is a recent graduate of the airline's International Stewardess College in Miami, Florida. Wearing her new gold wings on the horizon blue, high fashion uniform, she is serving aboard Jet Clipper flights from New York across the Atlantic to Old World ports.

A 1966 graduate in French from Webster College, the new stewardess took graduate studies at Laval University (Quebec). She graduated in 1962 from New Madrid High School, and worked as summer counselor at Camp Marymount, Nashville, Tennessee, for three years.

The I.D. card each Webster student received at the Library desk will someday be used to charge out books in his name. The charge-plate system will obviate such problems as blurred "due-dates" and books charged out by Mnyng Gmunlpq.

A careful reading of the card will reveal some rather Tarzan-esque prose, which is not what the library ordered. At present the library is negotiating with Sys-doc, the company who printed the cards, to try it again, the library's way this time.

Until the glorious day when Sys-doc finally comes through, your library-card-which-is-also-an-I.D. will remain an-I.D.-card - that - is - not - really - a library-card.

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Webster students discuss YR plans at state meetings

Seven Webster students attended the Executive Board Meeting of the Missouri College Young Republicans at Stephens College, Columbia, Missouri on October 1.

John Mueller of the University of Missouri, state chairman, outlined plans for Republican growth for the coming year. He stressed the necessity of Missouri strength at the Midwest Federation Convention, and asked for an enthusiastic Republican turnout for the Missouri Intercollegiate State Legislature.

Delegates from various schools throughout Missouri reported on their past club activities and projects for the future. State committees also submitted reports of their research and action on the local, state, and national levels.

Webster College assumed chairmanship of co-ordination of MISL preliminaries on a state level. Jo Ann Bruegge, vice-president of Webster College Young Republicans, and vice-chairman of Missouri CYR's, served on the speakers platform and outlined upcoming events for women's Republican organizations of Missouri colleges.

The St. Louis delegation for the meeting proved largest including members from Webster, St. Louis U., Washington U., Fontbonne College, Lindenwood College, and MU at Normandy.

Students speak on YR-YD project

Marsha Hubbard and Chris Allen, Webster College Young Republicans, attended a meeting of the Women's Federation of Republicans — County branch — on Tuesday, September 27, at the First Methodist Church in Clayton.

Mrs. Estella Butler, president of the Women's Federation, who was a guest of Webster College Young Republicans and Young Democrats during Political Action Week, invited Webster YR's to speak on the campus project.

Marsha and Chris described the political activities of the week and the dance held.

Webster's Young Republicans held their first meeting October 5. The purpose of the meeting was an introduction to the club for new members and a preview of the YR involvement in the upcoming conventions.

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VOL. XLIV

October 21, 1966

No. 4

Seminarians Highlight Mission Sunday Mass

This Sunday, the Seminarian Choir from Fusz Memorial at St. Louis University will be at Webster for the liturgy of Mission Sunday at 11:00 a.m. in the College Chapel. Sister Jacqueline Grennan will commentate at the mass.

A collection will be taken, the first of the school year, and the money will be sent to the Society for the Propagation of the Faith for use by the Pope in missions throughout the world.

Those who wish to attend are urged to come a few minutes early as there is to be a pro-

cessional preceding Mass. After celebration of Mass all are invited to brunch in Maria Hall Dining Room.

For future Sundays, Janice Ray of the Religious Affairs Committee and Karen Smith of the Missions Committee are planning collections for the Sisters of Loretto in La Paz, Bolivia and Santiago, Chile and for a priest in Alaska. Students or faculty members with suggestions for future collections should contact Janice Ray in the Alumni Office or Karen Smith at ext. 462.

Today Mr. Allan Pfnister, dean of Wittenberg College, and Dr. Gary Quale, his assistant, visit Webster as representatives of the Missouri Commission on Higher Education. Their tour is part of a special study of private institutions undertaken by the Commission.

The examination of private institutions is the second phase of an evaluation of higher education in the state. The Commission previously sponsored the study of higher education in public institutions which led to its recently published recommendations. Their goals are the adequate assessment of individual institutions to make recommendations with alternative action suggestions. Ultimately, the findings will lead to plans for statewide organization.



Daniel Pollack presents a concert of classical selection tonight at the Hilton Center.

Sr. J. elected to CEMREL

On October 5, Sister Jacqueline Grennan, president of Webster College, was elected chairman of the board of directors of the educational division of the Central Midwestern Regional Educational Laboratory, Inc. This is an independent non-profit corporation serving public and private schools in four states of the midwest. Sponsored by educational, civic, labor and industrial groups, and financed largely by the Federal government, it coordinates educational research with classroom improvement.

On October 11, Sister Jacqueline was also elected to the Higher Education Coordinating Council of Metropolitan St. Louis. Her election to the 15 member council was announced by Laurence K. Malinckrodt, chairman. She will fill the unexpired term of Frank L. McCluer, recently retired president of Lindenwood College.

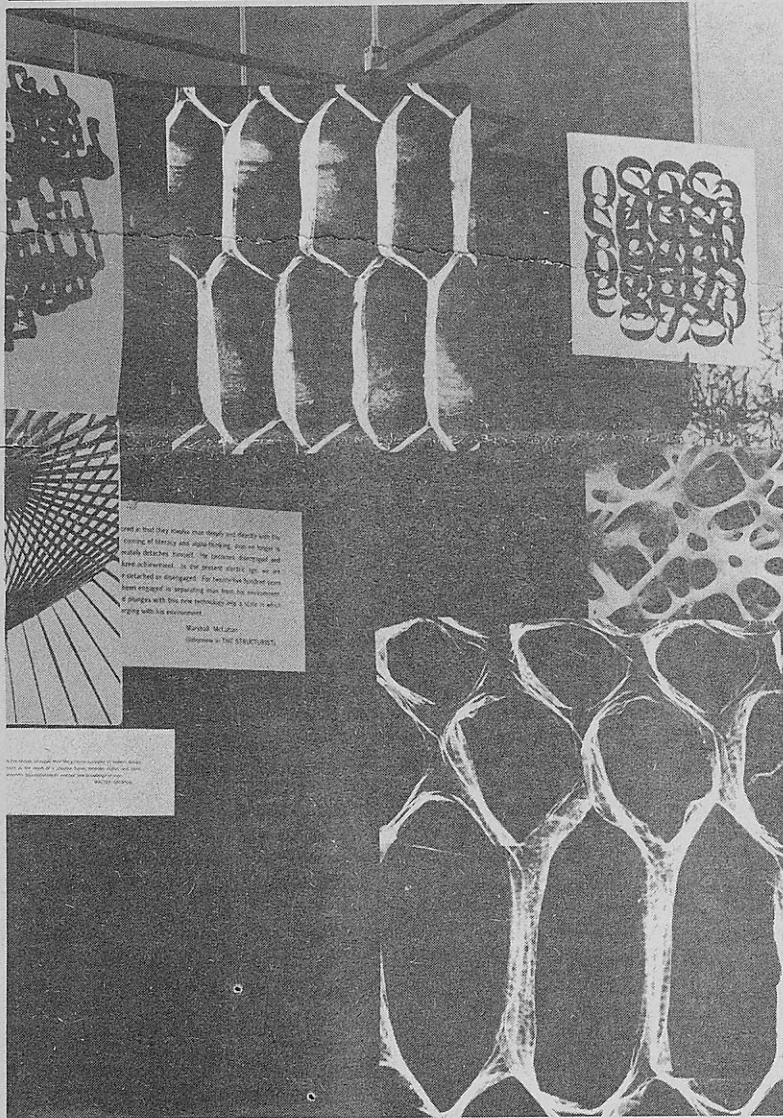
Education Now Point of Study

The Central Midwestern Regional Educational Laboratory has recently become closely connected with the activities of Webster College. Besides Sister Jacqueline Grennan's election as chairman of the board of directors, members of the social science department have received recognition from CEMREL for their work in the fields of education and research.

Dr. Carl Pitts, head of the department, and Edward Ernhart, assistant professor, have been notified that a research proposal submitted to CEMREL has been approved, while Dr. Donald Bushell, also of the social science department, has received a grant from the same organization.

The support will finance Ernhart's and Pitts' investigation of pupil contraction and dilatation as a measure of cerebral processes as these relate to learning and motivation.

Dr. Pitts and Mr. Ernhart have been studying this phenomenon for a year using the equipment of University of Chicago faculty member, Eckhard Hess. The support of CEMREL will make it



Photographic enlargements of the systems recurrent in nature and structured design are suspended in Loretto-Hilton Lobby.

Structures, Snakeskins and Systems Currently Showing at Loretto-Hilton

An art exhibit entitled "Structures, Snake-skins, and Systems," opened Wednesday evening, Oct. 12, in the gallery of the Loretto-Hilton Center for the Performing Arts. The exhibit is being given by Mr. Robert Strobridge, Miss Jana Patton and students of the Webster College art department.

The exhibit consists of all photostatic enlargements of technological imagery, student drawings, chemical happenings, and a series of snake-skin prints by Joann Galli, senior art student.

According to Strobridge, the exhibit is a "verbal-visual suggestion" meant to stress the fact that "we must change the ground rules for aesthetic experience."

Strobridge explained, "The snake-

skins represent an interesting transition from structural imagery (in the sense of 'gravity-bound' imagery) toward an image system with cosmic orientations."

He continued, "Pre-literate people tended to be cosmic-oriented in their aesthetic lives."

"The advantages of a post-literate people in the electronic age are advantages afforded by electronics measurements (measurements as the perception of our extensions). And so like pre-literate people, we are cosmic-oriented, but our understanding of our cosmos has been electronically proliferated to an extent which calls on the need for a change in aesthetic rules. This is what the present art exhibit is all about."

Acclaimed Artist Conducts Music Workshop, Concert

Tonight Daniel Pollack, internationally acclaimed pianist will present a concert at 8:30 p.m. in the Loretto-Hilton Center.

This morning he concluded a master class as a special feature of his appearance at Webster College. He played selections and discussed techniques during the first half of the program. Participants in the workshop could then play for him and receive criticism. The program closed with a general discussion.

For his program tonight, Pollack has chosen the Organ Prelude in G, Minor by Bach-Siloti to be followed by Sonatine by Ravel and Fantasy in C Major, Op. 17 by

Schumann. After the intermission he will play Ballade in F Major, Three Etudes and Nocturn in C-sharp Minor, Op. Posth, all by Chopin. The program will close with Mephisto Waltz by Liszt.

Pollack's credits include numerous well-received international performances. Among these was his appearance at the First International Tchaikowsky Piano Competition held in Moscow in 1958. Not only was Pollack the youngest American artist ever to tour the Soviet Union, he became a prize winner in this competition. Upon invitation by the Soviets, he will return for another concert tour.

possible for them to use a more refined apparatus that depends upon a photoelectric cell rather than a camera. The device is being built by Dr. Lawrence Stark, chairman of the bioengineering department of Illinois University at Chicago. Dr. Pitts anticipated that it would be ready in a short time, possibly a week.

Dr. Bushell's grant will be used to further develop systems of instruction for pre-school children. The project is a joint undertaking of the Student Behavioral Lab at Webster and the Socialization Lab at Washington U. Students from both schools are involved in the project which includes working in the classroom with the children and observing and recording classroom behavior. The same types of operant conditioning techniques are being used in all the schools in order to check what the specific effects are in the various classroom situations.

Four pre-schools have been set-up; one at Washington U. for emotionally disturbed children,

and one at Mullanphy St. for the culturally deprived children. Two more pre-schools, one at Webster and one at Washington U., are involved with 2-5 year old middle-class children. The main aim of the project is to effectively instill basic learning skills in all the children.

The College Store will sponsor a book exhibit by the Doubleday Publishing Co. on Oct. 24-25, in the back lounge of Maria Hall. The exhibit will include Doubleday titles concerned with courses taught at Webster and is mainly for the faculty. Students are welcome, however, and may order any books in which they are interested. Mr. Bendersky, manager of the College Store, said that future plans for the store include "Author Days" on which writers will come to speak and will be on hand for autograph parties.

The Web

Founded October 3, 1924
October 21, 1966

Active or Ousted

Within the confines of a four year college education that organization which should most directly affect, and be affected by students is the Student Association. But at present a major limiting factor to the effective operation of this organization is the traditionally structured annual elections as opposed to more significant semi-annual elections.

In consideration of the student body's growing awareness and their increasing demand that the Student Association be an active and effective force in the life of the college, we propose that the present system of annual elections be abolished and that semi-annual elections, held during the second quarter of each semester be initiated.

The spirit of challenge, competition and immediacy simply cannot be stimulated through the security of a nine month term in office. It appears that if the amount of time to excel were lessened, the responsibility to excel would increase. Also, the shorter term provides the officers with time for just enough "security to be insecure" in their positions.

The office itself demands immediacy of effort. The functioning of the Student Association in relation to the student body requires the actuality, rather than the potentiality of work. Thus the primary objection to semi-annual elections, that officers would have insufficient time to prove their merits before judgment is passed on them, falls short of the expectations of the office itself.

The advantages to and the arguments for the proposed system of semi-annual elections are not only valid but also numerous.

1. Ineffective or unconcerned officers could be replaced with more positive candidates before their own negative approaches have become entrenched in the spirit of the student body they represent. Likewise, the magnanimous leaders can be re-elected to their positions in further semesters and continue their dynamism.

2. Transfer students and freshmen who previously reflected no voice until the spring elections could now participate more directly and deeply with the student body, of which they are a vital part. With six months residency required in the national and state elections, three months seems more than sufficient in a college election.

3. Under this system, those students who plan to graduate in December could also be considered eligible for office, rather than being disqualified merely because their academic classification does not correspond to the artificially long Student Association terms.

4. More frequent examination of the student association officers will force them to keep issues and actions in front of the student body for continual re-evaluation. With such information, students will have the competency to vote; without such information, they will also have the competency to vote—but not for the candidate in office.

5. Since many other significant functions within the administrative wing of the college operate on a semester basis, such as grading, tuition, NDEA loans, SA funding, etc., the logical corollary suggests that Student Association could acclimate itself to the stringencies of a more precise and demanding system.

6. A final consideration for advocating two SA elections per year is the restricting factor of time. As college students we have only four years in an institution, which, under the present system, necessarily implies that we will work under only four SA presidents. If elections were held by the semester there is the possibility that the number of genuinely superior students who would serve in the post would double. Thus twice as many talented people would be able to exercise their possibilities for leadership, while, at the same time, the student body would be spared the possibility of being forced to spend a precious fourth of their college careers under a well-intentioned, but somewhat inadequate, president.

And so, for the reasons outlined above, we would like to propose that the Student Association constitution be amended to allow for semi-annual elections of all student officers. The pressure of time will not allow any less.

jeanne pecquet
peg mcmahon

Opinions expressed in the WEB are not to be interpreted as official views of the faculty, administration or of the student body of Webster College. The college as publisher, reserves the right to exercise such supervision as will maintain high standards of journalism.

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Letters to the Editor

Against dress change

I cannot say that the editorial of the October 7 issue of the WEB came as a surprise to me since I was present at the October 5 Resident Council meeting. It is even less surprising to me because the issue raised is one of the steps on the path to the logical conclusion of the philosophy of Webster College. I do not question the fact that the question of dress regulation came up, but rather what could be the outcome of the whole Webster philosophy. Any philosophy taken to extremes is destructive, breeds intolerance, and could lead to chaos and the tyranny of a minority over the majority.

It is hard to know where to start in this letter. I will start by saying that Webster is not the real world although some students do think of it as such. If everyone was perfect, the Webster philosophy could possibly make an ideal world. But as we all know, the real world is not ideal. Frankly I think the real world would be quite boring and unchallenging if it was ideal. At any rate we do live in a society with laws for the protection of the society at large. Through the ages, experience has shown that society is made up of good and bad people—those who will give you the shirt off their back and those who will take you for everything you have. I am glad that society has laws to protect me and to keep me from willfully or even unknowingly harming someone else. I am glad that I do not live in a Hobbesian world where everyone pursuing their individual self-interest makes the life of man "solitary, poor, nasty, brutish and short." Perhaps from what I have said so far you can see what is coming next.

Yes, I do believe that Webster College is a little like Hobbes' self-interest centered world. We are all busy exercising our own freedom within our own little bubble like world that we do not see that the irresponsible use of the freedom we have been given is detrimental to others in the "community." We have placed so much emphasis on the individual that we have forgotten that the individual lives in society and does not exist isolated on a desert island.

I will not fall into the pitfall of arguing a point without citing practical examples. In the dorm I have the opportunity to cook in one of the kitchens. But is it not extremely selfish to leave the kitchen in such a state that the next person using the kitchen will have to wash my dirty pots and pans? I have the freedom to decide whether or not to attend classes, but what about a responsibility to the professor who spends his valuable time preparing a lecture?

I have mentioned the freedom we have been given. We have not earned it, and it seems that it would be more realistic to earn an extension of freedom by the responsible use of the freedom we have already been given. I do not have any illusions about being handed anything on a silver tray. But I think the atmosphere at Webster College could easily lead one to believe that things are just going to be given to us.

I would like not to "answer" some of the specifics of the editorial, but rather to offer some other considerations. Another aspect to the practical considerations raised by the editorial writers is that many students do not find it unduly inconvenient to dress for dinner or for classes.

There seemed to be a philosophical tone throughout the editorial that the student is the best judge of what is best for him. To some extent that is true. However, I

also believe that my teachers and my parents have lived longer than I and have experienced much which can be of benefit to me.

The writers stated "that we should not impose our feelings and our norms on those who do not agree with them," but does not any society have norms? Are laws not norms? My society has decided that murder is wrong and those who do not agree with that norm learn that they have to pay a price.

At the Resident Council the point of presenting a bad image to visitors was brought up. Those in favor of abolishing dress regulations contended that they did not have to present a good or bad image of the school. As I understood their argument, they, with their decision, were responsible to themselves alone. We all know that it is not that way in the real world, but we seem to apply it to ourselves. We apply the connotations of Selma and Klan to the whole South and all Southerners. We point to one policeman and shout "Police Brutality" at a whole police force. We do not have a world where we separate individuals from a category. I am going to think twice before I do something which may reflect badly on a person or institution which I love.

Karen M. Smith

For freedom of choice

Dear Editor,

I realize that, since I am a day-hop and am usually dressed for practiced teaching, I would not ordinarily, have the occasion to be dressed in slacks. I would, however, like to point out that this summer, when I worked with the Upward Bound program on campus, the dress regulation for the cafeteria was dropped. There was no noticeable change in the general appearance of the students. Most of the students in bermudas and slacks tried to look as neat as possible. Some of the students were extremely sloppy, but these same students are extremely sloppy in skirts. I take for granted that most people are proud enough to be neatly dressed, no matter what they wear. Freedom of dress worked in the summer. Tell me

again. Why can't it work in the fall?

Mary Lynne Kortum

Good show, small crowds

Dear Editor:

Recently the theatre arts department presented "The House of Bernarda Alba," the first student production of this semester. The play was directed by Michael Flanagan, artistic director of the Loretto-Hilton Center, chairman of the theatre arts department. Mr. Flanagan directed "The Private Ear & The Public Eye," and took the leading role in "School For Wives" in the repertory theatre season. In the cast were both students who have consistently been cast in previous student productions as well as students making their debut on the Webster stage. Costumes were designed by Lewis Crickard, designer for the professional company. Peter Sargent, lighting designer and production coordinator for the professional company, managed the lighting and technical end of the show.

In other words, "Bernarda Alba" had everything going for it, and those who saw it agreed that it was an excellent and exciting production. The only trouble is that the people who saw it were unbelievably small in number. The attendance was dishearteningly small, and the students, who had worked in rehearsals for almost a month, could not help but be disappointed.

Now, I am wondering why we had so few people from the college in attendance at "Bernarda Alba." I am also wondering if this same response (or lack of response) will be characteristic for the upcoming student production of "The Boy Friend" directed by Sister Marita. With the Webster repertory company of Loretto-Hilton Center firmly placed on the map as an excellent professional theatre, it seems obvious that the theatre arts students are going to knock themselves out now, more than ever, to present plays of the calibre which our theatre demands. Too bad if you didn't see "Bernarda Alba." Don't miss any more.

Jeanne Jenkins

Morality and Vietnam

"Can I really pray for the success of the American military undertaking in Vietnam? When the first murder was committed, the Father of all men said, 'The voice of the blood of your brother cried unto me.' Now the voice of the blood that has been shed of so many people, women and children cries unto us. In a sense we are beginning to realize that our concepts of enemy and communism, valid for many years, are becoming obsolete. You will remember the fear of Soviet Russia until a few years ago. Yesterday's enemy is today's ally, but meanwhile we are killing people. Certainly, intellectually and morally we have been defeated in the eyes of the world and, I'm afraid, in the eyes of God."

Rabbi Abraham J. Heschel
Professor of Jewish Ethics and Mysticism
Jewish Theological Seminary

Reprinted from "The Catholic Worker"

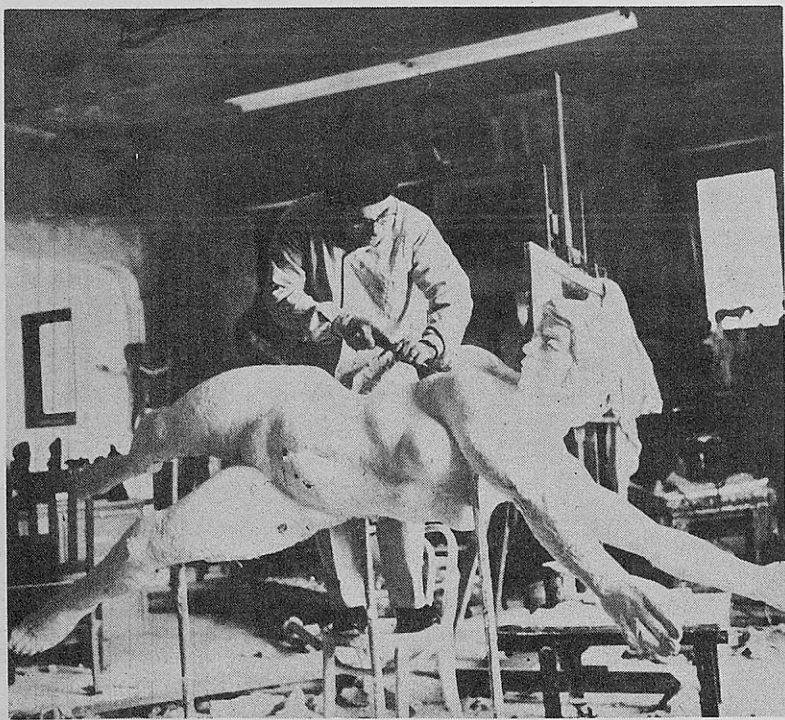
The age of nations is past. The task before us if we would not perish, is to build the earth.

Teilhard de Chardin

Would you believe that if you wrote an article for the Jeanne D'Arc you would win a trip to the French Riviera?
News, reviews, and interviews on any subject are accepted.

Would you believe a trip to Canada?
For 50c a year you can see yourself in print.
Would you believe a trip to Paris, Illinois.

P.S. Staff corrects all lousy French.



Carefully removing the last piece of the plaster mold, Rudi Torrini frees the newly-created female "Cloud" to float languidly in the center of the sculptor's studio.

Rudi Torrini sculpts constellations, clouds and mythological figures

by Jacque Black

"Man can live without art, but the artist cannot live without art." This aspect of Rudi Torrini's philosophy is a reflection of the driving motivation which is resulting in some unusually intriguing creations in Mr. Torrini's studio at the Carriage House. The "Daphne", an emotionally and technically fascinating figure, is the most recent evidence of the artistic ventures now in progress. The theme of Daphne is one which Webster's sculptor-in-residence has employed before and plans to use again, as

can be seen by the large block of wood resting in front of his studio, gradually shaping into a seated "Daphne".

The artist affects others in a very significant form of communication because it is a very different form. And what is communicated to a viewer by an artist is dependent upon the philosophy of that artist and upon his own particular way of perceiving the world. "To me," explains Mr. Torrini, "man and mankind are the important things, and I see clouds and seasons, for instance, anthropomorphically." It is from this unique perception that the sculptor's newest group of figures, "Clouds", is now beginning to emerge. Already in the center of the Carriage House studio, one finds a very peaceful female cloud, suspended in cloud-like fashion and floating about three feet above the studio floor. The actual number of clouds to be created has not yet been decided. Ranging anywhere from two to five figures, the group will definitely include a peaceful female cloud, accompanied by a thunderous male cloud and, perhaps, three smaller child-like ones. When completed, the entire group will be suspended over water. The effect will be a reflection of the underside of the horizontal figures, and the illusion of cloudlike movement as the motion of the water stirs the reflecting images.

very important for an artist to feed himself intellectually and spiritually by frequent contact with other artists and their works."

But, perhaps, even before the "Clouds" are completed Mr. Torrini will undertake the creation of still another and, perhaps, an even more significant group of sculptures, the "Constellations." Having developed his ideas as far as the drawing stage, Mr. Torrini is now collaborating with an architect and a landscape designer and planning to enter the finished group in the Mall competition which is to be judged next spring. The "Constellations" could number as many as twelve, one for each month of the year, and will deal with the signs of the Zodiac.

The work involved in the planning and completion of two entire groups and another "Daphne" will be tremendous, but, states Mr. Torrini, "I would rather do this than almost anything I can think of. But it is a terrifying kind of responsibility because I must not just do work but good work. How good I am is not so important, but it is important that I do my best, and that I keep working."

"I am a very fortunate man to be doing what I love to do. I have complete confidence in dealing with my work and my students, because I know the direction in which I am going. I enjoy teaching very much and derive a great deal of satisfaction in watching a student develop, in helping a student to become more aware. Maybe even more important to me than my sculpture is giving something to another that may change his or her life — to help another find a definite and useful direction. When I'm teaching art I'm not really just teaching a technique but a philosophy of life — to make a person fully aware and fully alive. The real beauty of art is that the awareness goes beyond the material to other values, even to the spiritual."

Citing a trip to New York last spring as the beginning inspiration for the cloud sculptures, Mr. Torrini explained, "When I saw Maillol's work 'The River' I knew that I wanted to do a large horizontal figure. But what really finally crystallized the idea," Mr. Torrini continued "was flying. We were in the plane, listening to ethereal music and I could see the clouds below and about us. It was then that I knew what I wanted to do."

"The trip back to New York was a sort of revival to me. It is

Backstage, skilled craftsmen create a showcase for the art of theatre

by Maureen Mahoney

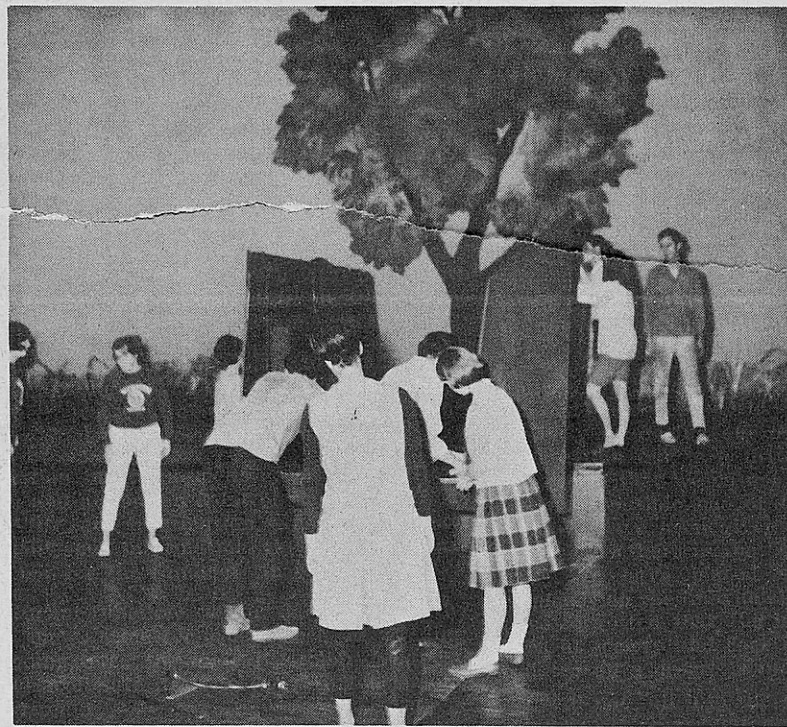
In the world of the theater, one is almost magically transported to another time and place. All it takes is the dimming of lights and suddenly you are transported through time and space to another world. But how is this world created? Who and what are involved in backstageing a production?

Once a director has chosen his play, he calls a production meeting for his staff, his set designer, costume designer and lighting designer. The director tells his staff what particular elements he wants to emphasize in this production. They must help him decide which methods of expression are going to be most effective in conveying these elements. Discussion begins, ideas are tossed about and conclusions are reached. Now, each member of the production staff goes his own way and begins to work on the elements he must help the director to create.

Mr. Lewis Crickard, who is the scenic designer for the Loretto-Hilton, believes that a production is, "... a marriage of ideas, not a compromise, which are stimulated by the director." When designing a set, Mr. Crickard applies originality and design to the ideas of the director. Once these ideas have been formulated and put on paper, they are sent to the master carpenter, Roland Childs, so that the construction of the set may begin. Usually, only the more intricate sets need blueprints before construction can begin. In this case the plans are given to Mr. Peter Sargent so that he may work on them.

Once the frame of a set has been built, the job of painting begins. Before colors are decided upon, Mr. Crickard collaborates with Vita, the costume designer. They define what colors are going to be most effective in conveying the mood the director wishes to create. After the decision about color has been made, actual painting begins and everyone from crew on up lends a hand. A casein base paint is usually used so that the paint may be removed and the set reused.

The floor, also considered a part of the set, is designed by Mr. Crickard. Ideally, each production has its own floor. The floor is changed by raising and lowering a section of the floor on the apron of the stage and clamping a new floor in place.



The stage of the Loretto Hilton Center of the Performing Arts is transformed by the stage crew in preparation for "Oh, What a Lovely War" currently playing in repertory at the Center.

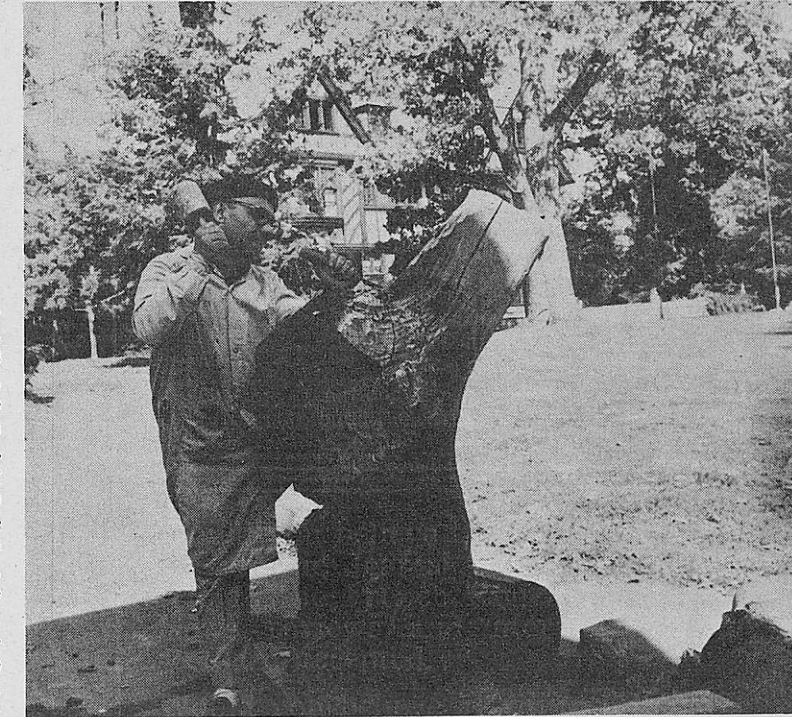
Props, depending upon their use in a production, may or may not be considered part of the set which the scenic designer designs. When they are considered part of the set, Mr. Crickard works with Sarah Orman, the prop woman. Miss Orman, who hides behind all sorts of interesting things in the prop room of the Loretto-Hilton, readily agrees that the yellow pages directory is her best friend, while the telephone and a map run a close second. Anything Miss Orman can not find in her daily scavenger hunt is made through hers and Mr. Childs' combined efforts.

The costumes for the productions are created by Vita. Because Vita feels that each element contributes to the total picture of a production rather than one overpowering the others, she attempts to design her costumes according to what the play requires. Most of the accessories are rented. The actresses arrange their own hair and any hair pieces are arranged by Barbara Lee, the unofficial wardrobe mistress.

The force which pulls all these elements together once they are on the stage, is the lighting. Mr. Peter Sargent, the lighting designer at the Loretto-Hilton, di-

rects this work, although this is not the only work he does at the theater. In his own words, he is "... a Jack of all trades, master of none." The main purposes for the use of lights is to blend colors and to add tone and emphasis. Overhead, accent and gimmick lights are the lighting tools used. They are controlled from an overhead booth.

Backstaging a production, then, is in the words of Vita, "... a community kind of thing. Each person must do whatever there is to be done." Each individual, from the crew to the actors to the many designers, all contribute something to the total creation. This is why the student is very important; this is why the people in the drama department at Webster would like to extend to all the students the opportunity to work, as a crew member or not, in some aspect of a production. As Mr. Crickard says, "The Loretto-Hilton is open to the entire college community, and as a part of it, students are welcome to participate at any time." Eventually, it is hoped that students will be working side by side with the professional in all aspects of the theater.



The skillfully placed cuts of Mr. Torrini's chisel are gradually waxing the seated "Daphne" from the large block of wood in front of the Carriage House studio. "I don't feel that I've yet exhausted all the good possibilities of the Daphne theme," remarked Mr. Torrini. The slowly shaping wooden figure promises to project an exciting, new dimension of this theme.

Chardin and evolution; topic of 'conversation'

The first in the series of three Conversations with the Faculty will be held Tuesday night, Oct. 25, at 8 p.m. in Maria Lounge. Faculty speakers Dr. Mary Louise Prendergast, chairman of Webster's science department, and Mr. Robert Corbett, instructor of philosophy, will examine "Contemporary Man in Evolution" and will investigate Father Chardin's views of evolution and the implications of evolution for modern man.

Conversations with the Faculty began last year as an attempt by

the Alumni Association to inform its members on what is happening at Webster College. Because many alumni might not understand or "approve" of Webster's current philosophies, they are invited to hear faculty speak on subjects taught at the college to gain further insight for themselves.

The faculty speakers talk for about fifteen minutes, and are told to be as controversial as possible in order to cause discussion. After the short opening speeches, the floor opens up for discussion of the presented topics, but may also develop other subjects.

The second and third Conversations will be held Jan. 24 and April 11. Mr. Bill Irving, theology department, Rev. Paul Gopaul, English, Sr. Anna Barbara, theology, and Mr. Edward Clark, director of Teacher Education will speak on "Contemporary Man in the Secular" in January. Mr. Bob Strobridge, art, Mrs. Barbara Folk, English, and Mr. Wayne Loui, theatre arts, will discuss "Contemporary Man in His Arts" in April.

The three topics are designed to explore the whole gamut of the evolutionary thought process, and students and other interested persons as well as alumni are invited to attend. Students especially are urged to attend because their participation in the floor discussions will simulate actual classroom discussions for the alumni.

Co-chairmen for all the Conversations are Mrs. Robert McAuliffe (Orlean Bick '56) and Mrs. Joseph O'Connell (Ann Washle '60).

Theology dept. under focus

The theology department of Webster, by virtue of its uniqueness and diversity, is becoming a focus of interest among Catholic colleges.

In a regional meeting in Covington Ky. on Oct. 22, Sr. Ann Richard White will address the Society of Catholic College Teachers of Sacred Doctrine concerning the theology department of Webster. Of special interest to the Society is the college's lack of required theology courses and the presence of Protestant theologians on its regular staff. The originality and newness of this program can potentially generate a reevaluation of more traditionally and rigidly oriented theology departments. Sr. Ann Richard has also been invited to contribute an article describing Webster's department to the SCCITSD's national newsletter.

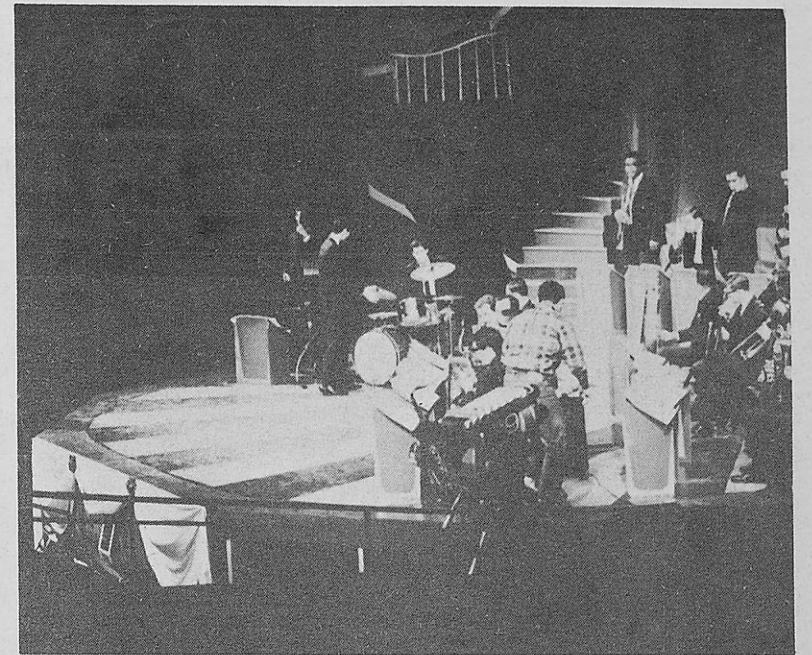
Connelly becomes administrative aid

On October 10, William J. Connelly officially began his work as the assistant to the Director of Development, Sister Mary Rhodes Buckler. Connelly was graduated from Kings College, where he majored in history and minored in English.

Connelly comes to Webster from St. Joseph's College in Philadelphia, Pennsylvania, where he did public relations work. His past experience in this line of work includes his programs for Kings College and for the Wyoming Valley Boy Scouts of America. Connelly is also experienced in the Radio-TV industry. For some time he was a broadcaster, an announcer, and a news writer for stations in the East.

Connelly and his wife, Margaret Anne, and their three children will be living near the campus. Peggy, 14, Bill, 13, and Colleen, 4, will be attending area schools.

Sigma Alpha Iota professional women's music fraternity at Webster College, will sponsor an Italian spaghetti dinner on Sunday, October 23. Sister Mary Paula will prepare the spaghetti from her own authentic Italian recipe. Strolling singers accompanied by accordions and violins will lend to an Italian atmosphere. The event will take place at the YMCA building, 226 E. Lockwood, Webster Groves, Mo. The time will be 5 p.m. to 7 p.m. and the price will be adults \$1.50 and children 75c. All proceeds will be used to furnish music and instruments for Loretto Missions in Santiago, Chile. Tickets may be purchased in advance from any member of Sigma Alpha Iota or from Julie Macias, ext. 436.



Washington University's jazz combo performs for Campus Talent 1966 on the thrust stage of the Loretto-Hilton Center for the Performing Arts, where all filming within the St. Louis area was done.

NEA schedules 'non-lectures'

The Student National Education Association will present a series of "non-lecture" programs considering questions of the role of education today and the experimental and innovative work in programs at Webster.

The theme of the series is based on the statement by Dr. Jerrold Zacharias that "education involves questions — not that you can answer, but that you can argue about."

The program, scheduled for 7:30 p.m. Monday, Oct. 24, in the auditorium, will provide an opportunity for future teachers and interested students to acquaint themselves with the behavioral lab work of the college. They will also discuss pertinent questions in this field.

Dr. Don Bushell of the social science department will direct the meeting and Webster students will present their student behavioral lab experiments. Following the program, refreshments will be served and the students will have further opportunity to discuss questions raised during the presentations.

Future speakers for the series include: Kathy Kharis, math department; Robert Strobridge, art department; Fred Stopsky, history department; Sister James Anthony Udavik, music department; Paul Merrick, biology department; and Mrs. Elizabeth Hausman of the University City school system.

KC poetry contest challenges writers

The fourth annual Kansas City Poetry Contests offering \$1,600 in prizes and the publication of a book-length manuscript have been announced by Thorpe Menn, literary editor of the Kansas City Star, one of four sponsors of the contests.

Six \$100 awards will be offered to college students for single poems in the Hallmark Honor Prize competition, sponsored by Hallmark Cards, Inc., the Kansas City greeting card publisher.

The Dr. Edward A. Devins Award will offer a \$500 advance on royalties for a book-length manuscript to be published and distributed by the University of Missouri Press. Both the Hallmark and the Devins awards are offered on a national basis.

Closing date for submission of entries is Feb. 1, 1967. The winners will be announced on April 27, 1967, at the last event of the 1966-67 American Poets' Series at the Jewish Community Center in Kansas City.

Contributions for United Fund become individuals' concern

Contributions by individual students rather than a single donation from the Student Association differentiates the 1966 United Fund campaign from those of past years. Rose Giardina explained that the change occurred after recognition of the need for personal participation in a charitable appeal as a part of one's education. Therefore, during the month of October, a student committee headed by M. Jacques Chicoineau will contact each of the members of the college.

M. Chicoineau detailed some of the internal structure of the United Fund to clarify how 95 cents of every dollar could be sent to one of the 117 appeals. The campaign is divided into broad divisions such as Education, Business and Industry. These are further subdivided into sections like

the College and University section of the Education division. Each institution, then, has its own committee. Webster's committee under M. Chicoineau consists of Lorraine Yartz, Sandy Wondra-check, Mere Hardy, Bette Hughes, and Katie Synan. All United Fund workers are volunteers, whose working expenses are covered by the institution they represent, making it possible to send such a percentage of donations to the appeals.

M. Chicoineau, chairman of the committee since 1964, gave some of the percentages of members participating for some of the different educational institutions. St. Louis Public Schools — 90%, St. Louis U. 86%, Private Schools 75%. For all colleges and institutions the participations was at a level of 53%. Webster's was 29%.

Discounts, savings for NSA members

How would you like to fly to Paris for only \$20? Spend six weeks in Europe for \$345? Or you're interested in a seven week French study tour? You say you'd like to save money once you got over there?

Ever thought there might be a low-price life insurance policy geared to the college student? Are you interested in setting up a student discount program whereby local merchants would offer a 10% discount in exchange for our business?

All the opportunities listed above are distinct possibilities for Webster students. They have and are at present working on other campuses throughout the nation. You as a member of the National Student Association, an organization of college students throughout the United States, are already eligible for any of these programs and more.

In order to realize these projects and others, such as a Student Information Service, Civil Rights Program, and the use of the NSA poll, interested students and workers are needed to make the NSA the success it can be.

The students will be asked to fill out an NSA questionnaire next week. It will concern possible programs for Webster and student participation in these programs. For further information concerning NSA contact Mary Anne Olwell or Judy Torczynski.

The Niceties of Life
Wouldn't it be nice:
to get to bed the same day you got up
to get two hours credit in "inter-subjectivity" for lunching with Bob Corbett
to have all four letters in box 96 be for you
to get a note on the board that isn't an overdue book notice
to know what you did to get that last CARE package
to know there's a paper strike before it's in the third day
to know why mail to Chicago is so slow
to finish a paper before it's due
to find someone idle and willing when you feel like a popcorn party
to remember whether she's Sister Barbara Ann or Anna Barbara
to get your name in the WEB.
Ginny Harrison

Get Paid for FREE EXPRESSION Cartoon Contest Any Subject Any Style \$10.00, 5.00, 2.00 - 1st, 2nd, 3rd Prize Submit by October 29th to Web Office

Be of good cheer!
THE "BOYFRIEND" IS COMING!
Visit him in the Studio Theatre
Nov. 3, 4, 5, 6; 9, 10, 11
(Bring your raccoon coat and college banner!)

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The Web

Webster College

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No. 5

English forum defines student-dept. problems

Rather than speaking "their discontent in muted voices, secretly nurturing resentments" the English students took their discontentment with their department and their suggestions for remedying the dissatisfaction they felt to an Open English Forum, Thursday, Nov. 10. The forum was attended by English students; faculty members; Sister Deborah Pearson, chairman of the English department; and administration representatives, notably Dr. Joseph Kelly, dean of faculties and Associate Deans Thomas Conway and Justine Maier.

The forum was originally the idea of the English students and was planned, organized, and finally conducted by them in an effort to bring a constructive analysis of their complaints to the attention of the faculty and the administration. Prior to the open discussion the students had presented a three page outline containing the areas of discontent and their suggestions of action to all who were to be present that evening.

The students cited as some areas of concern the lack of requirements for entrance into the department, stating that "this imposes a burden on both the students and the faculty." They suggested that the department reserve the right to accept or reject students applying for an English major.

They also stated that many upper-classmen had expressed the view that "lower division courses were not sufficient preparation for upper division courses." They mentioned that a "concept course" might help to eliminate the problem.

In addition to other points, the outline stated that students felt that "some teachers in the depart-

ment are not suited to the courses which they are teaching" and that "all teachers in the department should be evaluated periodically."

The forum provided discussion of these issues and also yielded the promise of smaller and more specific forums of the same type in the near future.

Students vote on dress laws

Official action on the question of dress regulations was taken last Wednesday night, Nov. 9, by the Executive Council. After a brief review of the previous meeting's discussion, the council decided that the issue be referred to the student body for a vote.

Any proposal decided upon by the student body vote will be presented by the Student Association to the college administration in the form of an official recommendation.

Information concerning the dress proposals will be in all mailboxes today and voting will take place on Wednesday and Thursday in Maria Lounge.

The ballot will contain three proposals, one proposed by an editorial will state, in effect, that all regulations concerning dress on campus should be abolished. Another, formulated by the Residence Council, will ask for modifications in the dress code to allow certain students, mainly those in art and drama, to make use of the cafeteria in slacks or shorts. It will also propose that all regulations be dropped for Saturday mornings in the cafeteria.

The third proposal will state that regulations be maintained and enforced as they are at present.



Gerald Simon (left), Marian Mercer and Bernie Passeltine appear in a scene from the all new production of Shakespeare's "Twelfth Night," which previews on Tuesday, Nov. 15 at 7:30 p.m. and opens on Wednesday, Nov. 16 at 8:30 p.m. at the Repertory Theatre.

College store shifts locale

The College Store will soon occupy the area that is now the Silent Smoker and the faculty lounge. The change follows a recent decision reached by the executive council of the Student Association.

The members of the council agreed that the Silent Smoker area was so little used that the benefits of moving the operation of the College Store to the main campus would outweigh the difficulties encountered in such a move. According to Mr. Charles Bendersky, manager of the College Store, the move will begin December 21 allowing it to reopen on or before January 11. The relocation will cost an estimated \$5000 and will nearly triple the selling area of the store. Bendersky stated that the Silent Smoker—Faculty Lounge area contained 1209 square feet while the present store has only about 500 square feet of usable space. The new store will be based on the self-service plan with all purchases paid for at the cashier's desk at the exit. This area will provide better lighting and better shopping conditions. Bendersky commented that all new fixtures and display racks are being purchased for the new store. Another benefit will be that the store itself will be able to increase its services. For example, Bendersky explained that they will be able to add magazines, an expanded drug line, sweaters and other sports items. The Studio, the College Store's art department will start commissioning works by Webster's students and faculty members.

Another major feature of the

change is the extension of business hours upon reopening in January. Hours will then be:

Monday through Thursday 8:00 a.m.—8:00 p.m.

Friday 8:00 a.m.—5:00 p.m.

Saturday morning hours only.

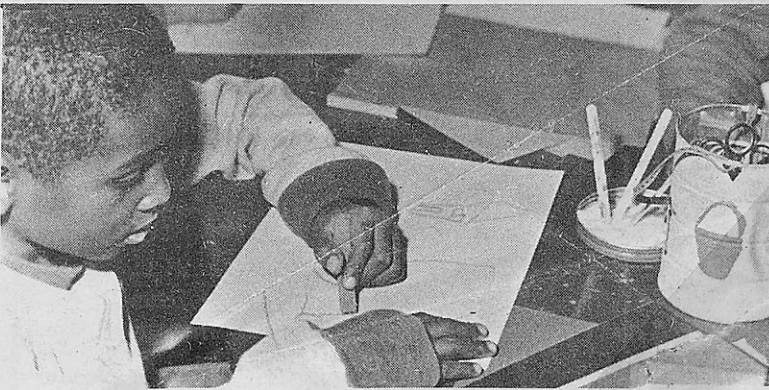
Byzantine Mass to be celebrated

An Eastern Rite Mass will be celebrated in Webster's chapel on Wednesday, November 16, at 5 p.m. Father Austin Mahrbacher will offer the Mass. Father Mahrbacher is a priest of the Byzantine Liturgy, the Divine Liturgy of Saint John Chrysostom.

Father is presently with the John XXIII Center for Eastern Christian Studies at Fordham University, Bronx, New York. Father Melito, Webster's chaplain, will assist at the Mass and the servers will be students from Kennrick Seminary. Communion will be received as both bread and wine.

Music for the ceremony will be provided by the Sisters and students of Webster who will lead the three part harmony. All are invited to participate in the singing.

For this special event, dinner will be delayed until 5:30.



See page 3 for article on Webster's Mullinphy project

NEWS BRIEFS

The Music Department would be grateful to any Junior or Senior student who could donate a black robe. The chorus is in need of robes especially for taller people. If you can help please contact: Mary Draves at 492 or Sister Francis Regis at 253. Or leave the robe with either of these people.

The Faculty Book Exhibit will take place in the Silent Smoker on November 14, from 2 p.m. to 4:30 p.m. and November 15 from 10 a.m. to 4:30 p.m. A selection of Doubleday, Anchor, Dolphin and Image paperback books will be available for examination. While the exhibit is oriented toward the faculty, students are invited.

Webster campus organizations will jointly sponsor a theater party following the preview of "Twelfth Night" tomorrow night. Tickets will be available to all students for \$1.00 for this production and can be purchased at the Loretto-Hilton box office. Tuesday night only, the performance will begin at 7:30 as an added spur to student attendance.

"Twelfth Night" is planned to climax the evening that also features the "Roaring 20's" social dinner planned by 3rd floor Maria.

The Singing Hoosiers of the Indiana University School of Music will be on the Webster campus Thursday, Nov. 17. The group will give a concert at 8:30 p.m. in the Webster College auditorium. Tickets will be on sale through the Music Department.

Nov. 19th slated for fall prom

The Fall Prom, first major social event of the semester will be held Saturday, November 19. The prom will take place in Maria Hall from 8:30 to 12:30 and will feature the Pacemakers. Maria Hall Dining Room will be as colorful as an autumn forest for the occasion with gold candles, richly colored mums, and orange and gold cloths on each table. A buffet of punch and small sandwiches will be served. The highlight of the evening will be the presentation of the newly elected freshman officers for 1966-67.

Bids for this event are \$3.00 per couple and may be purchased in the colonnade until Wednesday November 16.

To begin the weekend, Mr. Torrini, art instructor at Webster and his jazz group will appear here Friday night November 18.



As the above picture shows, the Snack Bar is rapidly nearing completion. Mary Pat Reuver, chairman of the social planning committee, announced that the Snack Bar is tentatively scheduled to open Nov. 18. Mr. Rudi Torrini, art instructor, and his dixieland group will play at the opening.

The Web

Founded October 3, 1924
November 14, 1966

Guest Editorial

Vietnam Perspective

Albert Camus, in his notebook, makes reference to the atmosphere he encountered at the outbreak of the second world war. He asks where is the war now that the event is upon us. In the news bulletins? In notices? In the "blue sky over a blue sea?" In the chirping of grasshoppers? He observes that he is unable to find it in any of these things, and concludes "We want to believe in it. We look for its face, and it hides itself away. . . . We have lived hating this beast. Now it stands before us and we can't recognize it."

This observation of more than a generation ago seems today to have a definite relevance to the climate within the USA in general and within Webster College in particular. Life appears to go on normally, people are oblivious to the world situation . . . this I find disturbing. A country so involved in the event of war possesses so little concern to bring it to a peaceful solution. The staggering affluence, the commercialization of almost every aspect of national life and the willingness of the two national parties to eschew the solvent issues constantly diverts the mind from the total reality of the situation. This college presents a microscopic picture of the whole. This parochial vision and the intellectual insularity of many members of this community at the moment allows for very little appreciation and discussion of the issues involved.

Performed almost every evening, barely five minutes from the main dormitory, is an excellent satire dealing with the embarrassing choices and the stupidity of warfare. Even this has failed to catch the attention of a large number of students.

Camus continues, "It is always useless to try to cut oneself off, even from other peoples' cruelty and stupidity. You can't say 'I don't know about it.' There is nothing less excusable than war and the appeal to national hatreds. But once war has come, it is both cowardly and useless to try to stand on one side under the pretext that one is not responsible. Ivory towers are down. Indulgence is forbidden—for oneself as well as for other people."

This college community should take this quote to heart. It is your responsibility to think about the horrendous situation. If the apathy among individuals persists, there soon may be no chance to consider an alternative course of action.

David Smith

This issue comes in the form of an experiment. On various occasions it has been suggested that the WEB appear on Mondays to allow more time for discussion of its issues among the college community. Please let us know if you wish this policy of Monday publication to continue. Put any comments in the WEB mailbox in front of the WEB office.

The Webster College Community offers its condolences to Mr. Robert Thumser on the death of his wife Philomena. A Mass will be offered tomorrow at 12:05 in the college chapel for the repose of her soul.

Opinions expressed in the WEB are not to be interpreted as official views of the faculty, administration or of the student body of Webster College. The college as publisher, reserves the right to exercise such supervision as will maintain high standards of journalism.

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Vote for change

On Wednesday and Thursday of this week the question of dress regulations on campus will be turned over to the student body as a whole for consideration. While fully realizing that any student recommendation will not necessarily be binding in terms of an administrative decision, we must also realize that a united student body is probably the most powerful single force on campus and that a united student voice would certainly have to be heard—and possibly heeded.

But there are two factors which necessarily must figure into any student attempt to frame administrative policy in this manner, 1) that the number of students voting be large enough to indicate massive student involvement in the issue, and 2) that the majority behind a single proposal be great enough to express unanimity of purpose among the student body.

To insure that the student voice be heard on this issue, the WEB would strongly urge that all take the opportunity to express their opinions on the subject of dress regulations. While it is not one of the most urgent topics of consideration, it would be perhaps the only test of "student power" concerning student issues in recent years.

Finally, the WEB would urge that the students unite behind the proposal to abolish dress regulations completely. To do so would be to vote to allow people to make their own decisions about their conduct; not to do so would be, in effect, an attempt to impose your standards of dress on others.

Communication?

Reactions to the recent English department forum illustrated definitely the problems administration, faculty and students experience in trying to communicate with one another. Because their focuses are different, their approaches to solving the problem of deficiencies within a department would necessarily be different.

The administration called for the "proper tools and channels" of action wherein the "voice" of the multitude and not just the individual could be substantiated, while at the same time they criticized the open forum as an inadequate procedure because too many diverse "voices" were present. They charged students at the forum with avoiding the specific complaints against particular teachers and classes, yet condemned such a meeting as the improper time and place for such accusations by the students.

Faculty interpretations of the presented problems seemed valid to the extent that they recognized the students' need for dialogue. But while encouraging openness, they reacted defensively towards any constructive criticism or solutions offered either at the meeting or in the papers distributed beforehand.

The students' confutation at the forum resulted from a combination of the administration's and the faculty's reaction to the criticisms offered. In addition, students realized the ineffectiveness of their "voice" as a means for affecting immediate change on any present problem within the structure of the institution.

It would seem, in conclusion, that because the administration and faculty can focus towards the future, their language is that of the ideal and theoretical, while the students, who focus on the present real world situations, are forced to speak in the immediate and practical. This dichotomy of languages is the core problem in the lack of significant communication among administration, faculty and students in relation to any complaints as well as to their solutions.

jeanne pecquet

Letters To The Editor

"Abolishment" Upheld

Next week you will have the opportunity to vote on two related but distinct issues. Although these issues will be determined on the same ballot and by the same vote, they none the less must be discussed individually. The vote in essence concerns the dress regulations. On your ballot you must decide whether you want complete abolishment, modification, or retention of the rules as they now stand.

There are however only two choices in this issue. If the student body votes to modify, it will then be up to the executive council to specify the type of modification. In all probability, this will result in the decision to abolish dress rules on Saturday only. Therefore, if you vote to modify, but you favor a more liberal modification, you have accomplished very little. There is only one way to be sure that your vote will be interpreted as you cast it, and that will be to vote for complete abolishment.

The second, and possibly more important issue in this vote is student involvement. If you wish to have your vote subject to change enacted by a handful, then by all means vote for modification. If you believe that our school's reputation lies purely on appearance, then by all means vote for modification. However, if you believe that our school's reputation depends on individual responsibility, then you owe it to yourself and

to Webster to vote for abolishment. And if you believe that you are an important voice in your school, a voice that deserves to be heard, and indeed must be heard, then you will cast your vote for abolishment, and nothing else.

Pat Hagan

Opting for re-evaluation

Dear Editor:

I sympathize with your desire for "immediacy of effort" in the Student Association rather than the "potentiality of work." However, two administrations a year would not give the officers enough time to do much beyond getting themselves oriented to their job. Campaign promises can shape up quite differently when faced from the reality of the office. All new effort needs some adjustment of ideals to facts, and switching twice a year would whisk people in and out before they had a chance to implement all that they had promised.

If the problem is lack of action, can we not work on a solution to that problem within the existing system? Isn't the Association supposed to be an organ of communication? Why couldn't an evaluation of what has been done so far be circulated on campus to discover the extent to which these opinions are shared throughout the school? It would be a rare group of government officers that remained completely irresponsible to a majority of their constituents' reactions to their efforts or lack of them.

Kathy Brock

Calling for a demonstration

Open letter to student body

I was on the St. Louis University campus Monday morning for a class in complex variables, and had to stop at the library afterwards where there were perhaps thirty people just sitting or standing in front of the building. I knew they were demonstrating for peace, but I didn't stop to talk with them or hear them out. The demonstration wasn't completely ignored by me, however. Ever since Monday I've been thinking, not about complex variables, but about the peace movement, about the multi-dimensional concern that includes Vietnam as just one aspect of the imperative in our time for human solidarity.

The first thing that's become clearer in the past few days is how much I have to open my eyes wide and take a long, steady look at the world I live in and at all the different things that people say about it. I've got to look and listen and study the world situation harder than I've ever studied math or even history; and it has to be an on-going study, it has to be day to day work to know and understand. That's the only way I'll stop thinking about peace as though it's a theoretical, pie-in-the-sky affair. Studying the world I live in is what will make me see peace as imperative, a practical necessity to be won by hard work. I have to begin to know the crying need for peace before I can act effectively to win it for our world. This realization of my own responsibility is first and most important.

Something else has become clearer in the past few days: I think most of us in the Webster College community are in the same position. I mean, most of us have to work at convincing ourselves of the urgency of our times; most of us have to study the world situation carefully and this responsibility belongs to each of us singly. No one can do my studying for me and I can't study for anyone else. What we can share is only the awful, solitary experience of being responsible. Yet we can share that; we can find ways to say to one another, "Yes, I'm sure I don't know enough but I'm working to find out more."

It isn't just that we can share this kind of acknowledgement; I think we have to. If I don't hear you admit you're conscious of your obligation to study, if I don't see you working to understand in order to work effectively, it's too easy for me to put off working until tomorrow and forget my own responsibilities. If we can find ways to demonstrate to one another that we're trying to be responsible, we ought to use those ways, at least periodically.

It's in the context of this responsibility that each of us has to study, and of our corporate need to see one another act responsibly that a group of us from the College community have made the following plans. From noon until six p.m. on November 22, the Tuesday before Thanksgiving, we will gather in the corridor outside the chapel to read and study some of the mountain of material that's available on the question of peace for our world.

Six hours of concentrated study and informed discussion cannot fulfill our obligation to work daily at knowing the situation we live in. Even if each of us is radically changed by our six hour study, as I hope we will be, this too is secondary. Our gathering together in an unusual study experience is meant primarily as a demonstration to the community that we know we must study daily, and that, for us, studying the world situation in all its complexity is the first crucial step toward intelligent, intense action for peace. This is what we want to say to the College community.

Sister Eleanor Craig, S.L.
Senior mathematics major

Arthur Brown

This article is intended to be witty and 'literary?' This was emphatically requested. But being neither witty nor the other thing I decided to be in poor taste and illiterate. For this, as for all things, one must steel oneself.

In preparation for this writing I petitioned a number of students to propose a topic, good and proper mind you, suitable and of significance to students here in the real whirl. One response was, "Why for do students awlwhaze want for to tear sumpin dilm? And not never to say how good sumpin iz?" This was not representative and was disregarded as the remark of a subversive and insurgent, seditious and inflammatory. Too, the question of "envolvement" was raised. It was found that most students are, but this is kept under cover. No arrests have been made.

Having recently overheard the conversations of several girls, sweet things, to the effect that 'civil rights, the whole bit, is out of fashion,' I suggested it as a possible topic (being myself one who comes to fads slowly and looses them slower). There's no problem, "Cause, see, like Jemima there, like we're playing pool, see, and I don't even notice. She just like a white girl." Poor Jemima. There's nothing like that. Concerning 'black power' I was informed that "coal is definitely declining as a fuel." Shame, and I'd just read that black is definitely 'in' this year. This from the Continent no doubt. On the Klan: "Cleanliness is next to godliness." At no time was the inherent evil of the watermelon touched upon.

In answer to questions directed towards the possible use of 'sex on the campus' as the subject matter for this feature it was said that "every community should be self-sustaining." This I think is an economical matter and should be taken up at another time. Nothing was heard from the drama department.

On God and the 'is dead' controversy one worthy had to say, epigrammatically, "Is Neilsen infallible? Can his findings stand as valid in spite of Mr. Bjelland? Are we to use record sales as a possible variable in setting up our criteria?" One among, faithful, though a slum dweller, wanted to know "Is it safe for Him to walk the streets at night." These are questions we must ask ourselves. A practical young writer wanted to know if any author, even with the help of a multitude of ghost writers, could write one book with an unimaginative title and thereby expect to establish everlasting fame. Must we then ask this too of ourselves?

At this point I would like to stress that discredit for the preceding is solely the due of the author. This is to alleviate the Web of any virtue. If any reader should find justifiable reason to disagree with any statement made in the above article said reader should solicit interview with the author and if not satisfied they shall be told where to go.

Mullanphy Street 'good neighbors' strive to alleviate ghetto conditions

The Mullanphy area is an inner city ghetto of poverty and desolation. The people who live there range from vagrants and prostitutes to families who are reasonably stable considering their limited situation. Children can be found playing on the streets and curbs with make-shift toys at almost any time since there is no place better for them to go. Many of these children have virtually no homelife and are left to fend for themselves. Some of them are illegitimate and begin life with only a mother to guide them.

There is a brown brick home on Mullanphy Street owned by Webster College and occupied by various individuals all interested in the betterment of the Mullanphy area. Living there is Sister Therese Delich, a member of the Webster College faculty, whose field of interest is social science, Sister Dennis Marie Moore who is working for a practical nursing degree, and Barbara Wander, a 1966 graduate of Webster, who is the secretary of Sister Therese. Also living at Mullanphy House is Paulette Peterson, who is taking a sabbatical and teaching at the pre-school. Mary Jean Lounsbury, also a student at Webster, is working with the children at the Monsignor Butler Center while staying at the house. And Sandy Schilling, a history major at Webster, is taking in the atmosphere of Mullanphy while living at the house.

The reasons for people coming to Mullanphy House are as numerous as the individuals who live there. Initially motivated by the desire to avoid the high cost of dorm living, one of the students staying at Mullanphy now has discovered other advantages in life at the House. She finds living at Mullanphy a more broadening experience than living in a campus atmosphere. She would not have met some very interesting people had she stayed on campus. The Mul-

lanphy project is visited frequently by the heads of the social science departments of many universities.

The aim of those living at Mullanphy House is simply to become good neighbors. This doesn't mean that they are always cheerful and happy. It does mean that the people in the area get to know those at Mullanphy and realize that they also have problems. In this way the people can identify with their neighbors at Mullanphy House.

About a half a block away from Mullanphy House there is a project called Monsignor Butler Community Center. The Center provides recreational facilities for children and adults and a suitable meeting place for them. The center is kept as bright and new as possible to provide those attending with an environment different from the run-down condition of the neighborhood.

Through the Boy Scouts, the center hopes to instill a sense of responsibility. The boys earn money for special projects such as weekend camping trips. These trips are a beneficial experience for the boys, again getting them out of their neighborhood and into a new environment.

The center offers a wide assortment of activities and clubs. The poolroom, gym, and arts and crafts area are constantly in use. The most unique facility of the center is the swimming pool. When summer has passed the water is drained out and mats and punching bags are placed on the bottom. The children very much enjoy using the mats for tumbling.

The pre-school at the center, run by Webster College, is a very important part of the program. This is a preparation project for the children of pre-schol age who will shortly be entering first grade. So far it has been proven to be very successful.

In the heart of a slum, Mullanphy House becomes a refuge from



Members of the "Boyfriend" cast (from left to right): Diane Stephen, Don Youngman, Kathy Kelly, Eddie Deep, Dale Bush, Mike Coffey, Sarajane Robinson and Terry Williams appear in a scene from the production.

Student rendition of The Boyfriend liveliest, happiest production ever

by Marva Kadane

"The Boyfriend," currently playing in the Studio Theatre, is a spoof on the sugary-sweet English musicals of the '20's. Cleverly directed by Sr. Marita Michenfelder, this is the liveliest, happiest student production seen at Webster in years. Given the small stage and the limited resources of the Studio Theatre, Lewis

Crickard and Peter Sargent have designed and lighted an appropriately colorful set.

The play revolves around five English flappers in a girls' school who will "cry for, even die for . . ." a boyfriend. Four of the girls are succeeding with their conquests, but one, a "poor, little, rich girl" doesn't have a beau. Mr. Right miraculously appears; he too is wealthy, but is disguised as a delivery boy. He is followed by the girl's millionaire father, who finds, to his dismay, that his daughter's headmistress is an ex-flame from his sporting youth. Young love flourishes, wanes and flourishes in the manner of the '20's as old passions are rekindled, and proposals are accepted all around to effect a "happy-ever-after" ending.

The acting is the standard fare,

on the whole, with the notable exception of Stephanie Stoyanoff, in the role of the headmistress, Mme. Dubonnet; Stephanie literally steals the show. In the most spontaneous exhibition of enthusiastic approval we've ever seen, Stephanie merited an ovation every time she stepped on stage. Bob Torre, as Percival Browne, English father who drops his propriety in the presence of Mme. Dubonnet, handles the age problem fairly well. His sheik-like eyebrows must be seen to be believed. The Dubonnet-Percival scenes, topped by the "You Don't Want To Play With Me Blues" are the best in this production.

As Polly, the rich girl, Cynthia David puts in her usual delightful British performance. Unfortunately, she has a costume problem throughout the show, always look-

(Continued on Page 4)

Subliminal poetry salesman, Steffens enacts the written word for students

Poetry is far too often looked at and not heard. It was not always so. Poetry began as an oral art form. Sometimes spoken poetry was transmitted by word of mouth long before it was written down. Today, however, most poets, with the exception of those who write for the stage, can expect to be read, but not listened to. The printed page has largely replaced the human voice as the mediator of poetry.

Those who witnessed an event that occurred a week and a half ago in the north end of the art studio may have reason to doubt the total eclipse of the older form of poetic transmission. This event was the performance of Roger Steffens, a young actor shortly to be published as a poet, who has joined his talent as an actor to his poetic sensitivity in an attempt to bring the enjoyment of poetry to young people through oral interpretation. He does so in a way that could quite possibly lead to the popularizing of a much neglected form of entertainment.

Steffens' interpretation is more than the quiet recitation of poetry heard in small coffee houses—it is a presentation. It is poetry performed. It is as different from recitation as the reading of a play is from a play enacted.

Steffens emphatically punctuates his performance with physical movements, interpreting the

poem through movements and gestures as an actor interprets the lines of a play. In between poems he attempts to communicate his great feeling for poetry by talking about it and by relating the poetry he enacts to the lives of the people in the audience, thus making poetry more acceptable, more palatable to them.

He sprinkles his performance with anecdotes and achieves transitions much in the manner of a comedian who is setting the mood for his next story. Eloquent, personable, and youthful enough to establish a rapport with the young, Steffens succeeds in capturing his listeners by both the power of the poetry and the power of his interpretation.

Steffens began his involvement with poetry last March when he

was asked to give a presentation of poetry for an English class. Since then he had addressed over 100,000 people at almost every conceivable type of school and gathering, from girls' academies, major seminars and public highs to the Milwaukee County Detention Home.

"Basically, in working with students, I try to show that poetry has relevance to them and their daily lives, that it is lively and living. I use a great many of the contemporary poets, such as Frost, Cummings, Dickey, Corso, Ferlinghetti, Pound, and numerous personal friends who write for small literary magazines which are part of the vast "underground" present in poetry today, to illustrate various poetic concepts."

*It is hard to believe lying here
surrounded by nicotine plains stale
motley under winter's approach
that somewhere far off
deep in the groin of the ground
people stand awake now
at 3 A.M., hearing the avalanche
of approaching subway cars
filled with corn-starch people
while above them phosphorescent lights
blink on and off
like a glimpse of wings of a
frightened fluttering butterfly.*

— Roger Steffens



From left to right: Kathie Sexton, Karen Tokarz, Patty Coy, and Kathy O'Brien.

The freshman class has elected their officers for 1966-67. They are Karen (Sam) Tokarz, president; Patty Coy, vice-president; Kathy O'Brien, secretary; and Kathie Sexton, treasurer.

Rose Giardina and Ann Garrity, Student Association president and vice-president, conducted the elections which were held on Wednesday afternoon at 2:10 in the auditorium. Maggie Beltz and Connie Cheek helped Rose and Ann supervise the elections.

Deficit plagues college, fund drive results

President Johnson is not the only one concerned with fiscal problems these days. Webster College, as it closes the first half of its 1966-67 fiscal year, estimates an overall deficit of \$100,000. The rising budget of the Student Services Office and the need for increased library holdings account for nearly all the difference between income and expenditures. To close this gap, the Development and Alumni Offices are conducting a drive for annual gifts—a project they have termed "investment in Imagination."

The Development Office, explains Sister Mary Rhodes, sees four possible avenues of income: (1) alumni, (2) present and past parents, (3) faculty and staff, (4) other friends. "Investment in Imagination" is concerned primarily with alumni and with friends in industry.

The drive has been explained to members of the alumni by mail, and to many by a personal visit

by Sister Jacqueline. Members will be contacted by fellow alumni during a telethon November 15-22, underwritten by a major corporation (who desires to remain anonymous) which believes that "the future of America's private educational institutions largely depends upon the faith and generosity of their alumni." In accord with this belief, members of the alumni will be asked to pledge an annual gift which will be used primarily to finance the growing expenditures of the Office of Student Services. Sister Jacqueline asked that each alumna think of the requested contribution "as a partial payment for the open-ended value of your own education; or as an expression of your faith in the important work which Webster College is doing."

Friends in various industries and foundations have been personally contacted and asked to pledge an annual gift which will be used largely to increase library holdings.

The money we are seeking, Sister Mary Rhodes, director of development, emphasizes, is not for capital funds, but for yearly income. We are not asking for "brick and mortar," she insisted, but "annual giving." We are not requesting money for a library building, but we are asking for a yearly income that will guarantee purchase of adequate library materials for continuing use and for the day when we may have such a building.

Increased funds for Student Services are vital because every student at Webster is to some degree "subsidized" by the college. In addition to furnishing 10 per cent of every loan and matching scholarship commitments with non-tuition income, Webster College last year subsidized every student 33 per cent of his or her educational expenses. Only 67 per cent of the total costs of faculty salaries and departmental budgets were met by tuition, and the estimate for the current year—with the increased tuition—is 76 per cent. The difference must be made up by the college.

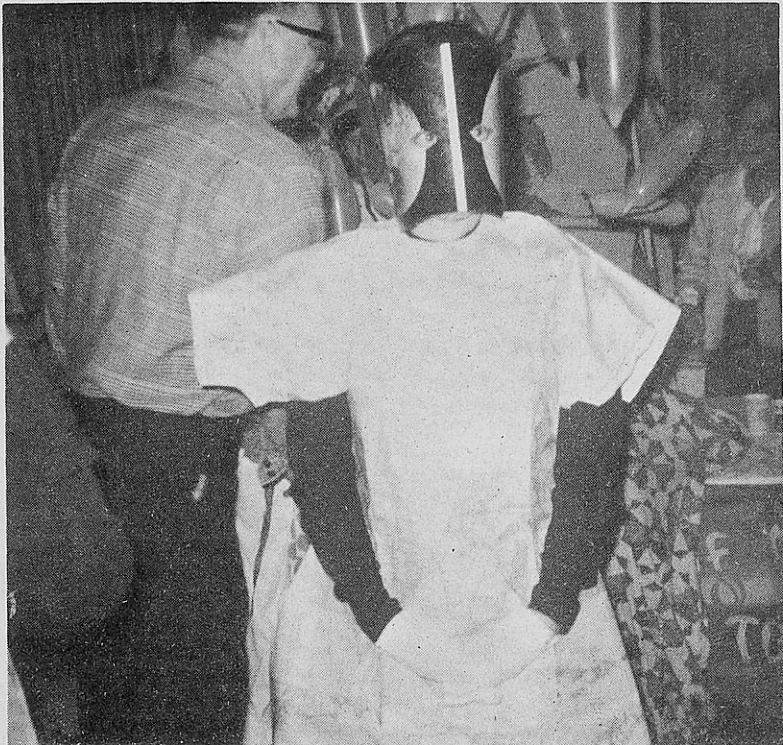
One alumna commented that she felt annual giving is a duty, realizing "how immeasurable is the gap between the dollars and cents spent for my education at Webster and the real value of what I received . . . and continue to receive."

Writernotes change in religious

Discussions concerning the position of women in the religious life today were held last Thursday, November 30 at the Kirk house. Both religious and lay members of Webster College participated. The gatherings, which included separate faculty and student sessions, are a part of a feasibility study by Mr. Bob Kaiser for a possible article which would appear in the Ladies Home Journal next spring. His general topic is the Religious Life for Women in the U.S.

Kaiser opened the discussion with the student group by relating some of his findings. He recognized a "quiet revolution in the cloister" that was similar to that of the Negro except that this revolution was taking place "in a tighter box." He noted that some sisters felt that they must leave the order so that they could accomplish what they thought they had entered to do. At the same time there were those who stayed in the order for the same reasons others had left. The group then discussed the relationships between this religious revolution and that of the established Feminine Revolution.

Formerly of the Time Magazine Religion Department, Kaiser served as their correspondent to the Vatican Council.



As a representative of "the real world," Sister Jacqueline poses for a mock-heroic WEB picture.

Continuation of 'credit only' recommended by committee

Discussed at the first meeting of the Evaluation Committee, held on Monday, November 7, was the recommendation that a renewal be made of the experimental policy of allowing students to take a course not in their major field for credit only.

The need for such a program, in progress at this time, first came to the committee's attention through faculty and student forums indicating that students either hesitated to take courses outside their major field because they feared they could not compete with majors, or hesitated to attempt at the college level courses which they had found difficult in the past.

In a Credit Only course no grade is recorded on the transcript, although the student will receive grades (for tests, mid-term, final, etc.) to indicate his standing just as other students do. If a student fails such a course, no record of the failure appears. These credit hours, while applicable for graduation or other requirements, are not counted in computing the GPA and, therefore, do not affect it.

Boyfriend

(cont. from page 3)

ing a little off-center. Her Knight-In-Shining-Satin, Tony, played by Jim Robinson, is a song and dance pretty boy we'd all like to take home to Mother. (For those who have seen "Oh What a Lovely War," their Carnival "costumes" will provide a jolt.)

Diane Stephens and Ron Youngman lead the chorus in one exhausting Charleston after another. Diane is all cupid's-bow, bobbed hair, and a shimmy like my sister Kate's—not much of a characterization, but cute. Other flappers and love-struck youths are Kathy Kelly, Sarajane Robinson, Dale Busch, Mike Coffey, Eddie Deep and Les Gruner. Of these, we are indebted to Kathy Kelly for saving the "It's Never Too Late To Fall In Love" number from the heavy hands of Ken Black who plays Lord Brockhurst, Tony's philandering father. In the role of Lady Brockhurst, Diane Gartland is noticeable mainly for her padding and her clumsy handling of a lorgnette.

Terry Williams and Kathy Kornfeld do a very funny stoney-faced Spanish dance, and Penny Weinrich, as the French maid, works well in a thankless role.

Not to be forgotten moments from *The Boyfriend* are: Bobby's (Ron Youngman's) pearly white grin and high kicks; the Rivera congo line; the masked men's chorus for "Poor Little Pierrette"; and Mme. Dubonnet at the beach in black stockings, spike heels, and a red velvet cape. Joy, baby, joy.

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COUNTERPOINT

11-14-66

BLACK POWER -- by W. Irving

"Black Power"--what is it? Why has it caused such a disturbance even among Negroes? How can the violent cry of a few radicals make such an impact on a society built on the use and exploitation of power? Why have moderate civil rights leaders backed away from this slogan of their people? What does "Black Power" really represent for America? Is it a rallying point for anarchists and a symbol of violence or have we come upon the emerging class revolution?

In a recent conference in Chicago dealing with metropolitan strategies, it was pointed out that the present civil rights movement is dead. Originally built on the idea of helping the Negro get a "piece of the pie" in society, the nonviolent movement has accomplished no more than to help establish the middle class Negro in his affluence.

Civil rights bills, wars on poverty, manpower acts and the like have at this point in history not touched the poor, the powerless, the ghetto-dwellers.

The gap between the haves and the have-nots widens while more and more money has been appropriated for people who never see it.

Now there has emerged on the scene a segment of society which wants more than the promise of a "piece of pie" never delivered, but rather, they want a pie--taken and obtained through the use of power--economic, political, and as a last resort, military power.

This does not mean that a unit of people following a similar ideology is ready to march in one band under some banner designed by an angry young artist.

But it does mean the powerless are restless and looking to any charismatic leader to lead them into the "new society." They will follow whomever gets the job done, for this is not the age for arguing ideologies.

In other words, we can look at our present society as into two blocks--the haves and the have-nots, with varying degrees at

each end. The two blocks are joined in the present structure by a linkage which we would call the "exploitation linkage." The systems in society, whether in small businesses or churches, or corporations improve their position of power by exploiting the powerless. The powerless who are often unorganized, apathetic and prisoners to certain sub-culture mentalities, are forced to deal with the powerful from a position of coercion and begging. Anything given as a result of this relationship has a built-in form of control, and therefore only adds to the power of the powerful.

Even the Church's approach to the poor is based on a "charity relationship" with a form of control that can say when to give, how much to give, and when to take back. Consider, if you will, the exploitation of foreign missionaries under the guise of "saving souls."

The free enterprise system, which is not free, but controlled and directed by those with power, will not be able to absorb this revolution by minor changes or concessions.

Unavailability of non-skilled jobs, involuntary ghettoizing, labor restrictions and housing covenants, plus the unescapable "black face" make absorption almost impossible.

Political prophets are calling for changes in the economic and political structures in the society. Those who find vicarious pleasures in "ideological" arguments are usually quick to suggest the possibility of a classless society with all people sharing the wealth equally in harmonious communal living. Pragmatically, this is nonsense--man is just not that free from selfish ambitions. Nor is a classless society necessary to close the gap between the haves and the have-nots.

One thing is certain: the technological skill of man which has evolved is able to at least eliminate the wide gap between the classes. Humanization can be classless, wages of dignity can be (over)

The Web

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VOL. XLIV

December 2, 1966

No. 6

Show & Tell On Monday

A performance? No. A happening? No. A concert? No. Stage production? No. Polycollinear semi-synchronization? Maybe.

"Show and Tell cannot be defined except perhaps as an experiment in the broadest sense of the word." This "experiment," under the inspiration of Miss Jana Patton of the Webster College art department, will take place Monday and Tuesday, December 5 and 6, from 9 a.m. to 10 p.m. in the Loretto-Hilton Center for the Performing Arts.

The idea for "Show and Tell" grew out of Miss Patton's structural design class whose major concerns are getting involved with three-dimensional work including light, color, time and motion.

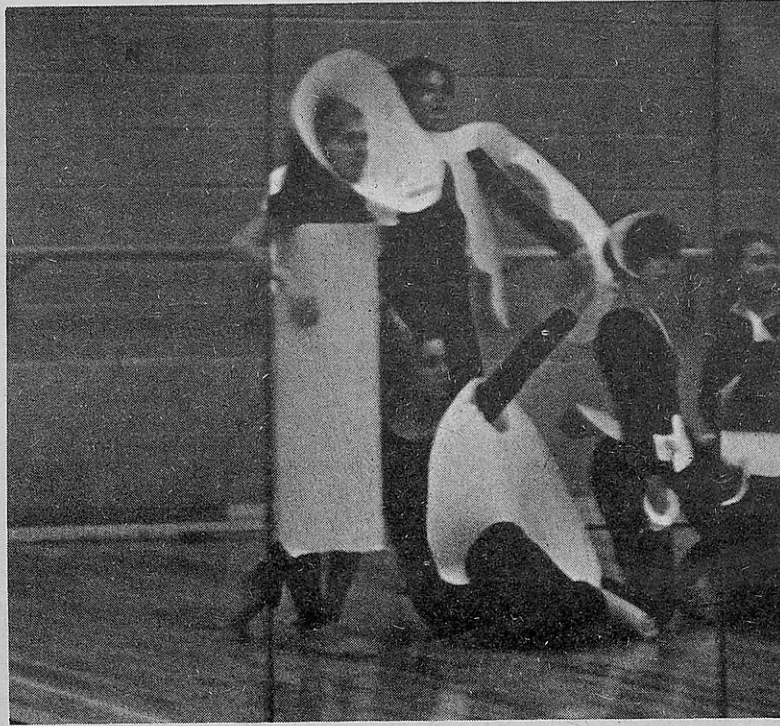
"We talked about the fact that many of these elements are present in the other departments of the College—for instance the time element in philosophy and physics," said Miss Patton. "In order to experiment with these interrelations of elements, we looked to the media of the theatre which has the technical facilities necessary to communicate this new experience."

"Art," according to Miss Patton, "can be one of the bases to sensitize people to some of the basic elements common to related disciplines."

Representatives from nearly all the departments of the College will be taking part in "Show and Tell."

The theme of "Show and Tell" is in keeping with one of the purposes of WIMSA which does much of the financing of the class. That purpose is the interrelating of academic disciplines.

Special guest Myron Kozman will assist in the coordinating of "Show and Tell." Mr. Kozman was given an enthusiastic reception last year at Webster College when he gave a workshop on color and light. Mr. Kozman is a teacher and



Members of Judith Mandeville's modern dance class are reflected in the mirror of the Loretto-Hilton dance studio as they pose in the "costumes" designed by the art department for SHOW AND TELL.

designer whose intensity in communicating the interaction of science and art has influenced hundreds of students, most recently in the Milwaukee area and at the Layton School of Art.

An orientation on "Show and Tell" will be given by Mr. Kozman at 2 p.m. Sunday, December

4, in the north studio for those people involved in the presentation and anyone else who might be interested.

"Show and Tell" extends an open invitation to everyone on Monday and Tuesday and reminds the audience that they may come and go as they please.

Dinner Dance Feb. 4 to highlight weekend

On Nov. 30, Sister Mary Rhodes Buckler, S.L., announced plans for "FAMILY WEEKEND," on Feb. 3, 4, 5, of the coming year. The weekend highlighted by a FAMILY DINNER-DANCE on Feb. 4, will give parents an opportunity to see Webster, become

involved in its activities, and meet other Webster students.

The FAMILY DINNER-DANCE will be from 7 p.m. to 1 a.m. at the Stadium Club in the new Busch Memorial Stadium. The theme of the dance will be "Meet Me in St. Louis," with St. Louis portrayed as the Gateway to the West. The dinner will be buffet style and formal dress is optional.

In past years, the dinner-dance was a dad-daughter affair. To extend the weekend events to all Webster students, including the male portion of the student body, the students may bring their parents, their friends, or the whole family. Sister Mary Rhodes encourages the girls to have "proxy fathers." "Even if only ten percent of the students bring dates," Sister said, "the whole atmosphere of the family dance is changed."

Before this year, the FAMILY WEEKEND had been called Family Week, since the activities were centered around a student musical held on the preceding Wednesday. It is hoped that by this year's change, the weekend will become a real family affair for more families.

Although plans are still being formed, the WEEKEND will afford Webster families an opportunity to see a professional theatre performance. A matinee, at 1:30 p.m., of "Oh, What a Lovely War" will be held. Tickets will be \$2.50 per person.

The committee for the FAMILY WEEKEND is headed by Connie Cheek. The committee members are sophomores, Diane Keene, Julie Steffens, juniors, Millie Stephen, Susan Fletcher, seniors, Mary Etling, and Ed Brandhurst.

Intended S.L. speaker provokes freedom issue

The planned speaking engagement of French Marxist Roger Garaudy at St. Louis University has been the subject of much controversy in many sectors of the St. Louis community this week.

Garaudy, chief theoretician of the French Communist Party and a leader in the attempt to bring about dialogue between Christians and Communists, was invited this summer by the St. Louis University Great Issues Series to speak on their campus Dec. 7. Although the students planning and managing the series did not receive formal permission to have him speak, the dean of students, who handles such matters was aware that Garaudy had been invited, did not refuse to allow him to speak and gave permission for a dinner to be held in Garaudy's honor the evening of his speech.

However, in a Nov. 22 news release, Father Paul Reinert, president of St. Louis University, announced that the school's board of trustees had decided that Garaudy's speech would be open to students and faculty members of St. Louis University only, that the philosophy department and not the Great Issues Series would sponsor the talk, and that the talk would be held in the smaller Kelley Auditorium rather than the Gym.

This decision seems to be due to pressure from sources outside the University, the noisiest protest being that of the St. Louis Chapter of the American Legion. Mr. Thomas E. Wick, Sr., chairman of the St. Louis American Legion Post, made a statement Nov. 21 declaring that Garaudy should not be allowed to speak at St. Louis University, a Catholic institution. He called the planned speech "a profanity against God, the flag, and our fighting men."

Since Father Reinert's announcement last week, a group of students has formed an ad hoc committee to protest the trustees' decision. The chairman of this committee is Thomas B. Hayes, president of the St. Louis University Student Conclave and the committee is made up of representatives of the Conclave, the University News, The Great Issues Louis University Action Committee. The committee argues that the decision made by the trustees is contrary to the principles of the University as stated in the "Purposes and Aims" section of the St. Louis University Bulletin. The Bulletin, an official publication of the school, declares that every university "must be an international university, serving the world of humanity, interpreting its own culture and the cultures of the world to its own students and the country." The students appreciated Father Reinert's attempt to reach a tenable solution, but they also felt that the principle of academic freedom in this case does not allow compromise.

Father Reinert met with representatives of this committee and of the faculty on Nov. 28 to discuss possible revisions in the policy set up by the trustees. As a result of this meeting, Father Reinert presented to the trustees a series of compromises which

they approved on Nov. 30. The revised policy makes it possible for season ticket holders and students and faculty members of any school to attend the speech. It will be jointly sponsored by the Great Issues Series and the philosophy department, and it will be delivered to accommodate a larger crowd. The ad hoc committee recognizes that these revisions will make it possible for many more people to hear Garaudy speak; however they are still dissatisfied with the new decision for they feel that the real issue, academic freedom, has not been dealt with.

BRIEFS NEWS

The Christmas Season opens officially this Sunday night at the Holiday Party sponsored by the junior class.

THE PLACE: Co Rec Room

THE TIME: 7:30 - 9:00

WHY? Because we like you . . . to enjoy the spontaneous entertainment, the newly decorated halls and the free refreshments.

AND . . . Saturday . . . tomorrow the juniors are decorating the halls . . . you may help!

There will be a musical variety benefit for The Exit, a coffeehouse in Gaslight Square presently in financial difficulty, held in the Webster College auditorium at 8:00 p.m. on December 3.

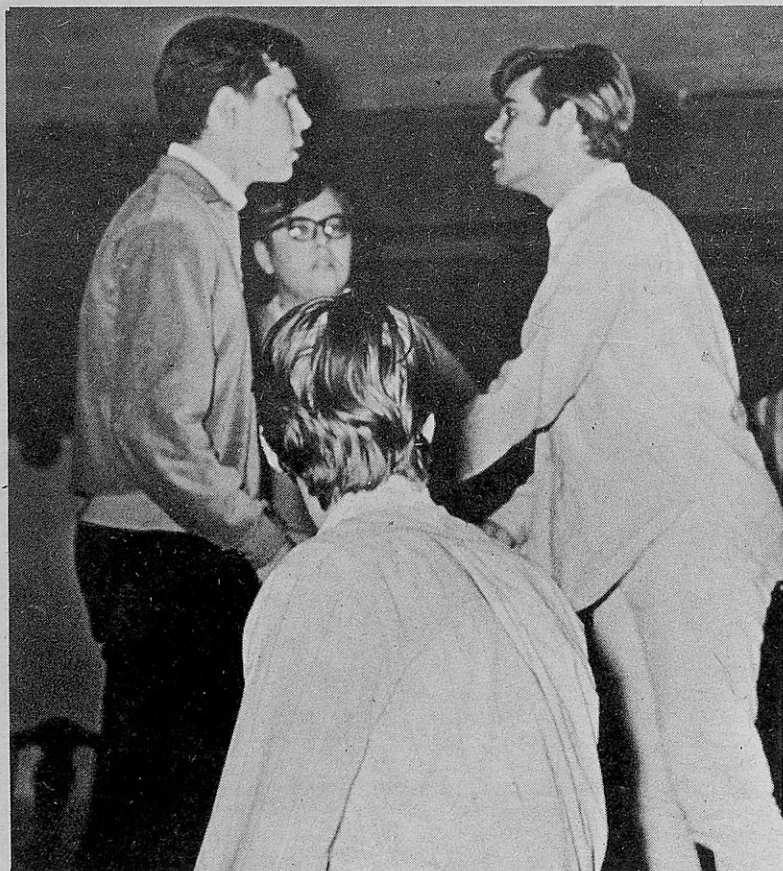
Stephen B. Stephens of KXOK will be master of ceremonies, and some of The Exit's "regular" customers will provide entertainment. Highlighting the show will be Ome and Butch, doing a saxophone and congo drum duet; Bob Badin, who has just returned from a successful singing tour throughout Texas and Louisiana; Smokestack Lightning, performing progressive jazz; and the Monfort Singing Seminars.

The December graduates in art digress from traditional senior exhibits with their presentation of "visual statements" opening in Maria Lounge on December 7.

The exhibit will emphasize the thesis projects of the three graduating students. Margaret Danico will exhibit a relief entitled "Man Awakening Man." The project of Thomas Linehan is a stained glass panel, "Homage to a Tiny World." Barbara Diel will show a relief based on St. Frances. These graduates wish the exhibit "to be a 'reading' of their visual statements," rather than a static viewing of projects.

KMOX-TV's "Montage" will present a half-hour show featuring Webster College staff. The program is a part of a series highlighting the work of leading St. Louis artists. Montage is shown on Sunday from 10:00-10:30.

December 18 — "Concert In Clay" presents sculptor Rudolph Torrini at work on cloud figures for a fountain setting. Poetic impressions of clouds are read by Wayne Loui.



This is a scene from the (almost) all male student production of "Mr. Roberts." It will appear on the main stage of the Loretto-Hilton Dec. 14, 15, 16 and 17 at 8:00. From left to right are: Bob Olin, Alex Iorio, Mike Hill, and Jim Robinson. See related article on Page 8.

The Web

Founded October 3, 1924
December 2, 1966

On the demonstration

The TV interviewer asked me in connection with the peace demonstration over a week ago what we hoped to accomplish by sitting in front of the Webster chapel just reading about peace for six hours. Would that be enough studying, he asked wryly. He wasn't the only one who wanted to know. Besides the skeptics who assumed that we couldn't be accomplishing anything, there were a lot of students, teachers, and members of the staff who asked curiously, challengingly, or pityingly, "What are you doing and why?"

Barely fifty of us from Webster and Eden Seminary were trying to demonstrate that we don't know very much about making peace in our world, but that we intend to learn more by hard studying. As the TV questioner pointed out, one six-hour stint was hardly enough to transform us into informed citizens. It wasn't even a good start—especially not with lights, cameras, and a host of other distractions much of the time.

But we weren't concerned with whether we could digest a lot of material in six hours. We were asking a harder question: were we stimulating a lot of other people by our example. Would we through our study-action encourage other members of the community to begin or continue their own day-by-day probing for peace? Were we waking anyone up.

Even two weeks later we don't have answers to those questions. Maybe there are none. But we do have some general impressions, and some less-than-idealistic projections. In the order of their disillusioning impact our impressions are: 1) communication seems to be at a low ebb at Webster—it's a surprise that in this two-newspaper community what is written seems often to go unread; 2) a realistic understanding of the value and need for public evidence of solidarity and mutual support is apparently almost non-existent—this is also surprising, given the popularity of the word "community" among Webster students and faculty; 3) dissent and/or agreement is evidently considered a private rather than a public matter, something to be mumbled and grumbled among one's intimates—and all the while there is much loud talk about the marvelously open, un-Berkeley-like world that is Webster.

There are other impressions and lost illusions. The one that stings deepest, though, is the recognition that we too are part of this real, not-so-open, not-so-concerned, not-so-eager non-community. We feel its resistance, experience its reticence, share its sense of exhaustion in the face of unlimited, untackled work. We too are inclined to question the value of putting a lot of energy into anything when the results are always so minimal.

It seems to us, however, that we cannot know beforehand whether our achievements in any specific task, will be worth the investment of ourselves. Yet we hear it said and know a little from experience that to do nothing is sometimes worse than to do an ineffectual thing. We've learned many things from our perhaps ineffectual demonstration but this first of all: that the decision to act is not made because success is guaranteed but because action may possibly be a limited contribution to immediate needs and/or eventual success. We feel lonely in this knowledge of our limitations, and we wonder where to go from here, not only in the matter of studying for peace but in all the areas that demand some response from us. To do anything, just to be doing, is irresponsible. But we can't just do nothing any longer.

sister eleanor craig

THE WEB

Office hours 2-3 p.m. weekdays
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Letters to the Editor

Action

Dear Editor:

For some time now, many of us have felt that there is a void in the sphere of student activity here at Webster. Although we have a multiplicity of clubs and associations and organizations which have varied and often-times overlapping interests, there are large areas of concern to us as students, and as citizens of the larger community, which are not being served by existing groups. Because of this a group of students has joined together to form a committee to try to function in some of these areas. We have joined together not because we think organizations are the answer to problems, but because the pooling of our interest and our effort is the most practical way to attack the problems.

Our main concerns at this point are peace, civil rights, and student voice. However, we wish to remain open enough to be able to cope with new types of problems as they arise or as we become aware of them. We are, simply, a group of students who are thinking in the same general direction and who hope to be effective in working on some of the above-mentioned problems.

We call ourselves Student Action of Webster, and we invite any who share our concerns to attend our meeting next Thursday evening, Dec. 8, at 8 p.m. in the Kirk House.

Sincerely,
Mary Anne Olwell
Temporary Chairman, SAW

Arts?

To The Editor:

I'm sure the wide majority of students enrolled in art courses at Webster College will react counter to the College store's proposal to commission their art work for show and sale. Some few reasons will substantiate our feelings. Judging from the bulk of egregious

paintings already on display in the book store, one wonders whether the book store is seeking art similar to their displays of syrupy kitsch. Apart from qualitative levels and saleable veneers, it is quite simply an activity that will water down the effectiveness of the art student by imposing new strictures.

Time is precious here and concentrative attempts into a world of ideas and forms is a growing plan that runs deeper than managing likable facades.

All of us hope for a self-sustaining efficient qualitative book store that will reflect more clearly the profile of Webster College.

Sincerely yours,
Philip Sultz
Art Instructor

Mailmates

Dear Editor,

As a day student who must actually attempt to use the new mailboxes, I find that they are little improvement over the class bulletin boards. In reviewing the purposes for the change, it seems that the new mailboxes were primarily intended to strengthen the lines of communication within the college. One can hardly say that this has been accomplished viewing the crowded conditions that now exist. (The very placement as well as the number of persons who must share a single box.) Secondly, the boxes were intended to free the colonnade bulletin boards for notices. This second goal has been achieved, which is a definite good considering the possibility of one of your 5 mailbox-mates walking off with all of the notices that were intended for personal attention.

It seems to me that there is an obvious need to complete the project satisfactorily now that it has been undertaken. This can be done by: 1) adding more mailboxes, 2) placing the existing ones to better advantage, 3) or reapportioning space so that the number of people per mailbox is spread equally over

the number of spaces afforded to both day and resident students.

Sue Kelly

Political apathy

Dear Editor:

Student reaction or rather lack of it at a recent YD lecture seemed to confirm for me recent accusations of student apathy at Webster. The speaker was David Smith. His ideas concerned the definition of those principles by which we organize social action, and the ends toward which we direct national effort. His suggestion—social justice rather than nationalistic aims as the end ideal. The audience which supposedly included students vitally interested in present day political issues applauded but remained silent even though his ideas were obviously applicable to today's scene. After all this country is being faced with the choice of escalation and continuation in Vietnam or reform programs at home. It would seem, however, that none of this touched the students present. As a student I know that one can remain quite comfortably in a little closed niche, oblivious to what goes on about him, I suppose one could even claim that the larger community (with which we are always claiming to interact) really cannot be changed by our immediate involvement in community action. I myself know no way of forcing students to become involved. But then I also have no way of forcing 58% of the American voters to the polls.

Mary Peterson

CARTOON CONTEST WINNERS!

You may obtain your prize money at the WEB office any day between 2 and 3.

Today's Catholic student:

An end product of education

Lou Harris conducted a poll recently which was conceived as a general sampling of public opinion on the various topics in the forefront of the news. One of the topics considered, of course, was Viet Nam. On analysis, the results of the poll were somewhat startling; the poll revealed that significantly more Catholics favored the war in Viet Nam than did the members of any other religious group. The most interesting result, though, was that when a similar poll was conducted on the college level, the percentage remained nearly constant. The majority of young people who favor the war in Viet Nam are Catholics.

The obvious question, then, is: what is it about Catholic education that makes this sort of thing possible? Is there some pattern in the Catholic method of instructing their youth that makes this result nearly constant in two different generations? We would maintain that the answer is yes.

The basis is an unwilling, unrecognized, and truly subconscious transference of the attitudes acquired in the Catholic process of religious and moral training to other spheres of life. In Catholic schools and catechism classes, young Catholics learn a religious value system that they cannot help but bring to bear on the non-religious problems in life.

For example, Catholic schools foster a sort of religious imperialism. What child has come through a Catholic school system without making a contribution to the Holy Childhood fund to ransom and baptize a pagan infant. In essence this is encouraging a new sense of "The White Man's Burden." It is OUR responsibility, this teaches, to SAVE a child from the clutches of the pagan culture in which he lives. People raised with this blatant form of religious imperialism find it easy to fall prey to the rationalizations of political imperialism. It is, after all, they hold, America's responsibility to save Asia from the "bloody tentacles of communism." (This last from a recent editorial in the Catholic Christopher College MARINER.)

Also, Catholic education instills in the child a sense of respect for, and obedience to, the hierarchy. The feeling for the divine right of authority is nurtured early in a child: the priest, for example, gets his authority from the bishop, the bishop from apostolic succession, the apostles from Christ Himself, and Christ from God the Father. Obedience to any constituted authority is always commensurate to obedience to God; it is always a profound act of humility (which is itself usually foisted off as the highest virtue.)

In addition, as any Catholic child knows, those in authority

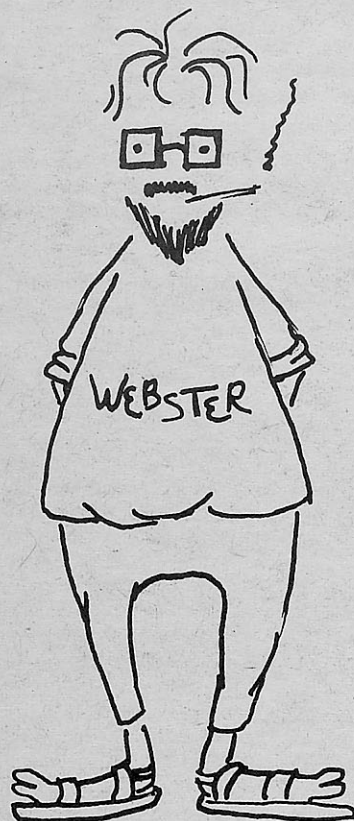
have studied more and can see the problem with greater clarity than a non-authoritarian person can. This reappears later as an unquestioning faith in the leaders of the nation and in the rightness of their policies.

Another factor to be seriously considered when attempting to account for the Catholic response to Viet Nam is the ghetto mentality of the American Catholic subculture. The Catholic in American society has only recently gained respectability; it was perhaps only in World War II that their patriotism was not suspect. The Kennedy campaign showed clearly that deep suspicion of Catholics is still ingrained in some sectors of the population. Without a doubt there still remains in many Catholic minds the subtle, unexpressed fear that opposition to America's war will result in the charge of un-American "papisty." Cultural gains, so recently acquired, they fear, could be easily lost if the Catholic fails to fit into the culture.

And finally, there is the question of moral training. Catholic education tends to present a simplistic world view. The pre-Vatican II church had all the answers—neatly categorized. Morality is, of course, presented in an objective manner. Even today the majority of Catholics class things as either

Con't. on Page 7

have you heard?



god is alive
and is
hiding
somewhere
in
Argentina...

new analysis

Children of Leary, Children of Kennedy

By BOB EWEGEN

The life of a college generation is of short and indeterminate length.

Two or three years sees a majority turnover. By its very temporary nature, the tone of a college generation is subject to swift and radical change. Such a change may be occurring today.

The college students from the twilight of the Eisenhower years through the New Frontier on up to about 1965 were very much the children of Kennedy. Regardless of their particular philosophical orientation, they sought improvement in man's condition through governmental change and public action.

Naturally, the bulk of students never became massively involved. But what Clerk Kerr termed the small minority of leadership which sets the tone of each generation found an outlet for its aspirations in public affairs.

Now the tone seems to be changing, from outward orientation to inward orientation. The students who fueled the great civil rights movement, the peace movement, the student-rights movements and the other great student efforts of the last few years seem to be disappearing, growing inactive, or losing influence. Their replacements are inwardly oriented, not outwardly. They seek outlets for their dreams in personal exploration rather than public involvement. The children of Kennedy are giving way to the children of Leary.

There are many possible reasons for this change. Many of the thrilling dreams of the past few years are today destroyed or mired down. The civil rights movement is bogged down amidst a primordial swamp of "Black Power" demagogues and the old "White Power" cretins. The goal of racial harmony and human progress

looks further away now than it did in the fifties.

The peace movement is suffering a kind of emotional paralysis. Regardless of the petitions, teach-ins, demonstrations and political work, the war continues to grow ever larger and more brutal. The fire is feeding its own draft, the war is creating a warhawk spirit that strangles any rational arguments for peace. If it is as if the war is obeying the old Russian maxim that when enough men are armed "the guns begin to speak of their own accord."

The Great Society programs, which once offered a new outlet to idealism, are now waylaid by the demands of the military machine and bogged down in gutter politics.

The draft hangs over students' heads as the "third inevitable" and it now seems impossible to many students to plan their own lives or contribute meaningfully to human welfare.

Perhaps these factors are the social backdrop which is producing the children of Leary. If it seems impossible to find a better life through outward, socially directed action, perhaps students feel the only alternative is to withdraw and find Valhalla within their own inner self with the help of a sugar cube.

This, of course, is the other factor, the spread of LSD. Simple to manufacture, impossible to detect within the human system, LSD offers the way to an internal paradise for the children of Leary.

The web of laws beginning to surround LSD may simply be another "noble experiment" with even less chance of success.

Prohibition failed against alcohol, which is incredibly easier to find. A quart of John Barleycorn can stone two men. A quart of "acid" can stone a major city. Even marijuana, far weaker than LSD and probably less harmful than alcohol, is simple to control compared to LSD.

So the children of Leary can

confidently expect to have at least the back door of their paradise ajar if they wish to enter. The question is then, will they enter, in what numbers, and what will happen to society as a result.

The most dangerous thing about LSD is that the intense personal expansion and discovery it produces seem to dull interest in the outside world. The children of Kennedy, anxious to remake a nation, carefully planned their tactics, chose their issues and to a degree played the game of realpolitik with its inevitable overtones of public relations and subtle compromise.

The children of Leary merely state their own summum bonum to the world, scorn anyone who remains "straight" and regard the necessary alliances and compromises of politics as "selling out." Above all, the children of Kennedy sought to communicate. The children of Leary wish only to proclaim their own reality and care little if they are understood by those who have never shared their religious experience.

The children of Kennedy have not yet departed. But if this is indeed a transitional stage they may walk beside the children of Leary for some time to come. Yet inevitably their paths must some day diverge.

An inner Camelot does not wipe out a Watts. A weekend "trip" does not erase poverty. The road to a private paradise and a public New Frontier cannot always coincide.

The motto of the children of Kennedy was, "Ask not what your country can do for you, ask what you can do for your country." The slogan of the children of Leary is simply, "Ask only what you can do for your senses."

The two standards are in deep conflict, and both are beamed at the college generation. The one accepted by this generation may well set the tone of American life for decades to come.

Moffett's background makes him particularly qualified to cover South Viet Nam for college newspapers. Born in New Orleans, La., in 1943, he has lived in China, Korea (where his father is superintendent of a Presbyterian hospital), and Japan. After graduation from Wheaton Academy in Wheaton, Ill., he attended Wheaton College for two years and then transferred to Yale in the fall of 1963. During the summer of 1963, he travelled in Eastern Europe, the Middle East, and Southeast Asia and arrived in South Viet Nam at the height of the Buddhist crisis just before Diem's overthrow.

Moffett became chairman (editor) of the Yale Daily News in February, 1965. He graduated from Yale in June, 1966, with a B.A. in history and this past summer led a seminar on U.S. foreign policy in the "third world."



Third Prize Winner, Web Cartoon Contest—submitted by Lynn Brenner.

Lucky Webster Girl merits unique honor

Last week the unofficial student awards committee drew up a questionnaire for the purpose of selecting the one person at Webster College who best represents the ideal apathetic student. To insure some kind of a response, committee members personally distributed and collected the completed forms.

Because of the surprising number of students who easily met the stiff requirements, choosing Miss Apathy of 1966 proved to be an almost impossible task. From 500 semi-finalists the field was narrowed down to 499 finalists. During mid-semester break the committee spent many long hours studying the replies of the finalists. Finally, late Tuesday evening they selected the Webster Student Who Couldn't Care Less.

The awards committee had planned to announce the name of the winner along with those of one hundred absolutely final finalists. One member commented that since the title of Miss Apathy was a dubious honor, her name should not be revealed because undue harassment might result. If Miss Apathy was subjected to any amount of scorn or ridicule, she might be driven to some sort of reaction, the member added; and, consequently, she would have to give up her title.

Then someone suggested that the committee publish portions of the winning questionnaire and that maybe someone would give a copy of the *Web* to Miss Apathy who might for once read it. Here's hoping you recognize yourself, Miss Apathy.

I. On Webster College

1. In what way do you think the presence of a professional repertory company at Webster has benefitted students?

A.—Well, for one, students have a bigger choice of plays that they can attend than when the college only had student productions. They also have twice as many chances to see plays, too.

2. What would you say about the quality of the company's performances so far?

A.—I really can't say because I haven't been to any of the productions.

3. Do you think the student productions are noticeably better because of the presence of professionals on campus?

A.—I don't know because I haven't seen any of those either.

4. How do you feel about the possibility of complete coeducation here at Webster?

A.—Two years from now I won't be here, so what difference does it make what I think?

5. Do you think the college should switch to a pass-fail or other no-grade system?

A.—It doesn't matter what they do as long as I make it into graduate school.

6. Have you any suggestions for bettering the Webster Way?

A.—Can't think of a single one.

II. On the national scene

1. Have you any opinion of the gubernatorial races in California, Alabama, or Georgia?

A.—I am not acquainted with the issues involved; however, the best man usually wins, doesn't he? People aren't stupid, you know.

2. What other comments would you make on this year's political contests?

A.—None.

3. How do you rate President Johnson's administration so far?

A.—I think its too early to judge, frankly. One can't be objective being as close to the situation as we are. Wait ten years.

4. Please comment on the following aspects of the American scene.

a.) Draft card burners

A.—It's a free country.

b.) Fair housing drives

A.—It's a free country.

c.) The John Birch Society

A.—It's a free country.

d.) Leftist organizations

A.—This is a free country; however practically speaking, it doesn't pay to think pink.

III. On the world scene

1. How do you feel about the Vietnam War?

A.—Why spend a lot of time and trouble worrying about Vietnam when I can't do anything about it anyway?

2. Why are there so many demonstrations at U.S. embassies?

A.—I don't know. I just can't understand how anybody could hate us.

3. How long do you think Ian Smith's regime can hold out?

A.—Whose?

IV. What would you say is your biggest worry at the present time?

A.—Whether or not I should have my hair done for next Friday night.

Recognize yourself? Congratulations! You're Miss Apathy for 1966.

Unique approaches to grading investigated by nation's colleges

The approaches to the problem of grading made by educators, who have accepted value judgments on a student's progress as a necessary part of academic life, seem to fall into two categories. On one end of the pole is the attitude of the importance of a numerical or letter grade with its logical consequence of the compulsion to strive for a high grade point average. On the other end, a strict discipline of grading is substituted with some other process of measurement, judgment or evaluation. The grades themselves might in certain circumstances be eliminated, but the practice of evaluation, even if it is only self-criticism, will remain. The question remains "What should be the nature of these evaluations?"

Outside the academic world, grades are a convenience for two groups of people, employers and draft boards. Some educators feel that grades are necessary in order to offer students a record to present to potential employers. Others feel that evaluating the abilities of prospective employees is the employer's problem and that he should solve it with his own system of testing and grading. There is controversy over whether being a student should entitle a young man to avoid conscription. The delicate issue is whether grades should determine exemption and consequently whether schools should reveal grades to the draft boards. Most colleges choose to withhold grades if the student requests it are Princeton, Harvard, Stanford, Michigan, and Antioch.

Whether a college chooses to judge its students with a quantitative grade or with a descriptive evaluation, all agree that the judgment must be fair and true to the reality of what the student has actually learned. One school that has experimented successfully with strong emphasis on objective grading is Central Washington State College at Ellensburg, Washington. In the hope of making their grades better approximations of the student's progress, they have employed a fraction system which divides each letter into ten intervals. Dr. Thomas C. Howard, director of psycho-educational research at Nason College in Springvale, Maine, has presented a system of evaluation that motivates the student to progress, but does not record any value judgment made on him. In Dr. Howard's scheme, the courses that a student pursues depend on the knowledge gained in previous courses. Such interrelated courses

make the student's progress serve as the criterion by which he can pass on to the next course.

Some schools remove recorded value judgments completely by allowing courses to be taken for credit only (such a plan is being experimented with at Webster). A recent Newsweek article on ungraded classes listed 18 colleges and universities throughout the country that either are experimenting with the "pass-fail" system or have completely adopted it; among them Princeton, Harvard, and Stanford. Six of the 18 are taking advantage of a program sponsored by the Ford Foundation in which studying is done with no required courses and no record of attendance, credits, or marks. Reactions to this vary. Graduate school directors of admissions have difficulty judging students from less well-known colleges that have totally embraced the system. Philosophically, it seems that ungraded classes fall short in that they are not representative of the competition and judgment that occurs in life. The method, however, seems to be catching on. There is no denying that for serious students it has the advantage of removing the pressure of "grades for the sake of grades." Moreover, it makes possible a student's acquisition of a more complete education by putting subjects outside his major field realistically within his reach, without the danger of getting a low grade.

Two good examples of grading systems that deemphasize quantitative grades but regard highly the verbal critique evaluation are Goddard College, Plainfield, Vermont, and St. John's College, Annapolis. Goddard evaluates a student's progress through reports written by the student and by his instructors at the end of each semester, in place of figure or letter grades. St. John's is more stringent. There a student must be present at a panel presentation of his instructors' critiques of his progress. This is called the "don-rag" method. The student, who has two don-rags a year is given a few minutes to present his case. From these sessions comes the written evaluation that is recorded and sent to parents.

The problems of student progress evaluation are many and for the most part unsolved. The solutions now being tried offer much food for thought and a large field for study and work.

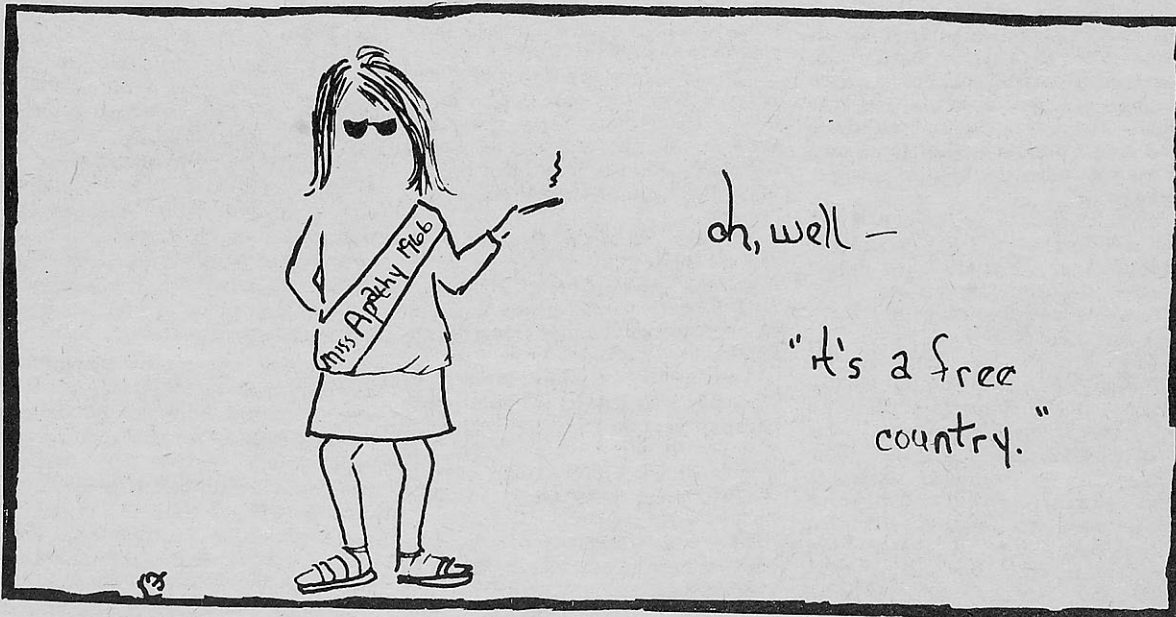
EDITORS NOTE: The following editorial is the product of the reporters research into the problems of evaluation. It is not intended to express the official opinion of the *Web*, but rather the conclusions drawn by the author in her study.

The merits and drawbacks of grading systems are being viewed in new light by schools throughout the country. Ideally, an educational situation motivates so that the student desires knowledge and finds cheating and cramming worthless, but the present system of grading seems incompatible with these goals of education. At present, the majority of Webster's students have seen little of the reform put into practice that would accommodate grading with learning. The problem should not be neglected for yet another reason; its solution suggests a remedy for the intellectual apathy of which Webster has been accused.

The evaluation of learning, a need presently supplied principally by a letter grade, is like all evaluations in that it is both a discipline and a pressure. Such an evaluation has enormous potential for motivation; that it is a pressure in no way makes it less desirable. Correctly applied, such a useful pressure could not only inspire a student to pursue and appreciate learning, but it could as well, re-emphasize the importance of the class dialogue that is the teacher's responsibility. The evaluation is functional too, in that it serves as a yardstick for the progress made by the individual. A student must know if the teacher feels he is missing the point of the class; if the teacher does feel that the student has not learned, then the conscientious student would wish to know in order to benefit most from what the teacher has to offer. However, grading, both as a motivation and as a yardstick, must be truly representative if it is to fulfill its purpose. The main ingredient for filling these goals, student-teacher communication, is now lacking.

The functional relationship of teacher, student, and grading shows the importance of communication. Because a teacher has a function — in some way or another he hopes to change the student — the success of the time spent in class by the student and the teacher can be measured by how far the student has moved toward the goal that the teacher presents. Ideally, a grade represents the benefit that the student has gotten from the class. The student himself can give an insight of this benefit that nothing or no one else can measure; on the other hand, only the teacher can judge if his message has been received. The best evaluation of the student's benefit from the course would come from a synthesis of their viewpoints. This requires communication. The interplay between learner and instructor that is found in a learning situation should find its expression in the grade. For this to happen, the teacher's finger should always be on the intellectual pulse of the class.

The ideal of the progress evaluation of the student arising from student-teacher communication is less difficult to apply than it might sound. Granted, face to face encounters and conferences would require an expenditure of time for the student and especially for the



Second Prize Winner, Web Cartoon Contest—submitted by Kathy Firman.

David Smith

An Educator looks at Education -part one of a series

Self-evaluation and self-criticism have long been recognized as essential to the growth and maturation of an institution. It is especially appropriate in an academic community that self-scrutiny be performed not only by those in administrative circles, but by the members of the faculty and student body. To this end The Web is conducting a series of interviews with faculty members in order to promote discussion of the Webster philosophy of education, especially as it relates or fails to relate to the reality on the campus. Such discussion, we feel, will lead to a better assessment of strengths and weaknesses and will lead to the improvement of better implementation of the philosophy which Webster professes.

First in this series is an interview with David Smith of the history department. A native of the United Kingdom, Smith offers some interesting comparisons of American education as seen at Webster and European education.

The admission policy of Webster College, as stated in the catalog, includes the following statement, "Webster College is seeking a student who wishes to initiate and assume responsibility for his own academic performance. The college assumes the obligation to create a climate where initiative and responsibility are supported."

Reporter: Do you think the climate described in this statement actually exists at Webster?

Smith: To a certain degree, but obviously through the system, it can't. The student is restricted by many concerns, primarily by parental concerns in which freedom in terms of the curriculum is always overtaken by the unfreedoms

given to them by their parents. If you're proposing democracy in a curriculum, you must have democracy in the household. Freedom in terms of the curriculum presupposes a free condition when students come into a college, and by economic concerns they're not free. For example, in return for economic assistance the parents might expect a certain attitude.

In England the government pays one to go to school. This is abused to a certain extent by a small minority, but not to the extent one might think.

Reporter: In terms of freedom in other areas, how would you compare Webster to an English university?

Smith: The freedom I experienced as an undergraduate was incomparably greater. Even a female undergraduate in England has a great deal more freedom and has to rely a great deal more on her own initiative. It's very strange. Here, there is a lot of talk about freedom that assumes

that students are not adults when they come here. This may be quite true, but there are other academic institutions in the world that assume that when a student comes to college he is an adult.

Reporter: In what specific areas are there more freedoms?

Smith: In terms of living, students are free to live in apartments and most do. The lectures are not compulsory and the vacations are longer for you to study by yourself. There is a rigid curriculum but this is within your discipline. On the whole you have more freedom and more independence than here.

Reporter: Do you think that it is a good idea or not for students to choose their own curriculum?

Smith: I think this has to be dealt with very carefully. I think it's an awfully good thing at times to do things you don't like, particularly when one gets a certain degree of extremely superficial specialization where nobody knows anything about anything else.

For instance, there are history majors that don't know any literature, and even more important there are history majors who don't know any political science, and there are history majors who don't know any economics. Obviously this would not be a problem if the student was intelligently formulating his courses, but he doesn't always have at the beginning, which is in a way natural, a long range view of what will be useful in the long run in a discipline.

Reporter: What about the academic climate? Does Webster have the kind of environment that will motivate the student to learn?

Smith: No.

Reporter: Why?

Smith: It seems that it's very hard for young people to live together in a dormitory situation anyway, but it seems that the enforced cliqueness of dormitory living is very unproductive for any type of contemplation. If you

want to shut yourself away or get on with anything you have very few places to go. The library, of course, is doing the best it can. If I were a student here I would use the empty classrooms in the evening.

Reporter: What about the academic environment? Do you think, for instance, that there is enough stress on academic excellence?

Smith: Not here. It seems that there are a few students that perform very well, but in general it seems that it is very hard to do a great deal of excellent academic work in a position where the students are not in the mental framework, not in terms of intelligence, but really where the concerns of the students are not academic excellence, but academic dilettantism.

Reporter: Do you think the environment reinforces that kind of thing?

Smith: I just think a pervading philosophy in American education is that because American education physically is available for all, intellectually it's attainable for all also, WHICH IS NOT always the case. Lots of people should not be in college when they are in college.

Reporter: That may be true. Is there anything that can be done once the students are in college to create an environment where the student can develop the capacities he has? If the administration placed more emphasis on scholastic achievement, perhaps single people out for it . . .

Smith: The administration could obviously do something like that, but really, to get a purple heart for writing a good paper really isn't the answer.

Reporter: Is there anything that could be done by the various student organizations?

Smith: I don't think it can be done by any group activity, but by a general tone of the place, by what people are thinking and doing. It means getting away from parochialism. The students need to gauge themselves not as students at Webster College, but as people of a particular generation with many, many problems.

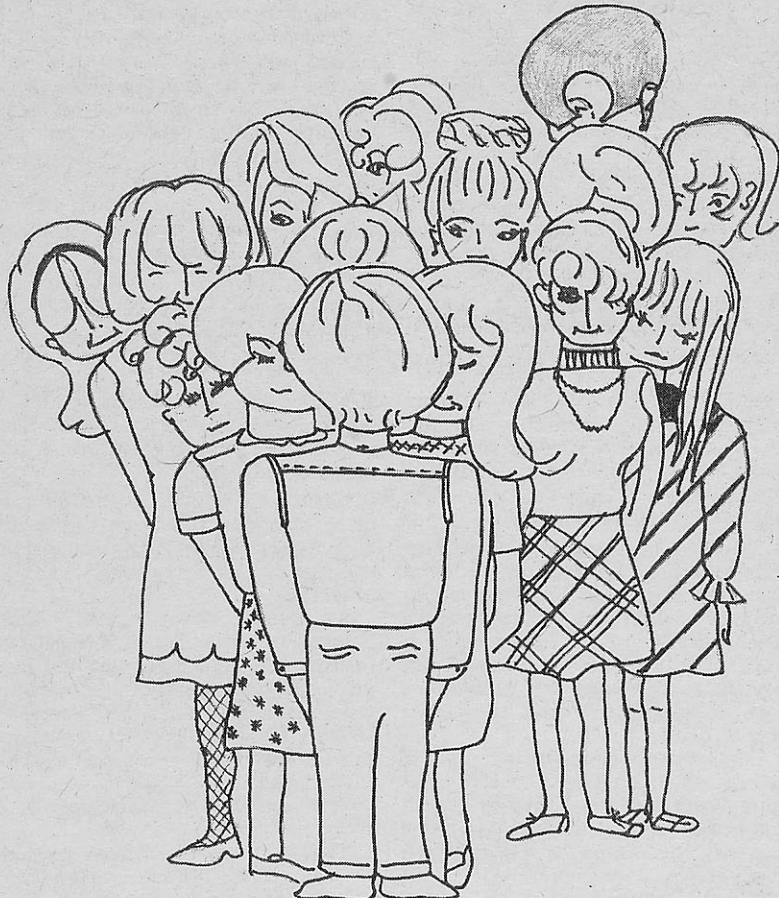
It needs, which is the European solution, to involve people of many different backgrounds and many different classes and many different regions together. Here you just get a duplication among the bulk of people and a rehashing of their particular backgrounds and much more they hear what they want to hear because the majority of their friends are of that nature.

Reporter: Can something be done by the administration to help improve the conditions that exist?

Smith: There's an awful lot of criticism of the administration here. Perhaps because the public image doesn't meet the reality. The public emphasis seems to be emphasized in the right way. There seems to be a need to approach a discipline with something new to contribute to it. At least the image is better than the reality that is here already. If the image was true to the reality, perhaps you could criticize the administration for being stagnant or reactionary. I think there's too much emphasis on well, you know, shouldn't the administration do something. It should be well shouldn't the teachers do something, one, and very firstly, and then secondly, shouldn't the students themselves re-evaluate their position as to why they're in college.

MISERS

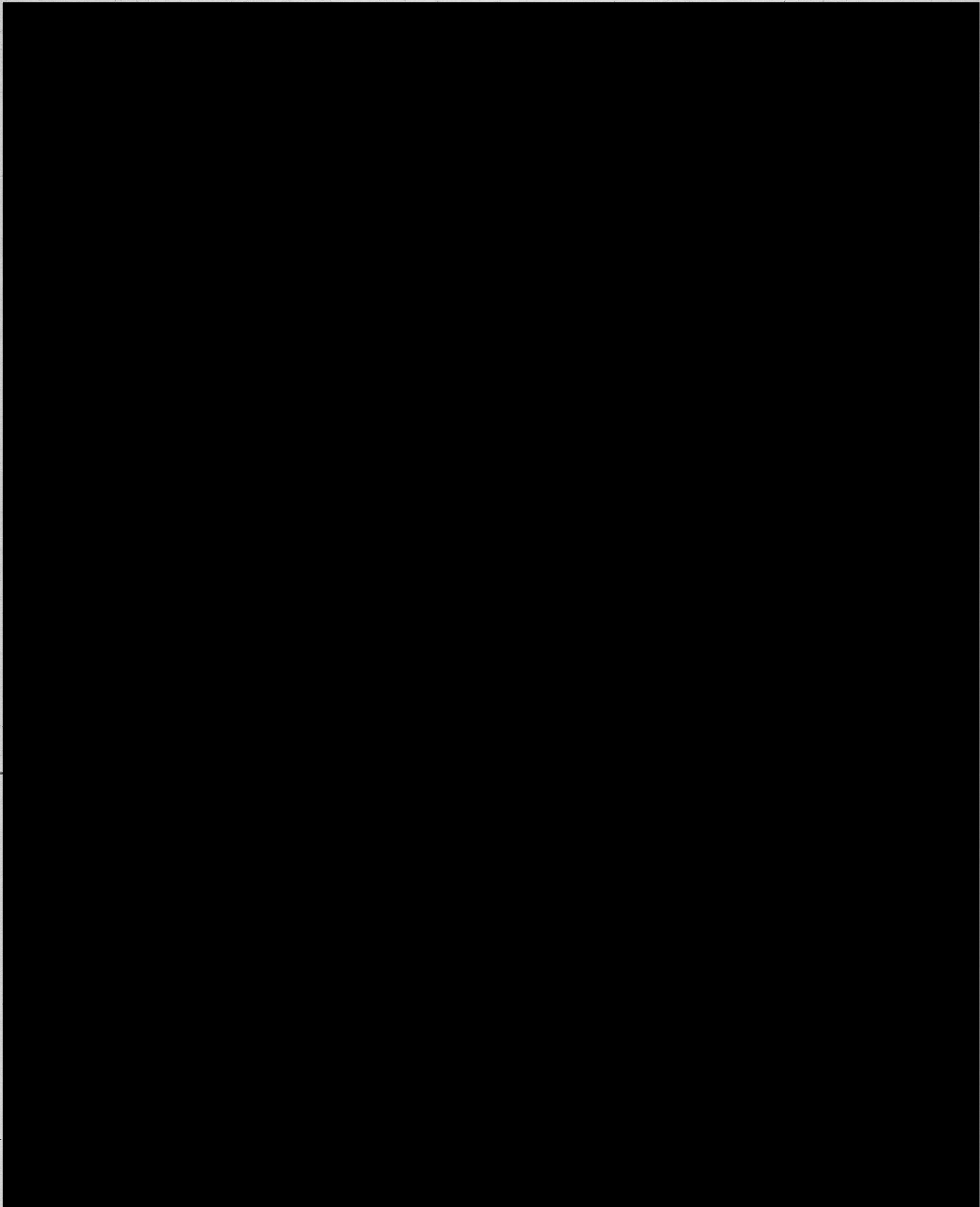
by Marty Fletcher



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First Prize Winner, Web Cartoon Contest—submitted by Marty Fletcher

Issues facing other campuses



Gregory scorns system at great issues lecture

Dick Gregory came "to inform, not to impress" his audience at the St. Louis University Great Issues Series gathering on Monday, November 21. This he did, not only by highlighting certain conditions that are only tacitly realized, but by exposing other "facts" of which the general public is purposely ignorant.

For Gregory, the core of America's problems is racism, a situation whose implications extend beyond civil rights to the war in Vietnam. Racism becomes even more pressing and difficult to cope with because of most people's, both white and Negro, unawareness of it and consequential inability to attempt to overcome it.

We are spending more money on foreign aid than we are sending to the black ghettos of America. The outcome is not a passive and patient Negro who will struggle for an inferior education and then strive for his freedom, but a violent and highly volatile individual who is tired of waiting and wants his freedom now. To say that the American Negro is non-violent is not only naive, but incongruous to the conditions in which they live. Corral ten per cent of the population in a few crowded ghettos and the "natural" reaction of a violent "spontaneous combustion" will eventually follow. It is equally naive to suppose that anyone, non-violent Negro leaders included, can stem this "natural" process. Stokely Carmichael's Black Power movement is attempting to channel this already existing energy force. Gregory believes that both in the United States and in Viet Nam "nature," as usual, "will tip the balance in the favor of the underdog."

Having personally visited Viet Nam, Gregory, a non-supporter of the war, has an insightful interpretation of the present situation. It is unrealistic for America to believe that any nation would accept our form of government. Although there is nothing wrong with democracy, the racist overtones that American democracy has acquired makes it distinctly unpalatable.

With the purpose of underlining flaws in the American system, and the purposeful ignorance in which the general public is kept, he revealed some of the facts behind the Kennedy assassination. Saying that he could personally name the higher-ups in the FBI who had killed the President, he showed the audience a picture of Lee Harvey Oswald that had been tampered

with before appearing on the cover of Life magazine. Discussing the war in Viet Nam, he revealed the use of nerve gas by the Americans which resulted in entire villages being unable to sleep for weeks. He once walked into a U. S. barracks and saw the ear of a Viet Cong nailed to the wall, an act that was positively sited by President Johnson in his address to the troops.

Admittedly, the presentation was, in part, difficult to believe, not only because of the nature of what was said, but because of the grave and far-reaching implications of accepting certain statements as valid. Even more disturbing is the impossibility for the public, through their limited and often biased sources, to intelligently confirm or deny his statements. Whether one agrees or disagrees with Gregory's unique interpretation of specific events, he still experiences the helplessness of being unable to inform himself on the issues, at the same time living in a nation supposedly dependent on intelligently involved citizens for success.

Depts. initiate new courses

A few new courses and some that have not been taught at Webster for a long time will be offered next semester.

These include English 117, Selected Modern Southern Regionalist Novels, which will be an advanced course in novel-analysis. Theatre Arts 134, Major Dramatists, is a study of dramatic literature by the great playwrights of the world.

History 138, American Constitutional Development, will include such topics as constants and variables in Supreme Court decisions, controversies, civil rights, and liberties in the history of the U. S. Philosophy 166, The Philosophy of Communism, will explore the philosophical foundations of Communism in Marx, Engels, and Lenin.

The social science department has four new selections. Social Science 3, Social and Cultural Change, will combine sociology and economics, and Social Science 144, Child and Society, satisfies teacher certification in the area of the pupil and explores how a child becomes a member of his culture considering the process in several different societies.

More information about these and other courses can be obtained from the various departments.



The new Webster Groves Civic Orchestra, under the direction of Mr. Gerald Fischbach, presented their premiere concert, one of three scheduled for this season, Tuesday, Nov. 29 at 8:30 p.m. The program included works by Rossini, Haydn, Schubert, and Ives and Schuman. "Variations on 'America'" a work by Charles Ives and William Schuman, was performed for the first time in St. Louis by the orchestra. Joan Marie Mack, a member of the music department, was the featured soloist in Haydn's "Concerto in D for Cello and Orchestra."

Original teaching style presented at non-lecture

Ways of teaching mathematics have changed, and at Webster ways of teaching teachers to teach math are changing along with developments in curricula. In the second of a series of "non-lecture" programs presented by the Student National Education Association, Miss Kathy Kharas, math department, explained that pre-service teacher training has been altered greatly in the last five years in response to three major changes at Webster: (1) the dropping of the Education Department, placing the responsibility for training people qualified to teach math in the math department; (2) the creation of the "K through 12" math specialist; (3) the developments of the Madison Project. With the focus of the program set on innovations in teacher training, Sister Eleanor Craig, senior math major, introduced students who, working with new curriculum ideas and materials, are participating in an exciting and imaginative pre-service teacher-education program.

Student experiences in the program are on the pre-school, elementary and high school, and pre-college levels. Jo Maiorano, a junior currently involved in an independent study at the Student Behavior Laboratory, in which she programs a series of problems for a teaching machine, demonstrated the use of the machine. As the children matched groups of dots with their numeral representation, or combinations of numbers with their sums, another apparatus recorded the number of problems each child completed in a given time, the number of errors, the number of correct "first tries," and any teacher interaction. The purpose of this data, Jo explained, is to guide the teacher in improving her series of problems. The purpose of the machine is to guide the child's learning process through immediate reinforcement.

Sophomore Pat Eickman and Sister Victoria Tully, junior, are involved this semester in their first teaching experience. Pat instructs teachers in the Wellston School System in-service program, and together she and Sister teach at Visitation Holy Ghost. Pat demonstrated their method of teaching graphing to fourth graders.

Three juniors, Sharon Busiek, Coleen Hoffman, and Gloria Young, taught last year at the McKnight School in the University City System under the direction of MAT participant Mrs. Edith McKinnon. Coleen explained that they began the year with "fun things,"

to change or develop attitudes toward math, and progressed—via Madison Project, E.S.I., and student initiated projects—to such sophisticated concepts as finite differences and exponential functions.

Students hold peace protest

Crowded in front of the Webster College Chapel, somewhat obstructing traffic in the main hall, demonstrators attempted to study the question of peace from 2 to 6 p.m. on Tuesday, Nov. 22.

Led by Sister Eleanor Craig (S.L.), a senior math major and recently elected candidate to "Who's Who," the students taking part in the "study-in" attempted to demonstrate to the college community that people need to both study, and take a stand on, the issue of peace.

In spite of frequent interruptions by television and news cameras, the demonstrators maintained their attitude of study until 5:00 p.m. mass, which was based on the theme. The mass featured peace songs accompanied by two guitars.

At the close of the demonstration Dr. Alan Miller, professor of systematic theology at Eden Seminary, addressed the assembled students, discussing the difference between pacifism as a vocation and pacifism as a political conviction.

"The vocation of a pacifist is one of peace maker," he commented. "A pacifist is one who breaks down the wall of alienation between people, and peoples. In essence, a pacifist engages in the Christian work of reconciliation."

"Political pacifism is of a different sort. There are two dominant types of political pacifism: 1) idealistic pacifism, which is a kind of Utopian anarchism, and 2) non-violent direct action, of the type practiced by Martin Luther King and Ghandi.

"Political pacifism is based upon the assumption that there is a moral climate which will recognize injustice. In the political realm, however, there is no dependable moral climate — political pacifism is impractical.

Miller concluded that the task of a vocational pacifist is to help the western world to "learn to live in the world with communists, or we will die with them along with the rest of humanity."

Smith defines new ideology

"The terms capitalism and socialism are inapplicable to modern political realities." Mr. David Smith, member of the history department and socialist by political preference, insisted in a recent Young Democrats meeting that political theorists must move towards a definition of a new ideology. He labeled the old terms, socialist and capitalist as myths.

Smith began by outlining the three tenets that socialists supposedly uphold. One, that social betterment will come by collective means. The socialist is traditionally suspicious of personal religion and psychology because they feel that the society, not the individual, will have to recognize itself. This definition, however, is inapplicable because it is no longer peculiar to the socialist. As long ago as the middle 19th century, capitalists began to accept the necessity of collective action. Belief in collective action, then, no longer separates the socialist from the capitalist.

The second tenet of socialism has in the past been the belief that "non-socialist economies are not as good as they should be because the maximum amount of money does not go to the maximum amount of people," Smith maintained. But, he continued, this is no longer the exclusive promise of the socialist. Modern capitalistic "planned economies have much of this spirit in them."

Finally, Smith commented, "socialism had a reputation of being distrustful of politics. The socialist didn't trust the politician because he, one, did not serve his power, and, two, did not use it well." This can no longer be said about socialism. Indeed, it seems to echo Goldwater conservatism. "In modern political concepts," Smith added, "such anarchy is utopian and nonapplicable."

The label "capitalism" is just as naive. "The idea of individual enterprise is, of course, a myth. This idea is dead and has been dead for a long time."

He concluded with a proposition which might again differentiate the two political philosophies. He suggested that social issues might provide the point of distinction, even though "the issues are not clearly defined as socialist and capitalist." The differentiation "should then be," he stated, "between those who want to use economic planning for social efficiency and those who seek to use it for social justice."

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objectively right or objectively wrong. This attitude carries over into politics: the objective right or wrong of moral actions becomes the objective right or wrong of national actions, and of cultures.

If Christianity is right, then atheism is wrong. The atheistic communists are the natural enemies: they wear the black pajamas. It would be a moral fault to oppose a war against a God-less people.

These attitudes, however, are totally subconscious. It would be most unusual to find a Catholic verbalizing them. But it is dangerous to deny the terrible impact that education has on a person's pattern of thought.

The awful fact is that young Catholics had almost precisely the same percentage in favor of the war as the older Catholics. It would be almost simplistic to say that this is because the system had not changed; yet the conclusion seems inescapable.

The only question yet remaining is: how long can the Church's method of education remain so irrelevant to modern life and survive?

peg mcMahon



Ninette Knudsen, Jerilyn Cohen, and Mary Kay Kuzma are accepted into Pi Delta Phi, National French Honor Society. The society recognizes outstanding scholarship in French and functions to increase appreciation for the contributions of France to world culture.

Male cast dominates main stage production

Something unique and exciting is going to happen at Webster College. (Now really what could be unusual at W.C.?) Well, my fellow students let your voices ring loud and clear . . . The first student production on the Main Stage of the Loretto-Hilton Center for the Performing Arts will be presented December 14, 15, 16, and 17 at 8:00.

Okay, so that's different, but it's no big deal. But, of course, there's another angle. **MR. ROBERTS**, (Mr. Roberts of novel, Broadway, and film fame), features nineteen male actors and only one female actress, all students of that school primarily known as "a woman's college." Great. Right?

Robert Olin, a Junior from N.Y., (It's not St. Louis kids, but give him a break), has the title role of Mr. Roberts. As the "vigorously disliked" Captain, we have Thomas Kampman. (Tom has been upstairs in the "real" world, and he's our guiding hand.) David Huffman is playing the role created by Jack Lemmon in the film, Ensign Pulver. (Believe me the matinee idol of L. H. is quite funny.) To round out our featured players, we have the "shiek-like," (from *The Boyfriend*), Robert Torri as Doc. The cast includes fifteen other members of the male sex, and lucky

Paige Massman as Lieutenant Ann Girard.

The comedy by Thomas Heggen and Joshua Logan, directed by Wayne Loui, concerns a Navy cargo ship, affectionately referred to by its men as "this bucket." It is the last few weeks before V.E. day of World War II, yet the crew has not seen any action.

Tickets for **MR. ROBERTS** may be purchased at the door, Adults \$1.50 and Students \$1.00.

Thousands of summer jobs open to college students are listed in the new 1967 "Summer Employment Directory" just off the press.

"Summer Employment Directory" may be ordered by mail by sending \$3 to National Directory Service, Box 32065, Dept. C, Cincinnati, Ohio 45232.



Senator Stuart Symington (D. Mo.) escorted Sister Jacqueline Grennan to Jefferson City for her installation as a Missouri Squire. Sister Jacqueline and Sister Francetta Barbaris, president emerita, have been close personal friends of Symington for some time.

Missourians recognize new Squire member

On Friday, November 18, Sister Jacqueline Grennan was among a group of ten Missourians to be recognized for their contributions to their communities, state, and

nation. She and nine men were selected for the Missouri Academy of Squires, an organization formed in 1960 by the late Governor James T. Blair to honor outstanding citizens of Missouri. Also selected from the St. Louis area was the Very Reverend Paul C. Reinert, S.J., president of St. Louis University.

The program included a luncheon and ceremonies for the conferring of the citation at the Governor's mansion. Sister Jacqueline was escorted to Jefferson City by Senator Stuart Symington in his private plane.

The citation was given to Sister Jacqueline for the energy, keen wit, and warmth of heart that have led to her characterization as "a spirited educator with incisive ideas," and to her success as president of Webster College.

Chamber Singers hold annual madrigal dinner

The Chamber Singers begin their December program tonight with a madrigal dinner to be held at the Kirkwood Presbyterian Church. This dinner is the first of two, the second of which is the annual Christmas dinner held at Webster.

The Feast of the Immaculate Conception will see both the Chamber Singers and the Women's Chorale participating in the 5:00 p.m. Mass. The Chamber Singers will be doing the ordinary of the

Mass—Vittorias "O Magnum Mysterium Mass" and a Motet. The Women's Chorale will join the congregation in the proper of the Mass.

On December 12, both choruses will climax their fall season with a concert to be given at a 2:00 p.m. assembly in the Loretto-Hilton. This final concert of the season will be highlighted by Christmas music. The entire community is invited to attend.

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procedure initiated by the business office on Dec. 1.

According to Mr. Edward J. Cunningham, business manager, the new system "should greatly increase efficiency in the processing and reporting of financial and budgetary data. To get the best possible results from any system, it is imperative that we have complete co-operation from all departments in handling and processing of purchase requisition, purchase orders, etc."

The "etc." covers two typed pages in a bulletin recently released by the business office.

teacher: it is not an expedient approach. And in certain classes it would be impractical either because of the size or the nature of the class. But it does offer a valuable channel for the student-response half of the learning dialogue.

The Grade Evaluation Committee has been considering the problem of drawing the most benefit from grading. Recognizing the importance of communication, it seems to be moving toward a viable answer. One of the two items on the agenda of the November 18 meeting was "beginnings of the discussion of 'other' rewards than academic grades." Out of this discussion came the proposal by Mr. Richard Singer "that each teacher be given the opportunity to include with the semester grade a written evaluation of the student's work; that the student also be allowed to submit an evaluation of his work and that all such comments be included in the student's transcript." **Frances Mendenhall**

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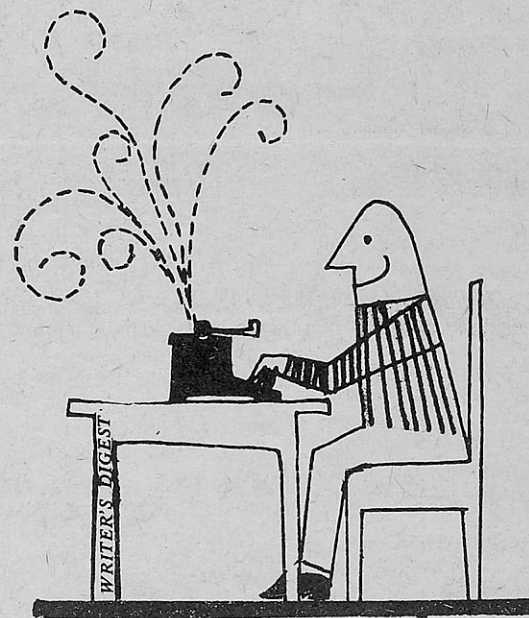
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No. 7

Miss Grennan to remain as president

President announces institutional move to secular

Sister Jacqueline Grennan, president of Webster College, announced to the faculty and students at a general convocation in the Loretto-Hilton Center Wednesday afternoon (January 11) that she expects negotiations to be completed within this year for the transfer of the property of the Webster College Corporation from the Sisters of Loretto to a new incorporating board.

The request for the canonical permission for the transfer was formally made by the General Council of the Sisters of Loretto

sent to His Eminence, Joseph Cardinal Ritter, Archbishop of St. Louis, the following reasons were given:

1. Higher education today is big business. It is becoming more and more difficult for a religious order to finance a college adequately from internal resources. It is fitting that the public the institution serves upon whom it increasingly depends have real power on the governing board. Yet, there are inherent limits to the degree of final responsibility which can be delegated by a religious congrega-

tion to members of a board while the congregation continues to own and operate the college.

2. The administration of an expanding college where lay faculty members constitute seventy-five percent of the faculty is becoming far too complex to be adequately directed by a Board of Directors made up exclusively of members of a religious order, charged with many and diverse responsibilities. We do not feel the answer is a mixed board because responsibility would still lie with the Congregation.

3. We currently lack adequate and qualified sister-personnel to continue to fill all the administrative and faculty posts in the college which were formerly filled by sisters.

Sister Jacqueline also announced that she had requested a dispensation from her canonical vows as a religious because she has continued to experience a personal conflict between her administrative responsibilities for an institution in the public sector and her voluntary submission to external juridical

control by the church.

She informed the college community that Sister Luke Tobin, superior general of the Sisters of Loretto, and Cardinal Ritter had accepted her decision and given her their blessing. She will remain as president of Webster College during the completion of negotiations and will continue as president under the new incorporating board.

The Sisters of Loretto on the Webster College faculty fully expect to maintain their affiliation with the College.

Sr. J. obtains dispensation from vows

by Judy Dornblaser

In a tension-filled auditorium, President Jacqueline Grennan in conjunction with the move to transfer the controls of Webster College to an autonomous board of trustees announced her request for a dispensation from her juridical vows. On Wednesday afternoon, January 11, 1967, the president announced her personal decision "to continue her personal role in the public sector for the rest of her life." In making the public announcement at the convocation, President Grennan referred to her letters sent to His Eminence Joseph Cardinal Ritter and to Sister Mary Luke Tobin, Superior General of the Sisters of Loretto.

President Grennan, reading from her letter to the Cardinal, spoke of their agreement in the conviction "that nuns in the commonly accepted image at least, have no business in my kind of role." She repeatedly stated that the juridical form of present religious orders is not in complete accord with the commitment of administering an institution. In regard to the question of conflict, arising when a religious woman assumes such executive control, at a press conference following the convocation, she said: "To administer an institution which is in the public sector I personally found that I could not be under a vow of obedience. Responsibility to the institution precludes outside juridical control."

The dispensation from her juridical vows will allow the president, as she stated, "to dedicate herself to the people of God in the way in which she now seems best suited." President Grennan commented on her Christian duty and her life as she sees it now: "I feel that my deepest level of Christian commitment is in the public sector—my spiritual life has deepened in my last few years 'in the market place.'"

The president realizes that there will be much reaction towards her decision. When asked if she was troubled or disturbed by this decision she replied: "I am at great essential peace. I am grateful that I am able to do this as a continuity move in the Church, at Webster, and to a certain extent, even



Jacqueline Grennan, President of Webster College.

within the Sisters of Loretto." In answer to the question of her decision affecting the other Sisters, she stated that "one is always alone in a decision; I think then that all sisters will find their own personal solution to these conflicts."

Surveying her personal decision and the possible results, with respect to the Church, President Grennan commented: "Just as I will always be a Grennan, I will always, in some way, be a Lorette, in affection and in responsibility."

At present, the president is operating under a temporary dispensation from Sister Mary Luke, awaiting a permanent dispensation to be issued from Rome.

Board seen as evolutionary fact

Lay board established to ensure growth

by Kathy Astin

In the spirit of fostering a "self-renewing" society, the trusteeship of Webster College is in the process of being transferred to an autonomous, self-perpetuating Board of Trustees. The transferral, a phenomenon of the continuous evolution towards greater educational excellence at Webster, was effected because of the inability of the present system of juridical control to effectively cope with what President Grennan cited as the "highly diversified and complex" task of maintaining this College.

Because, in recent years, Webster has been progressively attempting to offer students a relevant and contemporary education, no great visible changes will accompany the creation of a new board of trustees. "The College will not look very different than it does now."

The proposed change is, how-

Problematic structure change result of self-analysis by college

In her convocation speech Nov. 21 Sister Jacqueline Grennan outlined the plans for the secularization of Webster College.

"Under the leadership of Sister Luke, our Superior General, and Sister Rose Maureen, our Provincial, the General Council of the Sisters of Loretto has voted to request from the chancery canonical permission to transfer the ownership of Webster College to a self-perpetuating Board of Directors." Sister Jacqueline stated that a "leading citizen of St. Louis, has agreed to accept the chairmanship of the new board," although the name was not released at this time.

Sister Jacqueline explained for secularization of the College by a series of questions which the College has raised concerning "the viability" of the present governmental structure of the College: 1) Should a General Council of a religious congregation, elected primarily to address themselves to the task of operating that congregation, be ex officio the Board of Directors of a subsidiary corporation in which the task has become highly diversified and complex?; 2) Should an institution of higher

education necessarily committed to free inquiry and the frontiers of secular as well as theological knowledge be owned by a congregation which has freely subjected itself to hierarchical control?; 3) In the world of Vatican II with its emphasis on involvement of the laity and on ecumenism, might not a dynamically catholic institution be catholic in its original sense of universal — truly ecumenical rather than self-consciously denominational?

An important question raised in the current decisions made concerning the secularization of Webster College is: "What is the difference between the relationship of the present Board of Directors and Board of Trustees to the College and the relationship of the new Board of Trustees to the College?"

The Board of Directors of Webster College which presently exists is comprised of five sisters of Loretto whose main job is the governing of the Loretto order. By canonical structure, these five automatically become the Board of Directors for Loretto Heights and Webster College. This Board of Directors has final vote on most of the decisions of the Col-

lege. A Board of Trustees also exists at the present time primarily as an auxiliary and advisory organization.

According to Sister Mary Rhodes, vice-president and director of development, the present Board of Directors is really "too far removed" from the College. In the instance when the college was voting to end all specifically required courses, the Board of Directors gave the college faculty the power to make the final decision for or against the issue.

The new lay Board of Trustees responsibility for Webster College in all ways. With this responsibility goes their absolute authority. The Chief executive officer of the Board is the President of the College. "The President is responsible to the Board and the Board is responsible to her," said Sister Mary Rhodes. She also assured the Sister Jacqueline would make the meetings of the Board "vital education meetings."

In submitting the proposal for the change in the Board of Trustees to the Cardinal, the Sisters of Loretto attempted to make use of a fairly simple and relatively routine canonical process called the Writ of Alienation.

Any religious order attempting to buy or sell property over a certain value must obtain canonical permission. The decision about whether or not to grant the permission is usually made by the Ordinary of the diocese, and the decision is so routinely favorable that the application for permission is regarded as a mere formality.

In essence all that the Sisters of Loretto did in this case was to apply for permission to alienate the property known as Webster College without asking for financial compensation.

The difficulties arose because the move was totally unprecedented. Cardinal Ritter did not feel that he was in the position to make such a decision and forwarded the Webster application to Rome.

When questioned Wednesday about what tack she planned to take if permission to transfer the Trusteeship were denied, Sister Jacqueline replied that she was operating under the principle that it would be approved.

If control of the college is given to the autonomous lay Board of Trustees it will be the first time that such a move has been made in the United States.

This is not to say, as a local

The Web

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January 18, 1967

The meaning of change

The events of the past few days have been so overpowering in their impact and repercussion that it is difficult to form an ordered overview of the recent newsmaking decision.

After the first impression, one is forced to consider the far-reaching implications of the announcements, both for Webster College and for the whole system of religious education. With the move to secularization Webster College has, in effect, hurled a challenge to all religious institutions to reconsider the very basis and legitimacy of their existence. It is because of Miss Grennan's statement that higher education and juridical control are by their very nature incompatible, and not because of her personal decision, that controversy will result.

Once a question of this nature, a question going to the foundations of religious education, has been raised with the force that Webster's move has given it, it cannot be ignored. Religious educators can violently disagree with Webster's action, but they cannot ignore it. This, and not the immediate consequences for Webster College, is perhaps the most important aspect of the secularization decision. Webster, or any institution or individual, is fulfilling a most important function if it continually questions, and causes others to question, the basic assumptions on which its existence rests.

But the consequences of the move for Webster College itself deserves consideration. What will happen to the rating of Webster when it stops being compared to other Catholic women's colleges? The answer is uncertain but it seems clear that the college as a whole will have gird itself for the stiff competition among secular schools to achieve the kind of excellence that will attract students.

The composition of the student body will also in part face change. There will be no more students attending Webster merely because it is a Catholic school. The student who feels it is his duty to attend a Catholic university will vanish; Webster will have to attract Catholic students on the same basis as other secular colleges — by, in part, luring them away from their acquired biases toward Catholic institutions.

In the place of the students who will leave, or not attend, Webster because of its impending secularization, Webster will have to acquire a new sort of student, coming to Webster not because of the adjective "Catholic", but because of the fact that is the school. How immediate and how radical this shift will be remains to be seen.

Finally, the phrase "religious presence, not religious control" will have to be given some practical definition. As of this writing the term "religious presence" seems conceptually vague. State universities have "religious presence" by allowing Newman Clubs, Hillel Clubs, etc., but Miss Grennan seems to be implying something more. Exactly what it is that is meant by the term will need to be precisely defined in order to face the intense criticism that will be leveled at the college.

peg mcMahon

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Letters to the Editor

The drama dilemma

Mrs. Folk,

Because of the theatre's production of "Mr. Roberts," we are all in a state of complete exagustion (sic), with only bits and pieces of our minds ready for finals. After returning home from the show last night I began to type my paper, but my eyes were closing and I couldn't type. Because I am a slow typer (sic), I finishd (sic), the paper in long hand at 7:15 this morning, so I could hand it in on time.

Please consider the state of the theatre studnts (sic), when you correct our papas (sic), as there isn't one of us who were equiped to take on this paper.

Sincerely,

The Theatre Students

Dear Theatre Students:

Normally I ignore anonymous letters which claim to represent group feelings. But in the case of your note to me I am making an exception. Despite its errors of spelling, punctuation and grammar, the message you put on my desk before Christmas tugged at my sympathies. It contained the familiar refrain: **Please give us special consideration. We are worn out Webster drama students.**

As many of you already know, I make it a practice to accommodate drama students. I accept late assignments from students working on plays. I give you quizzes and tests at specially arranged times. I even manage to ignore the fact that most of you attend about half the class meetings in any given term and arrive late for many more. Lately I have tried to reason with a number of you who were planning to avoid the upcoming courses in basic composition skills for the simple reason that composition courses "demand time and energy," "require written assignments," "emphasize thinking and writing in order to get good grades." I do these things for theatre students because I feel that you are a disadvantaged group. Periodically you are required to perform like theatrical "pros" and to continue earning a liberal education (in other words,

to hold down two full time jobs) at the same time. Since College Board scores in the Registrar's office inform me that according to a pretty reliable testing device most Webster students have average or less-than-average aptitude for succeeding in college, I marvel that you survive at all.

However, this letter to you is my official notice that I turned down your latest request for consideration. This time, even though you have had only two important assignments since mid-term and were given no final exam by me, you asked me to grade your brief final papers with greater leniency than I extend to non-theatre students. I'm sorry. As long as Webster College remains an accredited liberal arts college, I can not in conscience or in fairness to other students do this for you. I realize that my broad view of this college as college puts me at odds with the member of the physics faculty who last fall wrote in *The Web* that "the prestige of this college will grow as the prestige of the repertory theatre increases." I want the prestige of this college to grow, as it surely can, in proportion to the varied kinds of productivity displayed in many fields by its students and its faculty. In years past I have refused to maintain double standards in order to accommodate athletes; now, despite my English teacher sympathies, I feel I must turn a deaf ear to actors.

Believe me, I understand your dilemma. Now will you understand mine?

Sincerely,

Barbara Nauer Folk
English Department

The preceding letter exchange was printed primarily to encourage discussion of the issues raised. No value judgment is intended. We simply feel that the problems faced, and caused by, the drama major attempting to hold down two full-time jobs, that of actor and that of student, are significant enough to merit discussion in the open forum.

Unkept lawns

Dear Editor:

Being a resident of Crestwood which is adjacent to Webster Groves, I am acquainted with several Webster residents. Recently I have heard from a few of them

who live on Catalina and on Edgar Rd. some complaints about the way the yards and houses owned by Webster College are maintained, or rather, their lack of maintenance. They have told me that they have nothing against Webster College per se, but that they are disgusted with, and tired of looking at the trash, the bottles and the weeds in the yards and the in-need-of-paint house exteriors.

Rather than risk alienating our neighbors, could not some system of upkeep be devised?

Sincerely,

Carole Duwe

Mullanphy replies

Editor:

This letter is in regard to a feature article which appeared in the November 14 WEB concerning the Webster-Mullanphy Center.

Although the article contained inaccuracies too numerous to detail, together with the plagiarism of the entire first paragraph from Suzanne Doyle's sabbatical report, we feel that the article's most serious fault can be found in the purposes stated for the existence of the Center. The house was conceived for and continues to exist for the primary purpose of providing a learning situation for Webster students. The practicum and sabbatical program was initiated to provide situations in which the Webster student could better understand poverty, the ghetto, and their many ramifications by functioning in the actual environment rather than studying volumes of theory in a suburban classroom.

We wish to emphasize that Mullanphy Pre-school is in no way a part of Monsignor Butler's Community Center's program. The pre-school merely utilizes one room in the Community Center.

The entire article was riddled with half-truths, misconceptions and inaccurate information. It is most unfortunate that Sr. Therese Delich, the director of the Center was not interviewed. Perhaps the reporters would have been able to present a more correct description of the Mullanphy Project if they had taken the time to research their topic.

Sandy Schilling

Paulette Peterson

Eden, Webster faculty considers import of recent announcement

President Grennan's announcement last Wednesday, January 11, of the dual change affecting Webster College provoked varying responses. Most acknowledged her decision to ask for dispensation from her juridical vows a personal one and valid if made in keeping with her own conscience. Reactions to the alienation of property request were generally positive. **Sister Ann Richard White, chairman theology department:**

"Although I respect the personal decision of the President, I regret that it must be made in conjunction with the alienation of the property. I do not feel that any type of apostolate is incompatible with the basic nature of religious life, although I realize that Miss Grennan personally may find it so and I respect her decision in that regard."

M. Jacques Chicoineau, French department:

"A few years ago *Time* magazine called Sister J. 'the Joan of Arc of Webster Groves.' Wednesday, while I was listening to her so moving speech to faculty and students, I found in her all qualities of the French heroine: courage, determination, invincible faith in her mission, great purity of ideal. Many of our fellow Catholics will not understand her. Joan of Arc was not understood either by all; she was even burned at the stake. . . ."

Sister Marie Frances Kenoyer, director of WIMSA:

"I am pleased that Miss Grennan will continue as President because I believe in the valuable leadership she has given and will continue to give us. I regret that her decision prevents the Sisters of Loretto from accomplishing the transfer to lay ownership with a Sister as president."

Joseph Hallman, theology department:

"The double announcement of Jan. 11 at Webster has and will continue to cause comment in many areas of the Church as a whole. One or both announcements will inspire comments all the way from 'I told you so' to 'isn't that terrible.' My reaction has only to do with Sr. Jacqueline's statement concerning the presence of the Church in higher education. Her decision to seek release from her vows is a private matter and although it has public ramifications, it ought to be respected as personal. . . . My objection is only the Sister's assertion that juridical control cannot co-exist with academic freedom. Personally, I do not know whether in fact the two are co-existent at Webster or not. But a properly interpreted exercise of the Church's canonical control can never be opposed to academic freedom."

Dr. Robert T. Fauth, president of Eden Seminary:

"We at Eden are deeply interested and we have been pleased with the obvious progress that has taken place at Webster in the last few years. We think this is another step in a developing progress which will undoubtedly strengthen the school and makes its influence more widespread. We have great confidence in President Jacqueline Grennan and offer our best wishes for the days ahead."

Dr. Walter Brueggemann, Eden Seminary:

"Concerning the structural change, this change displays a very mature understanding of what's happening in higher education. The whole movement of the theology of the secular calls for a formal recognition of what's been happening at Webster for the last five years. This simply brings it to expression. The other



Intense reflection and discussion followed the announcement of Jan. 11.

Double-faceted dilemma seen in decision

by Diane Fassel, S.L.

President Jacqueline Grennan's decision to ask for a dispensation from her vows was recorded in a Press Conference following the January 11 Student-Faculty Convocation at the Loretto-Hilton Center for the Performing Arts.

President Grennan made two statements that are pertinent to understanding the implications of her own decision in the age of the post-Conciliar Church. When asked if her decision would affect other Sisters she replied: "One is always alone in decision. I have always emphasized in lectures and in talks to the student body the loneliness of decision-making. I think then that all Sisters will find their own personal solution to these conflicts." When asked if she could have made the decision before Vatican II, she responded: "Yes, but not at all in the same way. I would probably have just disappeared one day. I think that it is a great sign of maturity in the Church that can assimilate these changes with such openness."

The above two statements are pertinent for they point up the double faceted dilemma the post-Conciliar Church faces as individuals attempt to respond to the documents and the spirit of Vatican II in a structure that continues to retain some of its antiquated elements.

It was in the spirit of Vatican II that President Grennan made

side of the movement does not mean alienation from the traditions of the Church. Involvement by Christian persons is always important and I hope will continue. I would commend Sr. Jacqueline for her honesty and courage. I think her action raises problems for all of us who are concerned with anything like religious orders. Certainly, Sr. J. would realize that religious orders are still as valid today for administration. Its greatest significance would be the raising of questions and serious discussions about life-long vocations."

the convocation address of November 21, 1966. She expressed what she believed was the "alternative forged by the event of John XXIII, the alternative proposed over and over again in the paradox of the gospel in which the seed must go into the ground and die in order to bring forth new fruit; the new wine that burst the old wine skins." This, President Grennan stated, is the principle of the self-renewing society. It is a principle that is "convinced of the power of religious presence as distinct from the power of religious control." It is this power of religious presence," she stated in her January 11th Convocation, "that is at the heart of the Vatican II document on the Church and the Modern World."

Wanting to act thus and still be able to function justly under juridical control, she has struggled to understand "whether the vow of obedience limits one's ability to commit oneself to responsibilities which are largely outside the domain of the hierarchical Church."

Believing that there is a conflict of interest when the religious order makes itself responsible for a public institution, President Grennan said that the religious order is unable to discharge its responsibilities to the secular or semi-secular institution, and at the same time, be subject to external juridical control by the Church.

The President said that she was at "great essential peace" in her decision during a television interview following her address to the student body. Although few will be able to approximate the significance of the President's words: "I've been struggling with this decision for the last two or three years;" nevertheless, the personal integrity which is evident in this continuity move in the Church at Webster, and "to a certain extent, even within the Sisters of Loretto" is indicative of personal maturity that has met the "maturity in the Church" which is assimilating changes with openness.

The following is the complete text of the address delivered by Sister Jacqueline Grennan to the students and faculty of Webster College at the Jan. 11 convocation.

"My concern about the whole question of nuns' involvement in the public sector has been of long standing. I have struggled to understand whether the vow of obedience limits one's ability to commit oneself to responsibilities which are largely outside the domain of the hierarchical Church. In the past five years, I have become increasingly involved in enterprises which are not specifically ecclesiastical. I have come to believe that the notion of cloister — in physical enclosure or in social regulations or in dress — is not valid for some of us who must live our lives as dedicated women in the public forum. In my opinion, this newer role of Christian presence is at the heart of the Vatican II document on The Church and the Modern World. It seems both inevitable and appropriate that some of us who function in this new role were in another time the women religious who sought to make a total Christian commitment in the only way we then saw possible. We joined religious orders.

"I believe that there are many religious sisters who genuinely prefer the conventual and juridical life and who will continue to give themselves directly within Church institutions. Others may teach and work within more public institutions as individual religious. The conflict of interest, in my opinion, is apparent only when the religious order as order, makes itself responsible for a public institution and thereby is unable to discharge its responsibilities to the secular or semi-secular institution and, at the same time, be subject to external juridical control by the Church.

"It is my personal conviction that the very nature of higher education is opposed to juridical control by the Church. The academic freedom which must characterize a college or university would provide continuing embarrassments for the Church if her hierarchy were forced into endorsing or negating the action of the college or university.

The letters written by Sister Jacqueline Grennan to His Eminence Joseph Cardinal Ritter and to Sister Mary Luke Tobin, Superior General of the Sisters of Loretto, on Jan. 2, 1967, follows:

Your Eminence:

I have thought long and hard about the issues raised in our conversation early in December. I believe deeply in the work we are doing at Webster College and see my role in it as a personal fulfillment of my Christian commitment. In the last few years I have been aware of the tensions about nuns being involved so fully in the public sector. In some real sense, I share your conviction that nuns, in the commonly accepted image at least, have no business in my kind of role. Perhaps in the future, a new form of religious commitment under lay auspices will provide the framework for dedicated women in such roles. However, I am convinced with you that the juridical form of present religious orders is not a viable mode for fulfilling my commitment in the public sector.

Dear Sister Luke:

After thorough deliberation, I write to request the official papers through which I make formal application for a dispensation from my canonical vows. I have discussed with you at length my reasons for considering this step necessary. You know, too, my desire to remain as president of Webster College and to discharge my commitments here. I believe that the time has come when we must face the complicated issues involved with complete honesty. I enclose my letter to Cardinal Ritter. It is my fervent hope that he and you may now face squarely

"For the past year, I have been working on behalf of the General Council of the Sisters of Loretto toward the yielding of the trusteeship of the college by the Sisters of Loretto to an autonomous and self-perpetuating Board of Trustees. Potential board members and sources of funding have been identified. A pro forma charter for the new incorporation has been completed. The request for canonical permission for the transfer of the property of the Webster College corporation from the religious congregation to the incorporating board was formally made in early November. The reasons given by the General Council of the Sisters of Loretto in making this request are attached to this announcement. In a convocation speech given to the college community on November 21, 1966, I attempted to place this development in its historic context as we see it. It may take some months to complete the ecclesiastical negotiations.

"The college will then be legally a secular institution in which the power of Christian presence is an important force. I was compelled at this time to face the personal decision about my own role in the institution and my continuing personal role in the public sector for the rest of my life. I have, therefore, requested a dispensation from my juridical vows as a Sister of Loretto. My letters to His Eminence Cardinal Ritter and to Sister Mary Luke Tobin, Superior General of the Sisters of Loretto, indicate the reasons for my decision.

"I am grateful that Cardinal Ritter and Sister Mary Luke are agreed that I should remain as president of Webster College while we continue to work out the negotiations for the transfer of the college. During this period I shall also spend some time working with Mr. Harris Wofford, newly appointed president of the State University of New York (Nassau County), in conceiving and launching his new university. I feel that this experience will be invaluable to us in launching our own "new college" under private auspices."

Therefore, in honesty to my own conscience, I am requesting from Sister Luke a dispensation from my juridical vows so that I may dedicate myself to the people of God in the way for which I now seem best suited.

I have every hope that I will be able to continue as president of Webster College and to help establish here a secular institution in which the power of Christian presence is a real and productive force.

If this is not possible, I will accept a position in government or in higher education at another institution. I know that I will have your pastoral blessing in either case and that you will wish me well in my attempt to lead an intense Christian life in the modern world.

Sincerely yours,
Sister Jacqueline Grennan, S. L.

all ethical aspects of the situation. I love the Sisters of Loretto. I will always consider myself a member of the family in affection and in responsibility. I am grateful to you and to Sister Rose (Maureen) and I continue to trust that you will allow me to discharge my responsibilities according to my conscience. I know that if and when you decide to relieve me of the presidency, you will let me know your reasons. Because this is so important to me, I hope you would see fit to put them in writing.

Sincerely yours,
Sister Jacqueline Grennan, S.L.

Recent alumni organize slated career conference

On Sunday, January 15, from 1:00 to 3:30 P.M., the first Career Conference will be held in the Conference House. This conference is one of a series planned to inform Webster students of the many job opportunities available.

At this first conference, three speakers will briefly outline careers in three different fields. They will speak of job opportunities in the areas for librarians, of health careers, and in the communication field, especially in television. After the talks by the speakers, there will be an opportunity for students to ask questions about the various fields. Refreshments will be served afterwards.

This conference was initially organized by a number of alumni who realized the need for such career information. Misses Ruth Ann Crovetti, Betty Townies, and Mrs. Jim (Donna) Hepner, all 1966 graduates of Webster, have been very active in the organization of the conference. Mrs. Hepner expressed the opinion that "Many Webster students, who are not education majors, have absolutely no idea where to go after graduation and even less idea of the many possibilities open for college graduates."

Justine Maier, associate dean, commended the alumni for answering a legitimate need through the planned conferences. "Although career advising is handled in academic advising, the attention

given to it is not sufficient," she commented. Even though the conference will not be one for the purpose of finding specific jobs, much valuable information will be given.

Don Bushell in pilot study

Dr. Don Bushell, assistant professor of social science, will be on a leave of absence during the spring semester. He will be teaching for one semester at the University of North Carolina, at Chapel Hill. Most of his time will be spent working on a research project with four other professors in sociology. The project is titled: "Learning Contingencies in the College Classroom: A Pilot Study."

Dr. Bushell will be working with a group of 400 students, primarily freshmen and sophomores. Although the group will be divided into five sections, all taking introductory sociology courses, the sections will be taught in as many different ways as possible. For example, one section may be given lectures and difficult tests. Another section may be given quizzes, where a good performance on a quiz will merit a ticket. This ticket might be a chance to miss a class in order to sit in on a graduate seminar, or it may be two theatre tickets.

Bushell explained that "higher education has a backward philosophy: one studies to avoid the consequences of not studying, such as flunking a course." He continued to say that this attitude is prevalent in many Webster classes. From his experience in the college school, he feels certain that many worthwhile teaching techniques have been learned that could be applied to older students. In his opinion, "there should be an exchange in a community resource for a person's academic excellence."

Dr. Bushell summed up his goal in the project: "To build a learning situation, that gives some importance and purpose for a person to want to learn something."

The research project is under the U.S. Commissioner of Education, and the Learning Institute of North Carolina (LINC), a division of the Institute for Research of the Social Sciences. Although Dr. Bushell will be working on it for a semester, the research will probably continue for the next eighteen months.

cal implications for the rest of Southeast Asia—from Indonesia to East Pakistan—are enormous. And however Americans want to slice it, Southeast Asians see the two major protagonists — competing for power, influence, and the vindication of ideology—as the United States and China.

This, then, is your simple war.

It is true that American warplanes are bombing and burning and killing civilians, more than you will ever read about in the papers. It is also true that the Viet Cong disembowel good province chiefs, or bad ones, and they do run prison camps under conditions not so far removed from those of Dachau. The only thing these two statements prove is that war is hell, and modern guerilla war is worse than any other kind.

What is going on here has two sides, in every usage of the word. It is not just a slaughter of particularly innocent, peace-loving villagers. Nor is it a particularly democratic defense of freedom against terror and tyranny from without. It is a total war.



Barbara Williams, Webster College senior, is among the state's top talent which will appear on "Campus Talent '67." The hour-long variety show features student performers from Missouri colleges and universities.

'Campus Talent' telecast features Barb Williams

Barbara (Bernadette) Williams, 1966-67 "Miss Webster," will be seen on state-wide television as a star of "Campus Talent '67," to be telecast over KSD-TV, channel 5, at 7:30 p.m. Thursday, January 19.

The hour-long variety show is sponsored by Southwestern Bell Telephone Company for the second year as a showcase for talented young college students and as a tribute to the schools they represent. It will spotlight 10 soloists and four groups from 11 Missouri colleges and universities in operatic, popular, folk and Dixieland music, comedy routines and specialty acts.

Barbara, a senior majoring in voice, will sing "The Shadow of Your Smile."

A resident student from El Paso, Texas, Barbara is a member of Mixed Chorus, Opera Workshop, Cultural Affairs Committee, Social Planning Committee and is Residence Administrator. She also is a Program Assistant in the Upward Bound project.

She began her formal musical training while she was a student at Loretto Academy in El Paso and plans both to teach and to appear on the concert stage after graduation in 1967.

Other Missouri schools on "Campus Talent '67" are: Drury College, Springfield; Northeast Missouri State Teachers College, Kirksville; St. Louis University; Southwest Missouri State College, Springfield; Stephens College, Columbia; University of Missouri at Columbia; University of Missouri at Kansas City; University of Missouri at Rolla; University of Missouri at St. Louis; and Washington University.

"Campus Talent '67" was produced by Corinthian Special Productions. Participants were selected after auditions of 315 applicants and the acts were videotaped on college campuses by a crew of 11 camera and sound men headed by B. Calvin Jones, executive director of Corinthian Special Productions, and Jon Stainbrook, also of Corinthian.

Although many of the performers plan musical or theatrical careers after graduation, the cast

also includes majors in biochemistry, sociology, computer science and economics and a group of Jesuit scholastics from St. Louis University preparing for the priesthood.

Torrini exhibit nets fund \$1,800

Mr. Rudolph Torrini, professor of fine arts at Webster College, volunteered to organize a benefit in which 50 well-known St. Louis area artists had been invited to contribute one or two pieces of their work to sell for the restoration of Italian art damaged in the recent floods in Italy. These works were exhibited and sold in the gallery of the Loretto-Hilton Center, from December 11 to January 2.

Mr. Torrini, who lived in Florence for a year and a half, and the 50 artists are part of a group who have responded to the urgent appeal made by Professor Ugo Procacci, superintendent of Monuments and Works of Art in Florence, Italy, to artists everywhere. Recognizing that the disaster means a great cultural loss to the entire world, they cooperated with CRIA, Inc., a Committee to Rescue Italian Art, which has been formed in the United States for the purpose of assisting with the restoration of historic paintings, sculpture, and architectural monuments that are in danger of being destroyed. The United States Committee is headed by Mrs. Jacqueline Kennedy.

The exhibit demonstrated the universal appreciation for the art of Florence, whose culture extends beyond the boundaries of Italy, but its success depended most upon the sale of the works shown from which came St. Louis' sole response to the appeal.

The benefit made \$1800, which fell considerably short of Mr. Torrini's anticipations. Although he had hoped for a response from the St. Louis buyers that would enable the artists to contribute a more significant sum, he felt satisfied in that the artists themselves had responded so enthusiastically that they would be able to bring about restoration of one or two works of art.

NEWS BRIEFS

"Policy regarding dress regulations on campus is presently unchanged," Sister Anita, Dean of Students, announced. Concern over the regulations is a response to the wishes of a large number of students as expressed in a student vote held November 16 and 17 that dress regulations be completely abolished.

No change can be made in the current policy, Sister explained, until and unless some of the practical considerations involved in effecting the student proposal can be worked out. Most of these concerns revolve around attire in the cafeteria.

Although the dean has been concerned recently with other matters of more immediate consequence, she has been investigating various aspects of a change in policy regarding dress regulations. The question is still "wide open," but as yet there is no change.

With the change of location of the College Store to the Silent Smoker came a clarification of new procedures. All students are asked to leave all books and personal packages on the shelves provided before entering the bookstore. The new hours will be:

Mon.-Thurs.: 8-8

Fri.: 8-5

Sat.: 8:30-12:30

Text books will be available on an open shelf basis. Other new aspects of the College Store include a dry cleaning service available Mon. and Thurs. mornings, and an expanded line for men.

Mon. night in the "Unique Series" at 7:30 p.m. in Maria Lounge, Mrs. Elizabeth Hausman, from University City School District demonstrated and presented films concerning "The Inquiry Method of Teaching." This is a development of Richard Suchman of Southern Illinois University.

At this time a membership drive was launched for the NEA. Membership dues (\$1.75) will be accepted throughout the week. This membership will entitle each member to a full year's subscription to the NEA Journal and any other NEA benefits.

SPECIAL!

Your father can't meet you for the Family Weekend Dinner Dance? Ask a proxy dad! Get a date with your favorite faculty member — all of them are "eligible"! He'll be your "guest" for an elegant evening. How can he refuse? Ask him now! Ticket deadline, this Friday, January 20!

WEBSTER COLLEGE
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February 3, 1967

War critic to address graduates

Reverend Daniel Berrigan, SJ, noted poet and outspoken pacifist, will give the commencement address at Webster's graduation exercises this year.

Father Berrigan has several collections of published poems. His first collection of poems, **Time Without Number**, received the Lamont Award of the American Academy of Poets for 1957. Among his other works are **Encounters**, **The Bow in the Clouds**, **No One Walks Waters**, and **They Call Us Dead Men**. In a 1966 spring issue of **The Critic**, Sister Mary Corita, IHM, nationally famous artist, published silk screen prints inspired by a number of Father Berrigan's poems.

In his recent talks and poetry readings Father Berrigan has begun to concentrate more and more upon the problems of individual freedom, responsibility, and the Vietnam war. Father Berrigan's popularity as a lecturer is in part the result of the publicity surrounding his alleged exile to Latin American last

MEET US IN ST. LOUIS FOR:
FRIDAY: Reception 8:00-10:00 p.m. Maria Dining Hall
SATURDAY: Campus Tours 9:30-11:00 a.m.
Talks with Faculty - morning (are arranged at switchboard)
Buffet Brunch 11:30-1:30 p.m.
Oh What a Lovely War 1:30 p.m. Loretto-Hilton Center
Dinner Dance 7:00 p.m. - 1:00 a.m. Stadium Club
SUNDAY: Masses 9:30 and 11:00
President's Family Brunch

year. Many persons interpreted his assignment to Latin America as an attempt to silence his outspoken anti-Vietnam war stance.

Before Father Berrigan was sent from this country, he had become a member of an interdenominational group protesting the U.S. action in the Vietnam war. The group, "Clergy Concerned about Vietnam," includes in its membership such highly respected persons as Dr. John Bennet, president of Union Theological Seminary, Rabbi Abraham Heschel, prominent Old Testament scholar, Reverend John McKenzie, S.J., popular scripture scholar, and Sister Mary Corita.

Father Berrigan's activity with "Clergy Concerned about Viet-"
(Continued on Page 4)

College elementary school to close; Future use of building undecided

The Webster College experimental elementary school will close its doors for the last time at the end of the 1967 spring semester as federal legislation becomes available to enable the public school system of St. Louis to experiment with new curriculum and teaching methods.

Mr. David G. Roach, Acting Director of the College School, in the absence of Director Sister Carl Marie Mueller who is pursuing graduate work at Purdue University, stated that with this transferral of educational investigation "Webster College people with an interest in education can now operate in public schools" although he stressed such a move was a purely personal decision. He also said that there is no guarantee that the College School's projects will be carried through by the public school system. The College School is closing because future public school experimentation has diminished the need for it; also, Webster needs the space, time, and money it has been allocating to the College School.

Under Titles II and III of a recent federal aid to education bill, money has been appropriated to St. Louis area schools, which will allow them to set up areas of experimentation within their framework similar to those with which the College School has been dealing since its establishment in 1963. Various cities in the country are applying for this aid, but as yet, its recipients have not been announced.

The College School was the realization of a pet dream of President Jacqueline Grennan's, then Vice-President of the College. She conceived of it as a "Handmaiden" to the College, in which college personnel could experiment with curriculum development and other educational investigation. From its beginnings in 1963 with only the first through fourth grades, the Col-



Miss Barbara Wander, a recent graduate of Webster College, conducts a class in the College School.

'Dream' and '12th Night' scheduled for state tour

The Repertory Theatre of Loretto-Hilton Center, St. Louis, Missouri, with the assistance of the Missouri State Council on the Arts and the National Endowment for the Arts, will embark on a thirteen-week tour of the state of Missouri on February 12, 1967. The Twenty-five thousand dollars provided by state funds and matched by the federal government will enable the company to play within a seventy-five mile radius of every resident and to offer tickets at a minimum price.

With the sixteen-member company of seasoned professionals, qualified directors, and imaginative designers, Webster's drama department is sending five students. David Huffman, Madelyn Cain, and Tom Kampman will serve as journeymen, Jim Antill as technical director, and Jeanne Keough as property mistress.

It is hoped that this tour will begin to fill a need for professional drama that is found outside large centers of population. The entire country looks on the company for the answer to the ever-present question of how to bring professional theatre to the areas that lie outside of our larger cities. For the answer to this, Mr. Michael Flanagan, director and manager of the Repertory Theatre, and his staff of associates and assistants have chosen two plays which are felt to serve both the artistic and the educational demands of the state of Missouri. The two comedies that will tour are Shakespeare's "A Midsummer Night's Dream" and "Twelfth Night."

"A Midsummer Night's Dream," which is Shakespeare's most delightful comedy, was directed by J. Robert Dietz, who is currently a member of the professional resident company of the Alley Theatre in Houston, Texas. Mr. Dietz's direction shows a deftness and clarity that a Shakespearean comedy demands, but it is not without fun. Thousands of amused theatre-goers have hailed the merits of this highly polished production. The

(Continued on Page 4)

Gains national notice

Varied reactions accompany change

High reaction to the news that Webster College is to become a "legally secular" institution have been expressed by educators and commentators across the nation. The various reactions to the secularization of the college have appeared on the front pages and the editorial sections of many of the major newspapers and journals. A sampling of the comments seen most frequently show that the predominant concern among those affiliated with Catholic institutions of higher education is for the relationship between academic affairs and Church authority.

The St. Louis Post-Dispatch editorial of January 13, 1967, pointed out that the secularization has long been the pattern for private colleges in the U.S. In fact, the process seems inevitable because good schools which are eager to raise their standards must increase their lay faculty,

lay curriculum, and as a result expect an increasingly lay voice in the administration.

Rev. Paul C. Reinert, S.J., president of St. Louis University, described Webster's move as "one solution to a problem that is being looked at by virtually all Catholic schools." The other solutions outlined by Fr. Reinert are the aligning of Catholic institutions with state institutions, the reorganization of the board so that responsibility is shared by the religious group and lay people, and Webster's decision to broaden governing responsibility by a complete turnover of the college to a lay board.

Sister Margaret Claydon, S.N.D., president of Trinity College in Washington D.C., released a statement in which she takes issue with the notion that a Catholic college by the very fact that it is Catholic is in opposition to the principle of academic free-

dom. Although Webster College is never mentioned in Sr. Margaret's statement she does say: "The news that a Catholic college (is) becoming secular sets up in some minds a dichotomy. Is a Catholic college, therefore, "sacred"? In my opinion Trinity is a secular institution, one of the many private institutions . . . with a commitment to the belief that Catholic young women must have the opportunity to study theology at the same level of depth as, for example, chemistry, English, and mathematics." Indication that Webster's necessary procedure for attaining academic freedom is not considered a necessity by Trinity College, Sister said, "Catholic women's colleges bring a unique strength to American higher education. It is high time that they take their place with other secular institutions in

Present enrollment stands at 148, with a waiting list in case any student should drop out. Prospective students are interviewed and tested by a psychologist who determines whether they can function in the unique atmosphere which pervades the school.

Special projects have developed from its experimentation. In music, under Sister Rose Annette
(Continued on Page 4)

Institute February 6

A Webster College Faculty Institute, organized by President Grennan, will be held in the Experimental Theatre at the Loretto-Hilton Center for the Performing Arts from 9:00 a.m. to 4:30 p.m. on Monday, February 6. Lunch will be served in the Loretto-Hilton foyer.

Dr. Joseph Kelly, Vice President and Dean of Faculties, explained the Institute as "basically a planning meeting out of which will come the agenda for the faculty and administration for the drawing up of a legal charter for the new board of directors of Webster College." "The part of the Charter that concerns the faculty," he said, "will be a handbook of rules and procedures that will be presented by President Grennan to the newly-constituted board. When this Faculty Handbook is accepted by the board, it will become a part of the official Charter of the College." Briefly, then, the Pro Forma Charter is the "working document" from which will come the final incorporating document upon which the faculty, students, administration, and new Board of Directors will operate.

To a question concerning the purpose of the Faculty Institute Dr. Kelly replied: "As the College becomes newly-constituted, a priority need is for definition of the responsibility of the faculty, administration, and Board of Directors. Matters such as tenure, faculty salary schedules, rewards for fine teaching and research, etc., will be dealt with throughout the remainder of the year."

(Continued on Page 4)

The Web

Founded October 3, 1924

February 3, 1967

Academic Freedom

The question of academic freedom in higher education has been dramatically highlighted by two recent events. One was the firing of Clark Kerr from his post as president of the University of California, the other was Webster College's move to secularization. Both actions raise searching questions concerning the universities, exactly who has the controlling power, and how much power they do have.

The ouster of Kerr was officially the result of a vote by the Board of Regents, but it was unofficially, and more really, the result of a political move by newly elected Governor Ronald Reagan. One of the major issues in the recent campaign was Reagan's promise to "clean up the mess at Berkeley." And it appears that he has made what seems to him to be a start.

The important issue in the California dispute is not whether or not Berkeley needs to be "cleaned up," or even whether or not Clark Kerr was a good president. It is political control over a school system. Are the presidents of state universities subject to whims of politicians? Is political expediency the basis for choosing or firing a university president?

Reagan's action, taken to its logical extreme, would imply that the presidency of a university is dependent on political patronage. Since the governor appoints members of the Board of Regents, it would be possible for every gubernatorial election to mean a complete turnover in the administrative personnel of a university solely for political reasons.

It would also seem that the governor has the power to silence a university if he disagrees with its political views. Education in a state university could come to mean nothing more than political orthodoxy. Academic freedom, which includes the right of dissent, has been put in grave jeopardy by Reagan's actions.

Reagan can do well to remember that although his "Clean Up the mess at Berkeley" stance might win him votes in certain sections of the voting population now, it will make him extremely unpopular with the students who in five or ten years time will hold the reins of government.

Webster College's attempt to gain approval from the hierarchy for its move to secular control presents the Catholic church with the same kind of dilemma. If approval is not granted, it would be made painfully clear that the hierarchy of the Catholic church holds final power over every Catholic institution. A refusal by Rome would say, in effect, that decisions of the Boards of these institutions are not final but subject to approval or veto by an outside institution, the Catholic church.

In addition to highlighting the fact that Catholic schools are not free, either institutionally or academically, a veto on Webster's proposal could precipitate a mammoth church-state struggle. A "no" decision on Webster's request would show clearly that Catholic schools are not only church related, they are church controlled. It is conceivable that in this event, all federal aid to Catholic institutions would be cut off.

Thus if the hierarchy denies to Webster College the autonomy of decision, they would be denying to other Catholic schools NDEA loans, federal building grants, federal research grants, etc.

The situation in California and at Webster would seem to call for reexamination of the whole question of academic freedom. How free are colleges? How free should they be? And most importantly: how much control can education take and still be education and not indoctrination. peg mcMahon

THE WEB

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Letters To The Editor

Dear Editor,

The news of the forthcoming closure of the College School throws doubt into the minds of many people. As a student teacher at the College School this semester, I am excited by what is currently happening there. The administration and faculty are dedicated. They are willing to gamble with curriculums and loose class structures, yet the child is the primary concern. The children are unusually excited by learning. Closure will mean the loss of a unique learning institution.

Emphasis has been placed on the new opportunity to test experimental curriculum in St. Louis public schools. Yet will this materialize? Will innovators in biology, mathematics, English,

and other fields feel the same freedom to experiment? Public schools especially do not have much freedom. All parents do not believe in experimentation as do the parents who have enrolled their children in the College School.

One of the great advantages of the College School is the possibility of immediate feedback. Faculty members also gain ideas from each other. Ideas are used from the main college. The school is an almost ideal set-up for development.

Possibly working more in public schools will encourage faster implementation of new curriculums. This move could give new impetus to work in this field. But will it?

sincerely,
pat eickman



A small boy listens delightedly as hundreds of St. Louis area 4 to 7 year olds enjoy a 45-minute "Kinder Konzert" performed by the St. Louis Symphony Orchestra at the Loretto-Hilton.

Eye action researched

What is pupillometrics? It is not a measurement to determine the average height of the students in a given college class at Webster College. It could involve those students, however, if they happen to be majoring in the social sciences and are members of a class of either Dr. Carl Pitts or Dr. Ed Ernhart of the social science faculty. During the past year, partly with a WIMSA grant from the Carnegie Foundation, these two men used a number of their students as subjects in a series of experiments having to do with the constriction or dilation of the pupil of the eye as it views emotionally-loaded content.

The machine they used, invented by Dr. Eckhard Hess of the University of Chicago, photographs the pupil of the eye on a series of slides as the subject views pictures chosen for their emotional content. These can be pictures of physical mutilation, problem-solving tasks,

situations of stress, persuasive communications — to name a few.

Using their findings, which Dr. Pitts termed "very provocative," he and Dr. Ernhart applied for a grant from the Central Midwestern Regional Educational Laboratory (CEMREL) which would permit them to continue and expand their studies. It was after notification that the grant had been approved that they learned of an even more sophisticated machine then being built by Dr. Larry Stark of the University of Illinois' Chicago campus. His machine uses photoelectric cells to measure intensities of reflectivity. It furnishes a constant light source on the eye, connected to an amplifier which feeds the reading from the photo-cell to an event recorder. The event recorder is a simple device with paper and a stylus which makes a graph. (Similar in principle to the making of an electrocardiogram.)

When Drs. Pitts and Ernhart visited Stark's laboratory in Chicago, they persuaded him to build them a model at the same time he was building his own. This has been done, and the Stark machine will be arriving at the social science laboratories soon. Rich Robb, WIMSA technician, has been in Chicago for instruction in the care and maintenance of the machine and will supervise its installation.

The great advantage of the Stark equipment is that it can measure not just response to the visual, but to hearing, tasting, smelling, feeling — all functions over which the subject has little or no control.

After simple validation tests, such as one made with hungry subjects and those having eaten, more sophisticated ones will follow. Studies in motivation and the "need to achieve" will be made to test the efficacy of the pupillary response measure in the educative process. Hopefully, it will be possible to analyze dropouts before they reach the stage of dropping out, and take preventive measures.

NEWS BRIEFS

A senior in the music department, Barbara Williams has been investigating some interesting and exciting job possibilities. She has been considering recording some songs of St. Louisan Mark Steinberg, working as a fashion coordinator or buyer for a major department store, and singing television and radio commercials.

It is tentatively proposed that the Snack Bar will open on a limited basis this Saturday for Family Weekend and on a full-time basis beginning February 16. Mr. Z. is still seeking further suggestions for names.

Interested faculty and students are beginning plans for a Unity Day which will involve all departments in a verbal, rhythmic, and visual experimental expression of phenomenon of unity.

Jody Steiner, a senior in the English department, is now competing for the position of campus editor of the fashion magazine *Mademoiselle*.

The present exhibition on the first floor of the Administration building includes pictures of "rustic America" taken by Philip Sultz and the "camera-less photography of Pam and Tom Linehan. The Linehans employ a unique process of making prints of slides created from sheets of plastic and various chemicals to produce a singular effect.

special test after four years in residence? Why not let graduate schools judge on the basis of the GRE and written work and personal interviews?

Exams Hide Reality

Or maybe there's another deeper reason for exams: maybe the faculty and administration is afraid that what goes on here is just a game—that without the whip of examinations, the classrooms would be empty.

"Go, go," says Eliot's bird. "Humankind cannot stand very much reality." To which Bellow's Henderson replies, "But how much unreality can it stand?"

Very much.

Ideas Real

An idea is what a human being sings. Ideas are not abstractions but experiences; they must be carried alive into the heart; they should be richly loaded with values; they should lead to action—either social or personal.

So let's get rid of the Academic Game. Let's begin with exams. I spent 80 hours—two work weeks—on grading exams last year. Suppose I had 80 extra hours for talking to students? Suppose I didn't have to feel apologetic for not preparing students for exam questions. Suppose I didn't have to face resentment, self-dramatics, rebellion—all the hangups.

The teacher's main job is to draw the student into living communication and thought. The job is to shatter the existing knowledge structures in the student so he can form new structures which will let new data in. The job is to open him up. It's to let him relate new ideas to his old values. The job is to blow his mind.

There is only one revolution on the campus: the students'. It's a three stage process, and so far there hasn't been much progress beyond the first two: open revolt, and a return to the university with the values learned in the course of revolt.

Students have established their own programs, seminars and projects. I'm looking for the third stage, however, the point when the faculty and administration join in to make education live. No more Academic Games.

Degas talk scheduled

Special gallery lectures on the 19th century French artist Edgar Degas, and regular showings of the film, *Degas' Dancers*, will be offered at City Art Museum during the exhibition, *Drawings by Degas*.

Degas' Dancers, which explores one of the artist's favorite subjects — the ballet dancer, will be shown in the auditorium of the Museum on the following schedule: Tuesdays at 3:00 p.m. and 7:00 p.m.; Wednesdays, Thursdays, and Fridays at 10:30 a.m. and 2:15 p.m.; Saturdays at 11:00 a.m., 2:15 p.m. and 3:00 p.m., and Sundays at 11:00 a.m., 3:00 p.m., and 4:00 p.m.

In addition to their regularly scheduled talks, members of the Museum's Department of Education will give special gallery lectures on *Drawings by Degas* every Wednesday, Thursday, and Friday afternoon at 2:30 p.m.

The exhibition continues through Sunday, February 26. This multi-million dollar exhibit-Museum of Saint Louis, commemorates the 50th anniversary of the artist's death. It will later be seen at the Philadelphia Museum of Art and the Minneapolis Institute of Arts.

Drawings by Degas is the first exhibition devoted exclusively to the artist's work in pencil, charcoal, pastel, chalk and water-color.

School

(Continued from Page 1)

Liddell last year, and Sister James Anthony Udovick presently, work is being done to coordinate rhythm and body movement with musical instrumentation. The College School children, led by Sister Anna Barbara Brady, compose the College School of Religion which functions despite the variety of religions brought to it. Mr. Paul Merrick has done extensive experimentation with the fly as an illustration of hereditary and genetic traits. Other Webster College departments are also working closely with the College School students in curriculum development.

Reactions

(Continued from Page 1)

the struggle to build 'the strongest climate of aspirations that our individual and collective capacities will take.'

The news that other Catholic universities around the country are weighing the possibility of lay control for their institutions has provoked comment on the nature of higher education and ecclesiastical authority. One such article in *Commonweal* raises this question: "If it is assured that full intellectual freedom is not possible in a controlled college, how is it anymore possible for an individual Catholic to submit to the authority of the Church? Even a totally lay operated university could at some point run up against this problem. What if the local bishop . . . forbade a lay faculty member to teach what the bishop considered an heretical position? Canonically speaking — so far as we can determine — a bishop would be well within his rights should he issue an order to a layman in his diocese. Removing a college as such from formal ecclesiastical control does not begin to touch on this problem."



Members of the International Relations Club with Mr. John Holdridge before his talk on the Revolution in China.

Faculty members probe aspects of secularization

The mushrooming of an urban society, the waning of the influence of institutional religion and the decline of traditional values are all witness to a new age in human history. The position of contemporary man in this "Epoch of the Secular City" was explored by faculty, students, alumni, and guests at "Conversations with the Faculty" Tuesday, January 24. Discussing four aspects of this new era were Mr. William Irving and Sister Anna Barbara of the theology department, Father Gopaul of the English department, and Ed Clark of the social science department.

Mr. Irving set the tone by describing secularization in terms of man's relationship to nature, in terms of politics and values. He defined secularization as a "breaking of supernatural myths and sacred symbols." It is "man's turning his attention away from worlds beyond, and toward this world and this time." It is a "freeing of man to be what God wants him to be." Mr. Irving explained that nature is something apart from God—that man has dominion over it. He explained that man can no longer accept the sacro-nature of institutions, and that he can no longer identify in today's society a common ethic of an absolute.

In discussing the trend toward secularization in the institutional Church, Father Gopaul emphasized that "it is in the world"—the secular world—"that the People of God dwell." Christ himself assumed the human condition. The documents of Vatican II, he pointed out, stress individualism and stress individual responsibility demanded by individual charisms possessed by each person because of his particular talents and position.

To secularize religious life, explained Sister Anna Barbara, is to strip it of its "Shangri-La" quality, to demythologize it. As the speakers before her had emphasized that the institutional Church is composed of responsible individuals who live in the world, Sister asked that members of religious communities be recognized as responsible individuals in the real, not the "Shangri-La world."

The concept of the Secular City brings with it a challenge, Mr. Clark proposed, the challenge of personhood. This new concept shakes the framework on which society is built and forces us to seek new solutions to the challenge of what is a person. Man needs religion, Mr. Clark insisted, to provide a framework in which he can act and make decisions, in which he can affirm the personhood of the other, and the only framework in which he can

find the meaning of personhood is that of involvement in the world.

Personhood, involvement, individualism, spirit of Vatican II, these themes recurred throughout the "Conversations." If they seem trite, perhaps it is because these words are the articulation of what a generation of men are already thinking and feeling. Perhaps they, as much as the urbanization and the decline of traditional values are witness to a new age in human history. And if this new age truly means the freeing of man to be what God wants him to be, let us, Mr. Irving enjoins, "celebrate the secular."

War Critic

(Continued from Page 1)

nam" became very disconcerting and intolerable to some authorities. He was soon ordered from the New York diocese and, being sent to Latin America, was removed from cooperation with the group. No explanation of Father Berrigan's removal was given at first. A statement was later released by his superiors, denying that Father Berrigan was being sent to Latin America because of his pacifist activity; he was being sent to Latin America on a routine tour and inspection of Latin American missions, it was explained. Father Berrigan remained non-committal about the issue.

A petition signed by more than 5,000 persons from around the U.S. was published in the *New York Times*; the petitioners requested that Father Berrigan's superiors recall him immediately to New York since his removal could be interpreted only as punishment for his pacifism whether or not that was the specific reason.

After a few months of touring Latin America, Father Berrigan was called back to New York, where he has resumed his previous activity.



Paige Massman directs Priscilla Ryan's dance class. Miss Ryan instructs as part of an independent study.

Fund raising telethon sees positive action

The Alumni Annual Giving organized by Sr. Mary Rhodes Buckler, Vice-President and Director of Development, Mrs. Janice Hallman, Alumni Director, and Mr. William Connelly, Assistant Director of Development, is not only a successful program for gaining finances for scholarships, but a useful method of informing alumni about developments at Webster, and keeping efficient alumni records.

The Annual Giving fund was launched this year by letters from President Grennan to alumni stating that they would be contacted personally concerning the fund. The recipients of the letters were contacted by telephone during November and December, and asked to contribute to the giving program on a basis convenient to themselves. Persons living out of town were contacted over a three-week period beginning November 8, and residents of the St. Louis area were called starting November 21.

Statistics compiled concerning the calls made to out of town

residents show that 869 persons of the 1,539 listed were reached. Of this group persons who were able to contribute the individual pledges asked gave \$9,944. 266 other alumni pledged various other amounts. Statistics from the St. Louis area calls are being processed at present, and it is felt that another \$9,000 will be gained through these calls.

On February 1 letters were sent to persons who could not be reached during the November-December campaign reminding them of the Annual Giving.

Sr. Mary Rhodes feels that the drive promises success in various ways. The statistics shows a 38% giving to date. This percentage consists of the entire alumni list rather than a select group of persons who have a history of giving. Sr. Mary Rhodes also feels that a telephone contact opens avenues of communication with alumni that a mailing campaign would not have achieved. Through personal contact an opportunity is given for alumni to articulate their feelings about the Webster community, and for any misconceptions concerning it to be dispelled. The alumni members are able to see how important their interest and financial support is to Webster. Also through the calling campaign more accurate information concerning alumni addresses is gained to enable mailings to them to become more efficient.

'Story' out

NEW YORK, N.Y., January 18 — *Story*, the magazine that since 1931 has discovered or first printed such important authors as J. D. Salinger, Norman Mailer, William Saroyan, Tennessee Williams, Richard Wright, Truman Capote, and Joseph Heller, will reappear as a quarterly in April, 1967, with a new enlarged format and a new editorial policy. Primarily devoted in the past to the short story, the new *Story* will promote the creative work now being done in the fields of poetry, drama, motion picture, television, and the novella as well as the short story.

Story is also expanding its contests to include these fields. "It is through the medium of the contest that *Story* will continue its tradition of providing a showcase for the best creative work," said Mr. Robinson, Chairman of the Board of Directors of Scholastic Magazines, Inc. "The new *Story* will present the best college writing of many kinds side-by-side with the work of established professional authors."

Story's first issue will explore seriously and satirically a subject of contemporary social and creative interest. It will include a *Story* classic by Norman Mailer, new poetry by Canada's volatile poets Irving Layton and Leonard Cohen, a *Story* College Contest prize-winning story by Jean Goldschmidt, and a provocative modern Off-Broadway play.

The expanded 1966-67 Contest will award up to \$6,650 in prizes and bring possible publication in *Story*. The closing date for entries will be May 5, 1967. The *Story* offices are now located at 53 West 43rd Street, New York, New York 10036.

Tour

continued from page 1

setting was designed by John Stevens, who is currently a member of the Theatre Arts Staff of the University of Wisconsin. The lighting was designed by Peter Sargent.

"Twelfth Night," the other Shakespearean comedy in the bill, seems to capture the essence of Shakespeare but contains a vitality and zest that will enthral the contemporary theatre-goer. Under the lucid staging of New York director, Philip Minor, "Twelfth Night" proves to be a thoroughly worthwhile, delightful experience. The setting, again, was designed by Mr. Stevens, who has seemed to merge his multiplicity of talents into a set that is both theatrical-functional and visually exciting. Mr. Sargent designed the lighting in a way that serves to complete the unified production. The costumes have been designed by Mr. Crickard.

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Parents, faculty work to save College School

January 27, 1967, is a crucial date in the minds of many people connected directly or indirectly with Webster College. It was on that date that a letter was sent to all of the parents of children enrolled in Webster College's Experimental School announcing that the school was to discontinue operation at the end of the 1967 spring term.

Though the letter, signed by Jacqueline Grennan, president of Webster College, and Sister Carl Marie Mueller, director of the College School, reflected a definite tone of finality, the parents, prompted by an aggregation of emotions, arranged a meeting with Miss Grennan on Sunday, February 5. The end product of that meeting, which began with, as one parent expressed it, "a potentially hostile atmosphere," was the formation of two committees, one consisting of College School parents and the other made up of members of the Webster College faculty. Both committees have the same purpose: immediate investigation of every possibility for sustaining the College School at its present location and under its present auspices.

The College School parents named a committee of six to represent them and to guide their efforts to arrive at a feasible solution of the problems confronting the school. The parents committee consists at present of Mrs. Theodore Berger, who was instrumental in arranging the February 5 meeting; Mrs. Leslie Bond, mother of two children attending the College School; the Rev. Esty Denninger, of Emmanuel Episcopal Church; the Rev. A. J. Morley, of the Episcopal Diocese of Missouri; Mr. Joseph Murphy, a St. Louis lawyer; and Dr. Dermott A. P. Smith, a psychiatrist. The first meeting of this committee was held Thursday, February 9.

Student plans 'Bernadine' set

Nobody better understands the phrase "back to the drawing boards" than student designer Bob Torri, who is now putting the finishing touches on the set of **Bernadine**, opening Feb. 23.

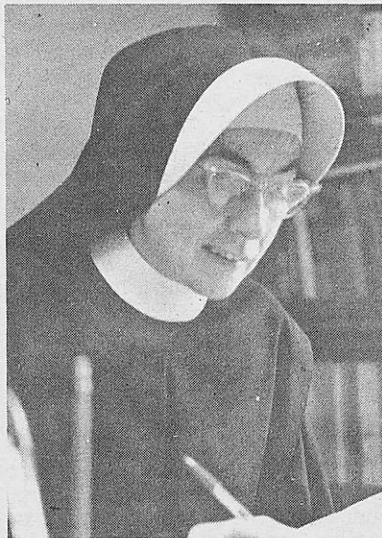
Bob, a senior theatre arts major, is currently doing an independent study under Mr. Peter Sargent, Production Coordinator of the Loretto-Hilton. Working in conjunction with colleges and community theatres throughout the Midwest, he is assigned a project a month and is then held responsible for submitting his sketches to a particular theatre.

Torri's objective in the set design for **Bernadine** is to make it functional. "The show has many scenes which play more than once, but never in succession. Thus the action must move from one setting to the other with the least possible disturbance," says Bob.

Bernadine, under the direction of James Bernardi is a story of adolescence. It focuses on the perpetual inter-generation conflict between youth and adults and traces the activities of a group of teenage boys in their attempts for maturity and acceptance.

Webster College Alumni will sponsor their annual champagne dinner and theatre party Thursday night, Feb. 23. The evening will begin with champagne and supper in Maria Lounge and dining room at 6:45 p.m. The Association has bought out the opening night performance of the student production **Bernadine** by Mary Chase which will be produced on the main stage of the Loretto-Hilton Theatre.

This is the first year that the dinner has been specifically designated as "fund-raising." Proceeds from this affair, which the Alumni Association is attempting to expand to a larger and more profitable event, will go to their student financial aid fund.



Sister Mary Mangan

Text subject of seminar

"That all concerned with education—parents, teachers, school administrators, and boards of education—re-dedicate themselves and their schools to the teaching of better human relations, understanding, trust, and respect among all groups in our society."

This plea states the purpose, stress, and temper of a two-day conference Sister Mary Mangan, chairman of the history department, attended this weekend in Washington, D.C. Sponsored by the Commission on Professional Rights and Responsibilities of the National Education Association, the conference focused on "equality of educational opportunity as affected by the treatment of minorities in textbooks and other teaching materials."

The thinking behind the conference was that many textbooks used in our schools are obsolete, have "massive distortions" and omissions, and therefore cannot "contribute . . . to the development of the open mind and democratic behavior in human relations." Participants included educators, school administrators, publishers, spokesmen for particular interest groups.

A number of resolutions were adopted by the conference participants, all aimed at fair treatment of racial, religious, and so-

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Turn to Page 4



According to Karl Linn enthusiasts, the painted light fixtures on the ceiling of the co-rec room demonstrate man's ability to control his environment. They are not intended to be beautiful. See related article Page 4.

Committee delegated structuring power

The faculty and administration of Webster College met on Thursday, February 16, to discuss a set of recommendations presented to them by a temporary faculty committee established at the Faculty Institute of February 6. The purpose of this committee was to set up procedure for subsequent faculty forums at which a policy handbook designed to function as the by-laws of the college would be drawn up. This handbook would be prepared by the faculty, subject to the approval of the new Board of Trustees.

The temporary committee, headed by Sister Marie Francis Kenoyer, included Ed Clark, Bob Corbett, Ed Ernhardt, Kenneth Fast, Barbara Folk, Carl Pitts, Mary Lou Pendergast, and Fred Stopsky. The committee held three meetings prior to its formal presentation on the sixteenth. The first two of these meetings were work sessions. At the third meeting on the afternoon of the sixteenth, at the Conference House, the committee presented its recommendations informally to the administration. Following its formal presentation of its recommendations Thursday evening, the committee, having accomplished its stated objectives, was disbanded.

The recommendations of the temporary committee were accepted at the meeting of the sixteenth in a form substantially similar to that proposed. Resolved initially at the joint session was the agreement that during the time in which policies are being formulated, the faculty and administration will operate in the spirit of the **Statement of Government of Colleges and Universities** issued by the American Association of University Professors, the American Council of Education, and the Association of Governing Boards. These groups include faculty and administration members of institutions of higher education throughout the country. The Statement fosters representative decision-making, involving administration, faculty, and students. It is a flexible document not intended to serve as a blueprint for government of a specific school but as a guide in the establishment of structures and procedures.

Because of a need for some type of definite structure to assure communication about decisions during this interim period, the faculty and administration approved the establishment of a Consultative Committee. This committee will not be a decision-making body; it is intended, as its name implies, to serve as an advisory group to the President. This committee will be composed of seven faculty members and two students who will be chosen by their respective groups. It will exist only until a governmental framework for policy-making is set up. It will consult with the President concerning decisions which she and/or the committee consider important enough for such consultation. The committee will be represented by its chairman and

Students ask aid to change environment

Responding to Karl Linn's suggestion to continually improve the environment, a committee submitted several propositions on February 16, to Miss Jacqueline Grennan for approval.

The projects were created in this attempt to make the "physical environment reflect the things we believe, the things we do." Several projects were outlined.

Students seek a more flexible room arrangement than is offered by the present rooms in Maria Hall.

Parks are suggested for the lawn in front of the music building and the chapel court. The old tennis court was seen as a possible site for a basketball court or patio area.

Art students are considering a tree house that connects with the roof of the studios. Other proposed changes for the fine arts campus include a bridge to overpass Big Bend with the help of Washington University engineering students and sandstone sculpture on the retaining walls along Edgar Road.

In the area of the administration building they want some change in the college chapel, and the exterior of the colonnade.

To facilitate these plans the committee asked for administrative and staff support and guidance.

vice-chairman at all meetings of the President's Council in order to assure that information about decision-making reaches both faculty and students. It will also have the power to call faculty and/or student meetings and to request the presence of any members of the administration to be present at such meetings. It will, finally, handle all administrative details of the sessions which will be held to work on policy formation.

The faculty will be choosing their committee representatives in the next week. The method of selection of student representatives is left entirely to the student body.

Following approval of this temporary framework for the interim period, procedures for the establishment of permanent structure were decided upon. These include the inviting of consultants from A.A.U.P., A.C.E., and A.G.B. to the campus to aid us in questions concerning the charter, the by-laws, and the potential handbook. Sister Marie Francis said in an interview on the evening of the sixteenth that these organizations have expressed an interest in the development here at Webster and have already expressed a willingness to send these consultants.

Work on policy formation, as approved at the joint session, will proceed in three stages. The first of these will be a series of six forums to be held between now and May 19. The agenda of topics to be discussed at these meetings has been established and the procedure for their consideration will probably be in the

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The Web

Founded October 3, 1924

February 20, 1967

Student Power

Exactly what role should students have in the formulation of school policy? What rights do students have in respect to the school? How much power do students have to change the educational institution in which they find themselves?

Webster students have a good chance of providing the answers to these and similar questions which plague higher education under the terms of the faculty resolution passed February 16. The student body has been given the chance to elect two representatives to a committee which will oversee the development of a new governmental structure for Webster. The mere fact that the students have been asked to join in the work of this committee and to consider, with the faculty, such topics as tenure, salary, and faculty-Board relationships, shows that the faculty and the administration are willing to grant to students a greater role in the decision-making processes of the school. It is up to the student body, now, to make effective and intelligent use of the power offered them.

The student body should begin to formulate, in connection with the Executive Council, a clear statement of their aims for and with the school. The whole structure of communication and cooperation among faculty, administration and the student body is open to revision. The only factor limiting the action of this committee would be the lack of creative thinking on the part of the members of the groups they represent. The student body must come realistically to grips with the possibilities and challenges offered by the committee and make very sure that lack of vision is not a criticism that can be leveled at the student representatives.

There is every possibility that the student body of Webster College can acquire very real, and equally responsible, "Student Power," that is, student opinion carefully and seriously considered in many phases of policy-making.

In order to acquire this power, however, it is imperative that student opinion be carefully and creatively formulated. It is important that students seriously consider the role of a student in a college and make this role creative rather than passive. Before the student voice can be considered it must show itself worthy of consideration. And that is our responsibility.

By actively cooperating with this committee and helping to form its ultimate goals, the Student Association could make itself a creative force in the school and not merely a banking system. If we can grasp the great potential of this period in Webster's history then perhaps we can make student innovation as important as administrative and faculty innovation, providing a much healthier image, of Webster College as a "community of learning."

The Student Association is sponsoring an open forum Tuesday night to answer questions about the faculty proposal and to consider alternative methods of electing student representatives to the committee. We would urge attendance both at the forum and at the Executive Council meetings dealing with this topic.

We have been given the opportunity to help direct the course of the future Webster, and we must take it and take it seriously.

THE WEB

Office hours 2-3 p.m. weekdays
WO. 8-0500, ext. 312

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Letters To The Editor

Dear Editor,

Hooray for the Art Department and their bold experiment in environment!!! In the past week the cold atmosphere of the Co-Rec and Ivy Rooms has been transformed into one of fun and excitement. The black ceiling, gold pillars, and fascinating light panels have put new life into two seemingly dead rooms which were just there and nothing more. Now they are something more, and that something is great.

Sincerely,
Gloria Young '68

Dear Webster Student:

The following is the major part of a letter addressed to Jacqueline Grenman from Mr. Tybura, who is principal of Adams School, 1311 Tower Grove Avenue. If anyone is interested in pursuing this or if anyone has some concrete ideas on projects or types of help, please contact Sister Anita.

We are a marginal school of the inner city in that we have an ample number of children seeking recognition and really needing chances for exploration, development, and success beyond that available to them. Not being designated a true poverty school (not having the proper number of mothers on ADC) we are denied the services, personnel, and funds available to those that are so designated. Not being an affluent school, either, we lack the parental volunteers who have the skills, education, backgrounds, and insights that would add much to our pupils' outlook.

Naturally, in a solicitation for

volunteers such as this, we are able to offer little else other than an opportunity for service. We are reasonably convenient to your campus. The school is located two blocks south of Manchester Avenue and two blocks east of Kingshighway Boulevard. We have seven hundred pupils, ranging from kindergarten through the eighth grade, to draw upon. At this point we have no closed mind as to what we might be able to work out, if you have some interested people.

I can suggest some things that lend themselves to volunteer service, however. Holding top priority is the full implementation of a central library within the building. What we need is someone to aid in processing books, cataloging, and caring for the collection. Some might be able to at least type and thus serve a real need here. Again, you may have some girls who have been greatly enriched through travel and who would like to share these experiences with our geography classes. Others may have become skillful in crafts or art work, and again, be willing to share.

As I indicated before, if you or someone on your staff is interested in affording this experience to your students I am sure something satisfactory to everyone involved could be worked out. Please let me hear from you.

Yours truly,
Wm. L. Tybura,
Principal

Dear Editor:

Have you gone into the Business Office lately, to discuss your private financial affairs? Between the cacaphony of machines and transient traffic, one's "private" financial conferences become subject for the latest "did you know that . . ." In a dirty windowed room with inadequate ventilation, eight people "shoulder-to-shoulder" and two part time students handle the student banking; cashier facilities; student, loan and general financial records; the payroll and budget information. There are several offices in the school with twice the space and half the people. Have any doubts? Go in and ask about your paycheck, loan or tuition . . . don't trip over the electric cords labyrinthing the floor.

Ellen Rosell

Bob Strobridge

Second in a series of WEB interviews, Bob Strobridge, a faculty member and innovator in the Webster College Art Department, presents his philosophy of education to a WEB reporter. The WEB continues this series in the hope that it will excite discussion of the Webster philosophy as it relates or fails to relate to campus reality. Such discussion, we feel, cannot help but to assess more clearly strengths and weaknesses prevalent at Webster.

Rep: In talking about education at Webster I'd like to assess your frame of mind on education in general. Could you, for instance, compare your view of education with what you consider to be the traditional view of education?

Stro: The tradition that I'm familiar with is in so many ways a matter of hearing answers and almost exclusively, preparing answers to be able to respond when the teacher asked for her viewpoint back again. If you take this idea up to the level of the college, most of the situations of college teaching have had one person in front and many people "out there."

Some of the most exciting things that are going on at Webster are those occasions when a student finds that the learning process as he is experiencing it in one subject area is very much the same process in another subject area. I may be highly biased, I don't question but what that I am a little overbearing on the subject, but I think that art renders best when it renders that kind of coordinative service, that is, when art becomes the mold and the bind between various activities—when it can take everybody and begin to show them common ground and common responses to the world they now are experiencing.

I would like to think that each individual person is to some degree or another an artist and that the degree is largely contingent to the amount of interest he has and his insights into the world around him.

Rep: Do you mean that there is no such thing as artistic talent that people develop?

Stro: If by talent you mean something that they are born with which makes them different from somebody else, then I simply don't think there is this thing called a born artist. Genetically speaking, there is very little evi-

dence to support the assumption that this kind of temperament or sensitivity is one which one is born with or without.

Rep: What do you think is the purpose of education in art or in any other field?

Stro: The ultimate purpose of education for individual human beings is to grow in self-consciousness and a sensitive response firstly to himself, and the subtleties that make him up as a person; secondly, to the needs of others and to the response that others give to himself; and thirdly, to the environment that is created by other people in combination with the kind of world we live in.

Rep: You're not confining this to art.

Stro: Right, I'm not. This is an ultimate goal of education.

Rep: One of the things we wanted to talk about is the sort of philosophical orientation as expressed primarily in what exists at Webster. What are we doing in terms of classrooms, students, and educational programs?

Stro: I feel so strongly for moving out of the classrooms and I feel very encouraged by ideas of s a b b a t i c a l s, independent studies, students working independently wherever it is most important for them to be working and wherever the environment begins to give them some feedback or some kinds of potential response.

Rep: A lot of people at Webster seem to think that Webster is in some way different from other educational institutions. Do things like the absence of general degree requirements, other than departmental requirements, really make Webster terribly different? Or does one have to be indoctrinated before one can see the difference?

Stro: We represent a small group that is attempting this concept which in itself is a very significant concept if one carries it to any kind of conclusion at all. What it really says ultimately is that each individual student has to choose from a vast store of things that might be learned—they have to choose early in the stages of their education to form and mold their own education. A great deal of the difference would be the support of community that we have here.

An Educator looks at Education —part two of a series

Rep: Could you be more specific?

Stro: Oh, absolutely. It encourages me a great deal to be able to go outside the profession of the visual arts and find that my colleagues share very much in common interests and common problems. We're beginning to sense a kind of rapport even in terms of methodology of approach to these problems.

Rep: A limitation, one might say, is that there isn't enough diversity of people at Webster. Most of the people come from similar backgrounds.

Stro: This is a criticism of American culture—that it is quite monolithic. We are no longer small self-contained areas of culture; we have increased to mass areas of culture.

Rep: To your knowledge is Webster doing anything to counteract this?

Stro: Yes, I think it is in the fact that it is asking individuals at a younger and younger age—now we're down to freshmen—to begin to form their own kind of education, their own kind of experience. Therefore, it would be hoped that with these kinds of alternatives always expanding that any given individual will begin to mold a manner of working with his reality, his environment, that is more unique from his neighbor than under the previous condition. And therefore, that environment of necessity will begin to form into smaller groupings and interests.

Rep: Then what you think is new at Webster lies really in these two areas of experimenta-

MINNEAPOLIS (CPS) — Harrison Salisbury, assistant managing editor of The New York Times and the author of recent widely-publicized dispatches from Hanoi, was suspended from the University of Minnesota 37 years ago.

Salisbury's suspension from the university on Jan. 14, 1930, was for a "deliberate, public, and unforgivable offense" — smoking in the library — according to the then university president, Lotus Coffman. The suspension marked the high point in a "Great Nicotine War" between student leaders and administrators who issued an ultimatum against smokers in the library.

tion with programming a curriculum and in the student's formulating the curriculum and his learning process?

Stro: Yes, I think that the student forming his own educative process is not unique, but it

is new at this time and in this kind of mood of American colleges. My question is: what kind of educational institution can afford to risk losing these chances for exploration of new learning media?

Pres. Grennan develops college with Wofford

President Samuel Gould and the New York State University Board of Trustees have begun a new experiment in education with the recent appointment of Harris Wofford as the first President of the "New College" of Arts and Science presently under development in Nassau County, New York.

The new college, tentatively called Westbury College, is located on the North Shore estate of the late Ambrose Clark (of the Singer Sewing Machine Co.) in the town of Oyster Bay, Nassau County, Long Island. The 600 acre campus is to be built from the ground up at a cost of \$60 million.

"The new college will be a 'school of the world' in this broad sense of the word 'world' — not just the world of international relations but the full 20th Century world which students must go out into, which must now be seen as a whole, which can best be defined by its problems, including the problems of New York," stated Wofford, Westbury's president.

Wofford has been given the freedom to review all the conventional ingredients of the new college — admissions policies, grades, course systems, and academic divisions.

In this respect, the creation of Westbury College is of great importance to the Webster College Community. Harris Wofford has asked Webster's President Jacqueline Grennan to assist in the planning and building of the new College in Nassau. President Grennan will assist on a half-time basis, commuting back and forth from Webster to Nassau roughly every week for the rest of the spring semester and on an

extended basis in the summer months.

Sr. Mary Rhodes commented on Miss Grennan's feelings concerning the time she will be putting into the development of Westbury College.

"Miss Grennan sees that by working with Harris Wofford, working with a college which is literally building from the ground up in every area, she will be given new insights into the education of the citizen of 1967 — insights which she will bring back to share with Webster. Certainly the leadership of Harris Wofford will attract to the conference table people whom Miss Grennan can spark and those that can spark her."

Sr. Mary Rhodes continued to explain that Miss Grennan's absence may be considered "a deprivation, since Webster is denied of her constant presence. But by being in the New York area for such a large amount of time, Miss Grennan will be afforded with 1) a base for doing contact work with people whose ideas are advantageous to Webster College, 2) an environment of educational improvement and growth which may well open new vistas for Webster, and 3) the personal experience of contact with great educational leaders from all over the country."

Westbury College is scheduled to open in the fall of 1970, but Wofford intends to begin before that time with students and no central campus — "a university in dispersion." In his statement Wofford commented, "we intend to begin small and as soon as practical, so that a common faculty and student body can develop this new curriculum together."

WEB editor investigates hanky panky chase discloses masculine intruder

by Peg McMahon

Date: February 16

Time: 3:50 a.m.

After a hard evening of conversations, meetings, WEB editing, and various and sundry other strenuous undertakings, I suddenly became aware of the fact that my poor body was craving the refreshment of a cold Coke.

Completing my brief trip to the Co-rec room to purchase the necessities of early morning life, I returned to the WEB room to polish the glowing prose style of my editorial. Just before I entered I happened to glance down the hall and what to my wondering eyes should appear but a M-A-N (Repeat MAN), standing in the corridor by the rooms in Loretto Hall.

Noticing that he was not a night watchman, noticing that it was 3:50 a.m. and noticing him disappear down the corridor to Maria Hall, I decided to follow him and inquire the exact nature of his visit and if I could be of

any assistance.

As I rounded the turn into the darkened Loretto hallway it occurred to me that he might not be prepared to treat me as kindly as I contemplated treating him. Undaunted, but envisioning the probable scene in the dorms, almost hearing the PA system announce in its usual well-nasled tones, "There will be a killer on all floors of Maria and Loretto Halls," I bravely followed on.

Finding no sign of him, I began to seriously doubt my sanity. (I make it a point to lightly doubt it at all times.) Nevertheless, my Nancy Drew complex drew me back to first floor Maria to seek overlooked clues. He could be in a room, I said to myself. No, I answered, someone would notice and perhaps even object.

As I reached the top of the stairs I heard what I had been waiting for: a loud gasp. Great! I said, swelling with pride,

(only students of the organ will catch that one), he's murdered someone. At least this will prove that I really saw him.

To my disappointment I discovered the sound I heard was merely an indication that the lighted ironing room was occupied—by a girl ironing. I inquired politely, "Did you see a man go by?"

"Yes," she responded. "Did you hear him go down the stairs?"

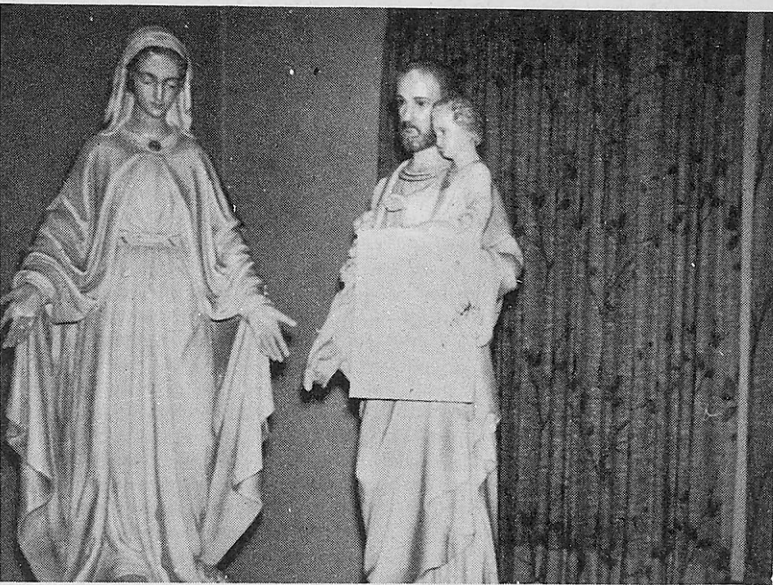
"No," she said, "they tiptoed by and I didn't hear them after they passed."

"They? Them?" I queried. "Yes," she said, "there was a girl with him."

"Oh," I said, "I guess it's all right then."

Unhappy at missing my murder (they make good news stories), I returned to the WEB room and finished my editorial.

(The above facts are all true. Only the attitudes have been changed to protect the image.)



Mary and Joseph stand reunited in a vigilant stance before the Loretto Hall Sign-Out desk, the morning of Friday, February 17. After years of separation as they stood in solitude watching the affairs of Loretto 2 and 3 residents, they were brought together for a brief time by some Websterites striving only to create a meaningful environment for themselves.

Those students who are concerned that secularization or the move towards it has brought with it an adverse effect on the religious atmosphere of the campus need no longer have any fears that this is so. With such prominent evidence that Webster students still care for their traditional religious backgrounds, the conscientious objector may cease in his lamentations.

New rules for election

The ground rules for the 1967 Student Association elections were established at the Feb. 15 meeting of the Executive Council. Nominations for the SA offices will be received by the Student Association from Feb. 27 through March 3.

The campaigns for SA offices will be conducted from March 15 to March 22, with voting taking place in Maria Lounge on March 21 and 22. The hours for voting will be determined by the SA election committee, headed by Addie Dittmar.

An official nomination consists of two nominating signatures and the signature of the nominee showing his acceptance.

Cathy Breech, president of the junior class, made the following motion which was accepted by a vote of the Executive Council: I move that for a more effective Student Association the presidential and vice-presidential candidates run on a ticket together. I also recommend that candidates for secretary and treasurer be aligned with a presidential and vice-presidential ticket. Balloting for secretary and treasurer will not necessarily be a straight ticket.

This motion in effect institutes a kind of party system in SA elections. The important qualification is that a vote for a presidential candidate be an automatic vote for his vice-presidential candidate but not necessarily a vote for a certain candidate for the office of secretary or treasurer.

It is only during the period March 15-22 that formal campaigning will be allowed. During the course of the council meeting formal campaigning was defined as displaying, giving public



Sister Eleanor Craig, winner of the Prize Award in Math and Science from Harvard University.

Recent grad gets Harvard scholarship

Sister Eleanor Craig, who graduated in December with a B.A. in math, was recently awarded a scholarship to Harvard University for graduate study. Sister Eleanor, a math major, was nominated for the honor by Webster, on the basis of her GRE scores, the Miller Analogy Test, her general knowledge of mathematics, and her personal report concerning future plans.

One of thirty individuals to receive the Prize Award in Math and Science, Sister Eleanor will begin a year's study for her M.A. in June.

A former resident of Webster Groves, Sister Eleanor began her study at Webster in 1960.

speeches and passing out flyers. The voting will be by preferential ballot.

Linn recasts environment to echo WC personality

Karl Linn, community resource planning consultant, conducted a workshop on "People and Space" at Webster from February 8-12. On Thursday, February 9, he and a group of interested students toured the campus to determine its environmental shortcomings. Describing the school's appearance as "an old ladies' rooming house" and the dormitories as "barracks," Mr. Linn instigated a wave of space renewal on campus. The focal points of the workshop were the "Ivy" room and the Co-Rec room. The purpose of the renovation was to create a community environment reflective of Webster's dynamic image.

Born in Germany, Mr. Linn left his homeland in 1934 because of Hitler's policies and studied agriculture in the Holy Land. After studies in psychiatry in Switzerland, he came to the United States in 1948. While practicing psychiatry in The New School for Social Research in New York City, Mr. Linn earned his M.A. degree. Registered as a landscape architect in New York, he then taught as an Assistant Professor of Landscape Architecture at the University of Pennsylvania. In the early stages of urban redevelopment Mr. Linn was a member of the "Vest Pocket

Program," a non-profit organization composed of volunteer professionals. His next teaching position was as Assistant Professor of Environmental Design at Long Island University. Currently, Mr. Linn is a consultant for the New York City Planning Commission.

The changes effected this past weekend in the "Ivy" Room and the Co-Rec Room were intended to be seminal. In various lectures Mr. Linn encouraged all the students to appraise their total college environment with a critical eye to its possibilities. But "to render a public environment a home one must show responsibility to his work," said Mr. Linn. "He must strive continually to make it as perfect as possible and also as unoffensive and uncontroversial as possible." He encouraged the art students to strive for continual improvement in their efforts rather than for a finished and permanent product. While Jana Patton's Structural Design class will continue the efforts to improve the campus environment, making it reflective of Webster's character, Mr. Linn expressed the hope that all the students would join in the various projects.

Study year abroad in Sweden, France, or Spain. College prep., junior year abroad and graduate programs. \$1,500 guarantees: Round trip flight to Stockholm, Paris, or Madrid; dormitories or apartments, two meals daily, tuition paid. Write: SCANSA, 50 Rue Prosper Legoute, Antony—Paris, France

NEWS BRIEFS

The Webster Groves Community Orchestra, the Mixed Chorus of Webster College and the Webster Hills Methodist Church Choir will present a concert of classical music Tuesday, February 21 at 8 p.m. in the Loretto-Hilton. Selections will include music of Wagner, Mozart, Brahms and G. Faure.

Unity Day has evolved into a Cosmic Celebration to be observed February 22. The day-long program will present an interdisciplinary expression of man's progression from chaos to unity.

Two Webster students returned with high ratings from the Forensic Workshop held at Washington University this past Tuesday. Trudy Villars received a Superior rating for her poetry reading, and Ken Black, also entered in poetry interpretation, received an Excellent.

The second Career Clinic is scheduled for February 26 at 1:30 in the Conference House. Career representatives will include an advertising representative, IBM, and a welfare or juvenile court spokesman. The clinic, sponsored by the alumni is open to all four classes.

COLLEGE ARTS magazine is sponsoring a \$2000 poetry contest open to all poets. The first four grand prize winners will have their own book of poetry edited and published by the JTC Publishing Co., and every entrant will receive an anthology of the top 100 prize winning poems. For more information write: Poetry Contest, Box 314, West Sacramento, California 95691.

Texts studied

From Page 1

cial groups. They included several methods of bringing to schools "the real history" of events involving minority groups and positive contributions of the Negro, Spanish-American, and Indian citizen. They suggested the addition of courses to high school and college curricula which demonstrate the impact of religion and of Indian and immigrant cultures on American culture. Roving exhibits familiarizing teachers with integrated teaching materials was a key resolution.

Committee

From Page 1

form of presentation of formal papers followed by discussion. However, this, as well as other details of procedure, must be decided upon by the Consultative Committee.

The next stage of the process will be an intensive workshop at the close of the semester. It is hoped that it will be possible to obtain a grant from an educational foundation to finance this workshop. The grant would provide for a ten day extension of faculty contracts, a stipend and room and board for a number of students to remain on campus to participate in the workshop, and the hiring of an editor whose job it would be to compile the results of these sessions. It is at this point that the discussions of the forums will be further considered and a workable structure proposed.

Finally, at an Institute to be held in August, the faculty will begin voting on proposals made at the May workshop. There will,

More funds needed

Move to save school

From Page 1

"Much of the public image of Webster College in the St. Louis area has been attached to this school and its significance," she pointed out. "In the long run this means dollars and cents won or lost by the College."

One of the parents recalled "on December 13, 1965, a letter was sent to parents stating that 'classes in the College School will be extended to grade seven in September, 1966, and to grade eight in September, 1967.' With this background we hope it can be appreciated that the totally unexpected announcement of January 27, 1967 . . . was considered by many parents to be a breach of trust."

At the same meeting Miss Grennan revealed that she would be more than willing to commit the present building to the school for another year if immediate budget relief could be found and if both the faculty and parents committees would work on finding creative long-term arrangements for financing the school. The immediate budget relief would approximate \$50,000.

At a February 7 meeting of the parents committee, there was common agreement on four points. First, they welcomed the appointment of the Webster College faculty committee and requested a joint meeting with that committee to identify common goals and to distinguish separate responsibilities. The parents stated that they hoped to discuss with this committee specific possibilities of new foundation grants and also a private corporation structure that would allow the school to serve its tested educational purposes.

Second, they accepted the responsibility of assisting the College with the support of the school.

Third, they emphasized that they do not want to determine educational policy for the school. They also pointed out that, just as the responsibility of deciding educational policy lies with the College, so does the responsibility for applying for funding, since the educators, not parents, make these applications.

Fourth, they recognized the urgency of time. The official deadline for the short-range funds had been set at April 1, but the actual deadline is much closer, since the contracts of the College School faculty are up for renewal on March 15.

most probably, be many issues which will not be finalized at this meeting, and subsequent meetings will be necessary for completion of the task. It must be remembered that even after the completion of the handbook, the structures established will remain flexible and easily amendable.

In discussing the proposed structure, Sister Marie Francis explained that Webster has functioned well in the past because of a lack of strict delineation of powers, however the school has reached the point in its growth where it needs some type of framework. The structure to be established will, she hopes, define areas of responsibility, lines of communication, and the roles of the component groups of the school in decision-making. Sister Marie Francis further observed that the faculty does not wish to make a lot of limiting rules. It will attempt to channel rather than limit power, and she spoke optimistically of the "strength that comes from bringing many minds together" to work on problems.

The meeting of the Webster College faculty committee was held February 15, and at that meeting it was agreed that they would meet the parents committee February 14 at 4:00 p.m.

At the faculty committee meeting the discussion centered around the topic: Why have a College School? The answers to this question, they felt, would be of great use in drawing up proposals for grants and funding. They felt that the School could be of service to the world of education because of its curriculum research, because of the experiments in progress concerning the effects of environment on the learning process, and because of the efforts being made to utilize the teachers' specialties.

The College School, they felt, can service the community of St. Louis by being available as a center for research and research development. The College School can service the College by providing opportunities to observe, tutor, conduct workshops, and test new teaching methods.

The Rev. Esty Denkinger, a member of the parents committee, concluded that both the parent and faculty committees were "trying to explore ways to continue the College School with its structure of exploration, excellence, and freedom within a Christian environment. We are trying to provide the College with a feasible economic means of continuing the College School as a great experiment in education."

The Rev. A. J. Morley, chairman of the parents committee added these comments: "I am optimistic at this point for two reasons. One, the College administration and the faculty of both Webster College and the College School all feel a genuine commitment to continuing the experiment of the College School; and two, because I haven't talked to anyone among the parents or in the community at large who doesn't want the School to continue. Where there is so much desire and so much talent it makes it very likely that the School will continue."

"It seems to me that the thing that makes Webster College so great and so exciting is not so much the secularization, but the commitment to keep thought and action married. The Loretto-Hilton is one example of this attempt, the College School is another. That's what Webster is all about. Secularization is just a means to an end."

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VOL. XLIV, No. 10

March 17, 1967

Sister students may represent Webster in Kappa Gamma Pi

Members of the present senior class will be chosen by the faculty for the distinction of the Kappa honor during the week of March 13-17. The Society consists of Catholic alumnae, completing seven semesters with an honor point ratio of 2.6 based on a norm of 3.0 or its equivalent, who have shown outstanding leadership in extra-curricular campus or volunteer projects. They must have been regularly matriculated students of the nominating college for at least two consecutive years.

With the completion of the seventh semester for the Class of 1967 and the receipt of the registration blanks for nominations to Kappa Gamma Pi, the somewhat hazy story of just what it's all about seems to need clarification for the Webster community.

The idea of giving graduates of Catholic colleges for women an organization as an instrument for making leadership "a tangible reality" was conceived by the Rev. Francis V. Corcoran, C.M., of Kenrick Seminary. He was impressed by outstanding students at Webster College where he was then teaching philosophy.

His proposal to fuse the efforts toward service of such young women across the country became recognized in June of 1926 as the National Catholic College Women's Honor Society. At a regional meeting in 1929 at Rosary College, Chicago, the name "Kappa Gamma Pi," using the initials

School to run with subsidy

A March 6 letter to the parents and faculty of the College School rescinded the order issued last month to close the school at the end of the year. Under the present terms the school "will remain as long as it continues to make distinctive contributions to the educational community." Obviously, the new Board of Directors and the present administration cannot guarantee the life of the school indefinitely. At the same time it was announced that the college is seeking funds to construct a new College School building.

The letter, jointly signed by Jacqueline Grennan, president of Webster College, and Joseph P. Kelly, vice president, credited four factors to the changing of the decision: the response from the parents and faculty of the College, a recommendation from a spokesman of the new Board of Trustees that the school be continued, the value that area educators saw in the College School program, and the location of new funding sources.

When the College School reopens in September, it will include only grades one through six.

The purpose of the College School was stated as "to encourage experimentation and innovation. It is not primarily a private school service.

of the three Greek words for "Catholic Women Leaders," was suggested. Father Corcoran was elected the first moderator and charter members were selected from 29 colleges, Webster College being one of these.

In 1930 the St. Louis Chapter of Kappa was established. Trinity College, Washington, D.C., Marygrove, Detroit, St. Teresa's College, Winona, Minnesota, and Webster College organized the chapter with Theresa Shea, '27, a charter member, elected as regent and national representative.

Forty years after its beginning, Kappa Gamma Pi has 12,000 living members, graduated from 115 different Catholic colleges. It is ready to exert group leadership as a society as well as to continue the individual leadership of separate members in their homes, parishes and communities. With Vatican II's reliance on the laity, Kappa has new challenges of leadership.

The awarding of membership certificates to Webster seniors will be at the honors assembly on May 13. Kappa is a post-graduate honor and activity society and membership becomes effective upon graduation.

The Society also awards the medal of St. Catherine of Alexandria, traditionally honored as the patroness of scholars, to the outstanding sophomore chosen by the faculty as a potential Kappa. This award is given annually to inspire high ideals of education during the college years and to further acquaint all undergraduates with Kappa Gamma Pi.

The following seniors will be presented to the faculty for the selection of the nominees to Kappa Gamma Pi:

Nancy Alsmeyer, Sr. Maureen O'Connell, S.L., Sr. Roseanne Marie Katilius, R.S.M., Suzanne Doyle, Mrs. Clara Clark, Sr. Eleanor Craig, S.L., Carol Hinch, Katherine Traxler, Sr. Mary Francis Stanek, V.H.M., Patricia Sullivan, Sr. M. Jonathan Lipsmeyer, R.S.M., Joan Vielhaber, Mrs. Mary Ann Hanon.

New position filled

Committee member elected

Peg McMahon was elected student member-at-large to the Consultative Committee as a result of student preferential balloting for ten candidates on February 28 and March 1. Peg will also assume voting power on the executive Council in accordance with its motion passed on February 22. Rose Giardana, S.A. president, will function as the second student member of the Consultative Committee until March 22 when the newly elected S.A. president will assume a permanent position on the Committee.

Peg McMahon is a junior English major from Kansas City, Mo.

S.A. elections March 21 and 22; representation seen as main issue

Voting for Student Association officers will take place next Tuesday from 11 a.m. to 2 p.m. and from 5 p.m. to 6 p.m., and Wednesday from 11 a.m. to 2 p.m. in Maria Lounge. The voting will be by preferential ballot. Results will be posted in the Colonnade Wednesday evening. To help clarify the platforms of the two presidential candidates, texts of the campaign speeches delivered last Wednesday are printed below. Madonna McGrath seeks an extensive revision in the representation system now in effect. Upper division students would be represented by members of academic departments, while freshmen and sophomores would be represented by class officers.



Madonna McGrath



Elizabeth Donegan

Elizabeth Donegan stressed reorganization of exec. council by committees in her campaign speech last Wednesday. Three committees she feels are necessary include the following: An Intercollegiate Cultural Affairs Committee that would investigate such possibilities as an intercollegiate effort to sponsor such programs as the St. Louis U. Great Issues Series; an Academic Affairs Committee as a basis for student teacher evaluation and curriculum planning; and a Policy Committee. In addition to these plans she outlined an expansion of exec. council to include both voting and non-voting members. The philosophy behind the platform was given in Candy Lord's vice-presidential campaign speech, the text of which is printed as follows.

"The student on today's college campus is living within the framework of a revolutionary change where he, as well as his teachers and administrators are constantly being confronted with the problem of re-defining their positions in an academic medium.

"Because of this situation, it is no longer feasible for the student to play the role of a silent listener in the classroom. If the student is to assume a relevant part in this re-definition, he must be able to relate significantly to his own student body, faculty, and administration, as well as to the greater community.

"This type of extension requires an innovative and flexible Student Association to produce both an impetus for action and

a sounding board for ideas and issues as well.

"To reach out in such a manner, to acquire an insightful sensitivity to all aspects of campus life — as it relates to the greater community, requires a pooling of the collective intelligence of the campus. Thus the source for constructive action must be developed in the student body, acting through Student Association. The realization of the constructive action should, however, include utilization of the resources and realities of the contemporary situation on the campus and in the society through which the student functions.

"Student Association, to be effectively alive, must become immersed in the world of action. The student body should become the single most powerfully influential force on campus. To do this it has to become aware of not only the obvious but, also of equal importance, possible action and then act as an integrated and united whole.

"In so doing, the students can use Student Association not as a crutch for what they want done, but as a focal point for action that will both utilize and facilitate student endeavor. The actualization of the action will come through the creative work of the small widely representative groups within Student Association who can uncover the possibilities for action and present them to the administration in a feasible, straight-forward manner. Such action, of course, must be researched and knowledgeable; but, more important, it must be

Continued on Page 4

"Undoubtedly, the two most difficult questions that I have had to answer for myself in the past few weeks have been, first to define not in generalities but in specifics, What is Student Association and why is there a need for it at Webster; and secondly, why am I seeking the office of President of this Association?

"First of all, I believe the difficulty so many of us have in defining Student Association is not in determining what it is, but how it should function. Student Association to me is simply an organization of people with a common purpose, having a formal structure. And, because its administrative arm, the executive council has not in the past been sufficiently representative of the students it has ceased to function under a formal structure. I believe we need a formally structured Student Association because as students so very involved in our own academic endeavors that we need an instrument of delegated authority to carry out the administrative details of our student life and to be our representatives to the administration and to the faculty.

"I am seeking the office of President of this Association because I sincerely believe that students need and want someone to be their sounding board of opinions, their initiator of action and their administrator of services. Secondly, I am seeking this office because I believe that before the president can intelligently exercise her delegated authority, she must realize just what her role is — and that role, as I see it — is to be a practitioner of the art of the possible. She must gather student ideas, opinions, and thoughts, and transform them into a practical program of action.

"I propose that the present S.A. constitution be revised in order that the executive council may exercise its delegated authority more fully and with the confidence that it is truly representative of the student body.

"This revision should include that representatives be elected from each of the departments by the declared majors within that department. By revising executive council thusly — we are hopefully going to have individuals who are intensely interested in their chosen field who can not only voice their constituency's opinions on matters that concern that department but also on matters that involve the entire student body. Secondly, because declared majors are normally only juniors and seniors we propose a method whereby the underclassmen receive the representation to which they too are entitled. This method is proportional rep-

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The Web

Founded October 3, 1924

March 17, 1967

Relevant Action

Colleges throughout the nation are moving toward a greater involvement of students in decision making. Within a very few years if the trend continues all campuses will have students participating in the high level functioning of the college. Students have repeatedly demonstrated the sophistication and responsibility necessary to undertake the task of structuring their educational environment.

At this stage in Webster's development, this is the most important task facing the Student Association and its officers. The new officers must realize that plans of action become "possible" only after they have been tried and proven successful. Webster College has proven to the larger academic community that a great many things are possible; it is likewise the responsibility of the S.A. officers to prove to the Webster College community that ideas of high level student involvement are also possible.

Elizabeth Donegan, Madonna McGrath and their running mates had these ideas as implicit assumptions behind many of the basic premises in their campaign speeches. It is unfortunate that neither group chose to bring them to the forefront of consideration. In essence many of the statements in their speeches were calling for a new direction in student-college relationships, and yet these concepts did not receive the deliberation and definition due them. Neither candidate touched on the revolutionary shift in thinking which accompanied their proposals.

Both showed a healthy action-orientation, which is essential considering the lethargy which has surrounded the Student Association. If ever, this should be the time that the Student Association turn its attention to relevant action.

Yet there are natural misgivings when the "action" is centered, as it was by both tickets, in the realm of "possible" action when in reality creative activity consists of demonstrating the possibility of an act.

Both candidates for the office of Student Association president offer potential for action. It is hoped, however, that excessive caution does not blind them to the fact that students have responsibility to their institution and to themselves to seek ways to structure their academic environment.

peg mcMahon

THE WEB

Office hours 2-3 p.m. weekdays
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The Hippie generation

Psychedelic drugs on campuses

by Judy Dornblaser

"Turn on, tune in, or drop out" and be a hippie. LSD is in, school out, marijuana in, cigarettes out, tripping in, but tripping by car is out. The hippies have bombarded this country with a unique psychedelic culture. Psychedelic shops and delicatessens that serve "electric Kool-Aid," punch sweetened with LSD, are favorite hangouts of the hippies on the West Coast. The radio plays their songs, such as Dylan's "Rainy Day Woman," or "Eight Miles High" or the album "Psychedelic Lollipops." Comedians have devoted many routines to the experiences of an LSD trip. **Alice In Wonderland** has been analyzed as a psychedelic novel, with Alice's shrinking and growing attributed to the hallucinatory powers of the Mexican magic mushroom. Timothy Leary, as the head of IFIF, the International Foundation for Internal Freedom, preaches the gospel of the psychedelic religion and oversees the printing of its bible, "The Psychedelic Review."

The hippies are now acclaimed as being the true discoverers of hallucinatory drugs. The history of these drugs goes back beyond even the time of Homer. Soma Peclari, which Alduous Huxley popularized in *Brave New World*, was a favorite drug of the Greeks. Nephenthe, referred to in the *Odyssey*, was prepared by Helen of Troy. Hashish or Indian hemp has been consumed in India and Egypt for milleniums. Marijuana, which is non-addictive, peyote, Mexican mushroom, digitalis (used for the treatment of heart patients) have also been used for centuries. Hippies can't even take credit for the coining of the word "psychedelic" which means "vivid manifestly," Dr. Osmond, an English scientist, first used the word in the 1950's to describe his experiments with hallucinogens.

LSD, the most controversial drug to appear in the hippie crowd, was ironically discovered in the search for a drug to tone up the nervous system. Dr. Albert Hoffman synthesized LSD-25 at Basle, Switzerland, on May 2, 1938. Not until five years later did he notice the hallucinatory qualities of the drug. LSD was

first introduced in the US in 1949, and confined to hospital and lab treatments of mental disorders. In the early '60's, Richard Alpert Leary began experimentation with LSD and psilocybin. Their research expanded to the extent that LSD was dispensed to any student who knew to dial the letters KISS BIG on the phone. Leary and his associate were soon discharged from their posts. Both still remain active in IFIF; Leary's experiments are conducted without medical supervision and his aim is to promote a "transcending ego and identity among the group." Leary estimates that maybe "20% of the youth of today have used hallucinogenic drugs, marijuana, mescaline, psilocybin, and LSD."

Technicalities

LSD is an odorless, colorless, almost tasteless compound. In distilled water or on a sugar cube, it can be detected only by intricate chemical tests. Lysergic acid and diethylamide are heated to produce the drug, which can be made by any advanced chemistry student. A regular dose is about 100-150 micrograms. An elephant given a dose in the same ration according to weight convulsed and died. Ten pounds of LSD could mentally distort every man, woman, and child in Greater New York City for 8 hours.

A trip usually lasts eight to twelve hours. At the crest of the experience, illusions, hallucinations, and a partial or complete loss of ego occur; this period can last up to four hours. The recovery takes several hours, while the aftermath, mostly fatigue, may last for several days. Surprisingly, if LSD is taken more than once a week, the sought-for psychedelic effects are not produced.

Part of the thrill connected with using LSD is its danger. The evident dangers are mood swervings and depression possibly leading to suicidal tendencies, time and spatial distortion, hallucinations, and impulsive behavior.

LSD can start permanent psychotic reactions among 5% of the nation's and perhaps the world's population who are predisposed to schizophrenia. Even Dr. Leary

said that in a Harvard group that had tried LSD, "1 out of 100 cracked up completely and 20 had bad experiences." LSD, though non-addictive, could lead in continual use to definite changes in psychotic make-up and be very injurious to certain personality types.

Student Reaction

In the last year LSD has become a controversial topic on the college scene.irate parents and school administrators have voiced their opinions of the hippies and the other LSD users. This LSD controversy as far as collegians go has been going on since Leary's first experimentation at Harvard.

At UCLA, it has been estimated that "20% have used marijuana and 5% have gone tripping on LSD." The Associate Dean commented "that as many as 500 have used LSD." At Berkeley the figure runs higher: "15-20% have tried LSD or peyote at least once."

Washington University in St. Louis has been the victim of several pot raids during this year. A pot party is a marijuana session. This reporter questioned many students at the university to find out the popularity of psychedelic drugs. Here is a sampling of my survey:

PRE-LAW SENIOR: I have contacts. LSD runs about 75c per dose. But I can't get it on campus. There's been too much police crackdown. Marijuana is more easily available. The idea has occurred to me to use LSD but I would use pot instead due to the psychotic effects of LSD. I would say that 5% of the student body has used drugs.

ARCHITECTURE JUNIOR: I've been trying to get some LSD for weeks. But after the pot raid in the dorm, everyone is trying to play it cool; the police are getting busy. I would probably use LSD, definitely marijuana. The price I was quoted for LSD was \$4 a cap, 12-16 doses.

PHILOSOPHY GRAD STUDENT: I haven't been able to get any LSD. But I wouldn't use it. It makes you schizo. But marijuana, it's good stuff and is non-addictive. I have used it many times and all my experiences have been pleasant. In my opinion, the drug users at Wash U are few; most students are too prudish.

Most of the drug users appear to be architecture and art students. I would like to emphasize that a great many who said that they used drugs were clean cut looking individuals, giving proof that long hair, etc., is not a prerequisite for taking a trip.

To estimate the number who have tried LSD would be impossible. Webster, as I found from interviews, does have a number of users. In the SATURDAY EVENING POST, May 20, 1966, a lengthy article appears with many statistics about drug usage on campuses in California, the East and the Midwest.

Information concerning the use of LSD is still incomplete. LSD remains a controversial subject, with scientific and medical authorities condemning the use of the drug in non-supervised hands. Yet, there is an influential minority who believe strongly in LSD for non-medical purposes.

debbie morrow

The Voting Bug

Despite, or perhaps in spite of, the constant hammering of the necessity of "involvement with the real world and etc. and etc." the Webster student refuses to let this happen in the events which most closely relate to his academic life.

The student position on the newly-formed Consultative Committee is an exciting and important one as far as the student body at large is concerned, yet the majority of students failed to read or inquire into even the most basic facts about the committee's origin, composition, or future.

The Websterites present at the open forum at which the candidates clarified their positions were the same select minority who always make it to everything important.

When voting time came, students gulled into voting by signs screaming from every window and bulletin board were amazed to discover they did not know or had barely even heard of, some of the candidates. Exactly . . . the type of person qualified for

this position is not the bubbly, exuberant type with a toothpaste smile; rather, it is a person who can filter student opinion and communicate our ideas and feelings to this committee. In other words, the selection of the committee member could not be done intelligently on a popularity basis; the voter had to know the candidates.

Although candidates and issues are more clearly evident for the upcoming Student Association elections, it is not difficult to foresee, from experience with past elections, that student turnout for voting will not be any more representative than at any other time. Perhaps educated voting — at the expense of representation — is better than the eeny-meeny-miny-moe type of thing which occurs only too often now. The implications of this apathy at the polls are frightening for the future of the school and, even to project this symptom a little into the future, for the country.

Webster frosh rallies; competition is exciting

Precision is the key to winning one of the most exacting sports in the nation, time and distance car rallying. The object of the sport is to maintain a specified average speed while following a designated course. Tel Barry, a Webster freshman and an avid rallier, insists that "... not getting flustered and keeping your cool" can make the difference between winning and losing a rally.

times given alternate routes so that the contestants won't be following one another.

Both Tel and Bob have learned, in their year of rallying, that precision and not speed is the important element. The team consisting of a driver, Bob, and navigator, Tel, works together trying to be as precise as possible. Bob does his best to maintain the given speed, while Tel does her best to calculate how much time Bob must either gain or lose to maintain the average speed which has been lost in the normal flow of traffic. She also reads the directions that they were given at the beginning of the race, telling Bob which way he must go. The instructions may be street names, but are more often directions, north, south, east, west, left, and right and distance, one-tenth of a mile, two-tenths, etc.

Tel, the navigator on her team, works with a longstanding friend Bob Lyner when she rallies. They watch local newspapers to find out when and where the next open rally will be. The starting point of a rally is usually a large open area like a parking lot. Just before starting time the participants, who come from varied fields and range in age from eighteen to fifty, are given sealed envelopes with step by step directions of where they are going and what average speed they should maintain.

Bob and Tel use Bob's car, an XKE Jaguar. Any type of car, sports car, family car or pick-up truck, may, however, be used. These cars leave the starting line two minutes apart and are some-

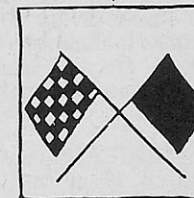


According to Tel, qualifications for joining the race are lenient, possession of a driver's license, but the rules of the race are very strict, any moving traffic violations immediately disqualifies the team. The course usually begins in the suburbs and ends in the country so that traffic violations can be more easily avoided. The only time a speed of over forty miles an hour is exceeded is when one travels on an expressway.

Courtesy toward other ralliers is expected and when helping another rallier in distress one isn't penalized for the time that he spends helping them. Stopping or driving at an extremely slow speed is forbidden near any of the checkpoints, but is otherwise allowed. Ralliests may use computers in their cars to help them determine how far off their calculations are.

Included among the initial set of papers given to the driver and his navigator is a sealed escape envelope. This is to be used in the event that the team becomes hopelessly lost and disqualifies the car from the race. Tel and Bob have never been so desperately lost that they have had to use the escape envelope, but they have at times found themselves quite far off the track. Once, they found themselves "very" lost in Illinois.

The rally ends at some public spot, usually a restaurant or someone's home, where a party soon commences. Notification of winners takes about two weeks because of the extensive calculations involved.



During the course of the year, Tel and Bob have received a first place ribbon in one of the local rallies in South St. Louis. Tel feels that "... cooperation between the members of the team is most important if one is to be successful in a rally." Commenting further about the rallies, she adds, "There is a competitive spirit, but a very friendly atmosphere during a rally."



"... Representative Student Opinion. No one expected it to happen..."

Websterites explore biological field

One of the most exciting courses offered by Webster this semester does not meet on campus at all but in Repstock Hall at Washington University. It is a unique course in that it combines the best of two academic worlds: the small class atmosphere of the college and the research facilities of a large university. On Saturday mornings Juniors Elizabeth Donegan and Ginny Harrison, and Senior Judy Browne Kayser, work on plant research for Biology 150 under the supervision of Dr. Barbara Gillespie Pickard who is a Visiting Fellow at Washington University's Center for the Biology of Natural Systems.

At present the class is measuring phototropism in plants. (For the benefit of non-science majors, phototropism is the involuntary curving of plants toward light.) The students have devised experiments which they hope will show that in one form of phototropism the degree to which plants curve depends not on the intensity of the light but on the length of time that the plants are exposed to the light. The girls are also attempting to discover what pigment in the plant is responsible for absorbing the light and how this pigment is linked to the secondary effects of phototropism which cause the plant to bend.

According to Dr. Pickard, pinpointing the exact relationship of time and light intensity to phototropism has been a research

problem for thirty or forty years. Almost no careful or successful experiments on this particular aspect of phototropism have been done to date. She feels that the girls have put together some extremely interesting plans and that they should have "publishable results" at the end of the semester.

Their research is done under highly controlled conditions to insure the success of the experiments. The walls of their cubbyhole-sized laboratory are painted black so that no extra, unmeasured light will mar the results of the tests. Oat seedlings are used for the experiments because they have a covering which is most sensitive to light. The class works with a new batch each week, exposing them to bright, white light. The plants are photographed after being exposed, and the degree of curvature is then measured from the pictures.

Dr. Pickard commented that, "Science classes are so largely reading what others have done that the student often doesn't get the real flavor of science." Bio. 150: "Plant Research" was designed to remedy this situation by acquainting the undergraduate with the general problems and philosophy of research. "In trying to understand what research is about, you can't visualize the way people think or the emotional aspects of the situation," she added.

Dr. Pickard thinks that undergraduate students would benefit

more from working on this kind of research problem than graduate students would. Graduate students are under pressure to succeed because they are near the professional level whereas college students, in her opinion, "have the opportunity of doing things purely for fun."

Beyond this aspect of the course, "Plant Research" has an open-endedness which gives the student the chance to be a discoverer, something he rarely gets to be. There is the added incentive of knowing, as Ginny Harrison put it, that "We're trying to find out something that nobody else knows."

Ex-Idealist Proposes A Realist's Schedule

Taken from The Santa Clara, University of Santa Clara

Most of us, at one time or another have been inspired to devise a schedule for organizing our daily activity. The first schedule we write inevitably starts:

- 6:00 A.M. — Wake up. Turn off alarm. Study.
- Well, anyway, after many years of experience, I have finally devised a schedule that is really consonant with daily activity—a schedule I can keep. A representative sample follows:
- 6:00 A.M. — Wake up. Turn off alarm. Go back to bed.
- 9:00 A.M. — Miss first class.
- 10:00 A.M. — Miss second class.
- 11:00 A.M. — Wake up. Take shower.
- 11:15 A.M. — Continue take shower.
- 11:30 A.M. — Continue taking shower.
- 11:45 A.M. — Continue taking shower.
- 12:00 Noon — Wake up. Get out of shower.
- 12:01 P.M. — Search dirty laundry for T-shirt.
- 12:02 P.M. — Find T-shirt after searching dirty laundry.
- 12:03 P.M. — Wash hands.
- 12:15 P.M. — Leave for 12:10 class.
- 12:20 P.M. — Arrive for class. Apparently, you are late. go to lunch.
- 1:10 P.M. — Leave lunch for 1:10 class. Run.
- 1:10 P.M. — Arrive at 1:10 class.
- 1:11 P.M. — Throw up.
- 1:12 P.M. — Leave 1:10 class.
- 1:20 P.M. — Arrive at dorm. Wait till the half-hour to study.
- 1:30 P.M. — Wait till the hour to study.
- 2:00 P.M. — STUDY TIME. Go to bathroom. STUDY TIME.
- 2:15 P.M. — Sharpen pencils. Click ball point pen 25 times. Light cigarette. Put cigarette out. Clean fingernails. See if you can touch your nose with your tongue. Make funny noises.
- 3:00 P.M. — Rest time.
- 3:30 P.M. — STUDY TIME. Clean out desk.
- 3:45 P.M. — Find old copy of Playboy in desk.
- 4:30 P.M. — Dinner.
- 7:00 P.M. — Leave dinner.
- 7:01 P.M. — Go to coffee shop.
- 7:30 P.M. — Leave coffee shop.
- 7:45 P.M. — STUDY TIME. Have a sip of beer to alert your mind.
- 7:45 P.M. — Recall: Alertness is an essential aspect of study.
- 7:46:30 P.M. — Recall: Alertness is an essential aspect of study.
- 7:46:45 P.M. — ditto.
- 8:30 P.M. — Rell. Alert ned abbn
- 2:00 A.M. — STUDY TIME IS OVER. Get a good night's rest.

Dates for Faculty-Student Forums

March 29	5:00
April 12 or 13	5:00
April 24	5:00
May 13	5:00
Locations to be announced	

Forum

featuring candidates for SA President
 Mon., 2:00, Maria Lounge
 Sponsored by the Freshman Class

Frosh study new system

First in a series of efforts directed toward clearer understanding of present school structures, the March 14 forum sponsored by the freshman class centered around Student Association. The freshmen called this forum because they felt that there were many aspects of Webster College about which they knew very little. In the face of sweeping changes envisioned in nearly every area of the school — from inclusion of students in an advisory capacity to the president to novel ideas for student representation to Student Association — the freshman felt that if they and other students could gain a clearer knowledge of present structures, they could better understand and make decisions about any proposed changes in those structures. The first forum, because of the immediacy of election, concerned the function of the Student Association.

Rose Giardina, president of Student Association, described the development of the student organization from the highly structured Student Government Association to the present organization which structures itself through the power of precedent.

Enthusiastic response to this forum has encouraged the freshmen to offer a series of such discussions. A committee was formed under Cam McHale to organize further forums. Two topics have already been chosen: (1) what legally and practically does a change in charter mean; (2) what extra-curricular activities are available to Webster students.

NEWS BRIEFS

Arthur Combs will feature the Second Piano Sonata by Harold Zabrock at his Senior Recital March 21. Zabrock, a former member of the Webster College faculty now composes and teaches privately in St. Louis. In addition to the Second-Piano Sonata, a contemporary piece, will be works by Chopin, Mozart, and Bach.

Missouri Senator Stuart Symington recently informed Webster College of the decision of the Office of Economic Opportunity approving a \$263,031 grant to continue the "Upward Bound" program here.

A special exhibition of **Fifty Works by Eduardo Chillida** continues through Sunday, April 16. The showing is representative of the work of one of Spain's most significant contemporary artists. The majority of the 20 sculptures, 22 drawings and 8 collages on view are lent by the Galerie Maeght in Paris or by Chillida himself. Others include two sculptures on loan from Washington University. Admission to the exhibition is free.

3 BY AMERICANS will run through March 19 in the Studio Theatre of the Loretto-Hilton. The bill is of three one-act plays by contemporary American playwrights. The plays include "There's An Echo, Echo, Echo in This Room, Room, Room" by Kenneth Pressman directed by Keving Manning, "The Death and Life of Sneaky Fitch" by James Rosenberg directed by Mary McDonald, "Crawling Arnold" by Jules Feiffer directed by Sara Garrity. Student tickets are \$1, adults are \$1.50.

Voting for Student Association officers will take place
TUESDAY, March 21, from 11-2 and 5-6
WEDNESDAY, March 22, from 11-2
MARIA LOUNGE
 Results will be posted Wednesday afternoon in Colonnade
President and Vice President:
Madonna McGrath and Maggie Beltz
Elizabeth Donegan and Candy Lord
Secretary: Trudy Villars
Leslie Morales
Treasurer: Kathie Sexton
Eddie Deep

Texts of campaign speeches

(Continued from Page 1)

resentation, i.e., that the freshmen and sophomore class president and vice-president become members of exec. council while the juniors and seniors would be represented through their departments and by the president of their class as well. This dual representation presents exec. council with the much needed opinions of day, male and sister students in a manner which is neither contrived nor forced.

Another area of student life which needs to be re-evaluated is the role of the clubs and organizations which comprise our extracurricular activities. We propose therefore that an advisory council of club presidents be formed which would meet regularly with the S.A. officers to determine better methods of budgeting funds, scheduling meetings and obtaining speakers and programs. Out of this advisory council, we suggest that one of these club presidents be elected to represent the extracurricular activities on the exec. council.

This, then, is bare outline of some of the revisions that we feel are necessary within exec. council. But they are in no way complete nor are they closed to change. But we must set up a workable system of representation within the next few months so that we can go on to the business of turning ideas into actions.

Some of the questions that I believe this new system should consider are 1) the feasibility of setting up a student evaluation of courses — both from the major and non-major's points of view. 2) a student initiated tutorial system whereby students volunteer their time and knowledge to those who are new to a particular field and to those who are finding a certain subject difficult. 3) impromptu "talk-ins" three or four times a semester to discuss in small groups just what are the questions that are in need of answers; and how the student association can change these answers

into actions. To give these talk-ins something "to talk about" we also propose that at least twice each semester every member of exec. council and every organization on campus submit to the student body a report of its activities and its methods of communication.

"Rather we would attempt to create the kind of system that will be useful and functional so that you will feel that it is indeed an organization of people with a common purpose, having a formal but functional structure."

Donegan

(Continued from Page 1)

a reality that consistently evolves beyond the discussion stage.

"The resources for action are numerous and should be developed and taken advantage of. Through an establishment of an Intercollegiate Council on Student Organization we'd have a means to exchange possibilities for action thereby expanding our own thought concerning alternatives for action as well as extending our ideas to others. By bringing a wide variety of speakers to Webster, a further source for creative action and thought could be tapped. While action will initiate from the student body, it will be a student body that has had the opportunity to expose itself to stimulus of pertinent outside sources, and then apply these resources to their own actions.

"There are specific issues in which students should obviously have a voice and channel for action. These include such areas as degree requirements, curriculum planning, teacher evaluation, co-education, grading systems, and all areas in which general questioning and discontent is evident and requires constructive action.

"If Student Association is to sustain its existence and have an active role in the formation of Webster's future, students must

Association analyzed in survey

To gain some perspective of the opinions of the student body concerning its government for the academic year 1967-68, a poll was taken Wednesday March 15. The question asked of all students interviewed was, "What would you like to see Student Association accomplish next year?" The replies varied and are printed below.

Bette Hughes, soph.: "I would like to see the Student Association continue in the fine tradition of Rose Giardina."

Connie Byrne, freshman: "I'd like to see it find a function, a reason for existing."

Jane Jarvis, freshman: "I want S.A. to find an effective way to get students involved in the ideal that we think of as Webster."

Nancy Broad, soph.: "I want to feel represented in exec. council. If a constitution is adopted, I would like to see it give S.A. real power to function."

Terry Barrett, senior: "There is a need for better communication between S.A. and the student body which will result in more action and involvement on the part of the community as a whole."

Mary Ann Olwell, soph.: "First, S.A. needs to reorganize itself totally. I'm not particularly in favor of either of the structures offered in the campaign speeches today."

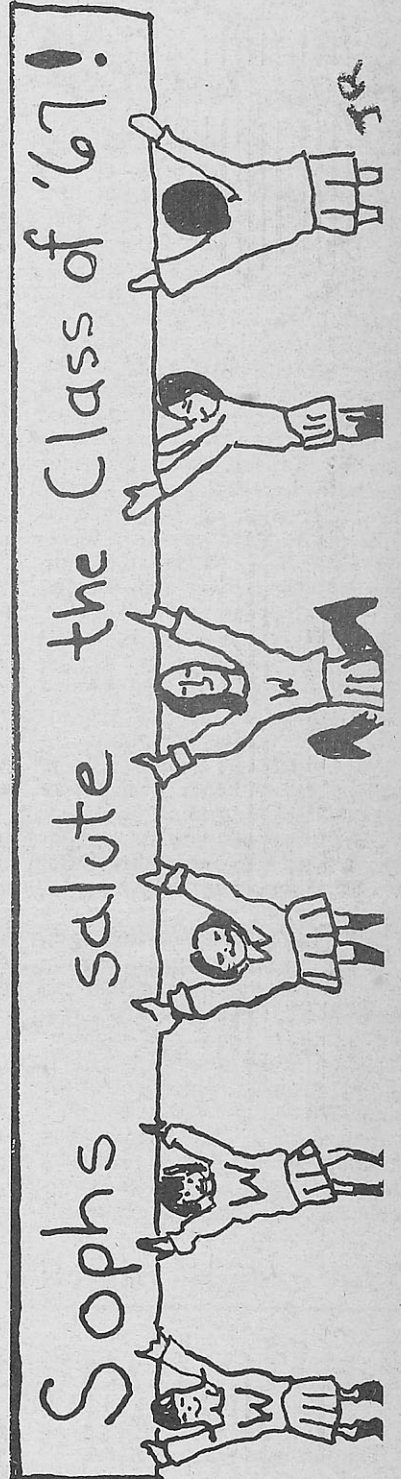
Kathy Brock, soph.: "I really like the ideas of an Intercollegiate Cultural Committee and a reorganization of exec. council."

Pat Philbin, soph.: "A more formal organization of exec. council and of S.A. itself are imperative. The proposed committee structure should help."

Chris Allen, junior: "S.A. should define its powers with the help of the student body. I would like to see it develop a strong working structure that is flexible enough to be maintained over the years."

Rose Giardina, senior: "S.A. needs the enthusiasm that will initiate student ideas that can be communicated to elected officers."

emerge from their present irrelevancy and take a decisive role in all aspects of the college's existence.



Flies have varied tastes

Sixth graders research sense perception

"We really think they can," was the agreement reached by Kim Olszewski and Judy Knoop, two sixth-grade science researchers in the field of flies and their ability to smell — and make a choice. The girls had completed not one but several experiments with flies and varied "bait" under controlled conditions, and under the supervision of a science teacher, Paul Merrick.

A corner of the science laboratory had been screened off, and on a table inside, a small amount of "foods" or in some cases nothing was placed in ordinary drinking glasses topped by paper or plastic funnels the girls had made and scotch-taped in place.

They counted hundreds of pupae and placed a bowl containing them in the screened enclosure.

When the flies hatched they had a wide choice of foods, which the girls varied from experiment to experiment. They had been careful to fringe or slightly crumple the bottoms of the funnel spouts to prevent the flies from changing their minds and leaving once they had made a choice. Some of the choices given were Karo, molasses, turkey, brown sugar, wet milk, dry milk, and as mentioned previously, nothing.

The girls not only totaled the number of flies choosing one particular food, but even the proportion of males to females making the choice. For instance, about 25% more males than females chose turkey. Why?

Wet milk attracted 180 while brown sugar was attracting 82. Could the fact that the milk soured have upped the score?

The same number of flies chose turkey (67) as chose an empty glass with a plastic funnel! Are some flies smarter than others?

Karo attracted more than twice as many flies as did Brer Rabbit molasses. Did that extra glucose make the difference?

Dry milk attracted only 18 of 496 participating flies. Was it the dryness—or the fact that it contained no fat that ruined its Neilson rating?

It is evident that as with so many scientific experiments, you can try to come up with answers, but invariably end with even more questions. However, anyone who remembers the days before DDT and how many flies collected on the screen when kitchen scents were wafted through, will agree with the girls if asked, "Can flies really smell?"—"We really think they can!"

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VOL. XLIV, No. 11

April 14, 1967

Sister Anita discusses rationale behind off-campus housing policy

A proposal for campus housing for 1967-68, submitted by Sr. Anita Schader, Director of Housing, and tentatively passed by the President's Council, was announced to the Webster College Community on March 15.

According to Sr. Anita, the proposal was made on the request of students who wished more liberal terms of off-campus housing. Under the proposal, the Garden Apartments would be rented to students during the

school year for \$180 a month. The package room and board prices in the immediate dorms would be cut from \$545 to \$497 a semester.

Questions have been raised regarding the "high price" of rental on the apartments. Sr. Anita explained that the apartments are being rented at the "lowest possible price."

"If the apartments are not all rented out in the summer, the school will still be out \$180 on

each apartment," said Sr. Anita. "The maintenance for each apartment for one year has been estimated at \$1800. This means that each apartment must be rented at least ten months out of each year to even break even."

Security service will not be included with the rent cost on the apartments. A normal maintenance check will be carried out as on any other piece of property owned by Webster College.

The proposal for campus housing has been made with the clause that it would pass if enough students were interested in the proposal for the fall of 1967. Depending on student interest, the final decision on housing for next year will be made by the administration.

Sr. Anita considers the new proposal a "philosophical extension of the rest of Webster College." Sister also explained that the proposal must be put through on a large scale, (all of the apartments rented out), to understand the "total effect off-campus housing will have on the students, the cafeteria, the whole college."

If the proposal does not create enough student interest for the next semester, if all the apartments are not rented out, then the proposal will not hold for the coming semester. Sr. Anita stated that Webster is "very interested in experimenting with this kind of movement."

"If the proposal does not go through for the next semester, it will, in most probability, be revised again for a future semester, again depending upon the amount of student interest."



Members of the consultative committee, seated (l to r) are Sister Mary Mangan, S.L., chairman of the history department; Edward T. Clark, Jr., director of teacher preparation; Sister Marie Francis Kenoyer, S.L., director of WIMSA and chairman of the committee; Miss Grennan, president of the college; Mrs. Barbara Nauer Folk, English department; and Robert B. Davis, director of the Madison Project. Standing are Rose Giardina, student representative; Fred Stopsky, history department and vice-chairman of the committee; Margaret McMahon, student representative; and Carl Pitts, chairman of the social science department.

Committee researches for May workshop

The Consultative Committee, functioning with its full complement of members only since March, fulfills a time-consuming double function. It consults with the President on decisions made during the interim until definite policy decisions concerning how

decisions are made are formulated. It also is organizing the May workshop and the student-faculty forums which will, in many ways, determine the decision-making structure of the college.

Sister Marie Francis Kenoyer and Fred Stopsky, as chairman and vice-chairman of the Committee, attend meetings of the President's Council in a non-voting advisory capacity. They have advised, for example, on such recent decisions as that regarding housing policy.

The student members of the Committee have submitted a proposal to the Stern Foundation asking for a grant to fund a three-day student workshop to take place in May immediately preceding the joint student-faculty effort. The proposal asks for room and board expenses and stipending for fifty students who would attempt to clarify or formulate student opinions on the topics for consideration in the larger workshop, and as stated in the proposal, would be to give students time away from classroom pressures to listen to outside sources, and clarify their own positions so that they may participate more responsibly in the task of drawing up a structural handbook. The grant for this workshop has not yet been received, however.

In their meetings with President Grennan, the Consultative Committee members present faculty and student viewpoints concerning matters at hand and they also ask clarification of issues that seem to be generally misunderstood. The committee has worked toward a clarification of Webster College's involvement.

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Absentee Landlord—Webster College—WO. 8-0500

New positions opened

Six committees created

To do advance work in preparation for the May faculty-student workshop, which will result in the formation of the structural by-laws of the college, the Consultative Committee has called for the establishment of six committees dealing with the various topics of structural concern.

The membership of the committees is still open. Those interested are asked to nominate themselves to the Consultative Committee by leaving a note with their name, specifying the committee in which they are interested, in Sister Marie Francis Kenoyer's mailbox. Membership will be determined from the nominees.

The committees are as follows:
1. **Academic Personal Committee**, dealing with faculty status, selection and dismissal of faculty, promotion, tenure, incentive system, etc. Membership will be limited to six faculty members and three members of the student body.

2. **Development Committee**, dealing with the direction of the college, buildings and other facilities, co-education, grants and other resources, community and public relations, etc. Membership: five faculty and four stu-

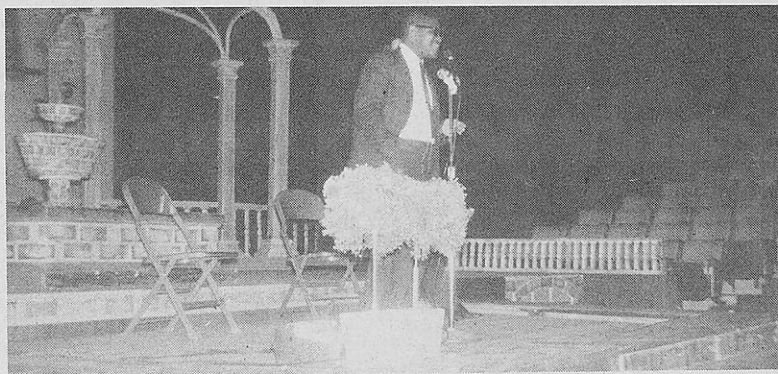
dents.

3. **Finance and Budget Committee**, dealing with budgets, salary policies, baseline policies, tuition, etc. Membership: six faculty and three students.

4. **Academic Affairs Committee**, dealing with curriculum, subject matter, methods of instruction, problems of academic excellence, research, role of department chairman, admission policies, etc. Membership: eight faculty members, two of whom will be department chairmen, and five students.

5. **Student Affairs Committee**, dealing with student participation on committees, student government, housing, responsibilities of students to college community, etc. Membership: four faculty and six students.

6. **Committee to deal with the Structural Relationships between Decision-Making Groups**, which will consider the role of the present Consultative Committee, the possibility of a faculty senate or council, the idea of faculty and student representation on the President's Council and Board of Trustees, etc. Membership: three faculty, three students, and three administration members, if they wish to participate.



Claude Brown, author of "Manchild in the Promised Land," discusses the contemporary racial situation.

'Manchild' visits Webster

Saturday, April 8, the subject of racial relations in the country was under discussion at Webster on the occasion of a visit by Claude Brown. Mr. Brown, a graduate of Howard University now studying law at Rutgers University in New Jersey, has written many articles and one book, *Manchild in the Promised Land*, an eye-opening account of his childhood and adolescence in the Harlem ghetto. He is now working on a second book; this one is to contain short stories.

Mr. Brown, in his informal lecture given at the Loretto-Hilton, presented what might be described as a pragmatic, realistic view

of the present state of racial relations. He attributed many misdirected public attitudes to the action of the press. He felt that the press had overemphasized the importance of black power, the indiscretions of Adam Clayton Powell, and the election chances of James Meredith. Mr. Brown held a rather down to earth opinion of black power, suggesting that the power—if there is any—might be financial. Mr. Brown also discussed the process of cultural consciousness operating for the Negro. Asked in a conversation later about his deprived childhood, he said that he was unaware at the time of being deprived.

The Web

Founded October 3, 1924
April 14, 1967

Power in Perspective

Yesterday's faculty-student forum was the occasion for the presentation of a student position paper which proffered a structured definition of the role of the student in policy-making decisions of the college. Calling for an Executive Board composed of four administration members, three faculty members, and three students, the plan proposes to give this Board voting power in certain academic and co-academic areas. On paper, the Executive Board is a beautiful structure which seems to be able to fully implement the directions and demands of the college.

In a WEB editorial of February 20, 1967, student power was defined as "student opinion carefully and seriously considered in many phases of policy-making." The underlying assumption of this student paper is that student opinion will only be carefully and seriously considered if it has voting strength to enforce it. Past incidents at Webster show only too clearly that manifested student opinion can be ignored.

Since the President of the college will maintain veto as well as voting power as chairman of the Executive Board, this plan gives the administration enough power to back up an objective overview of the situation, which a biased student or faculty member occasionally might not have.

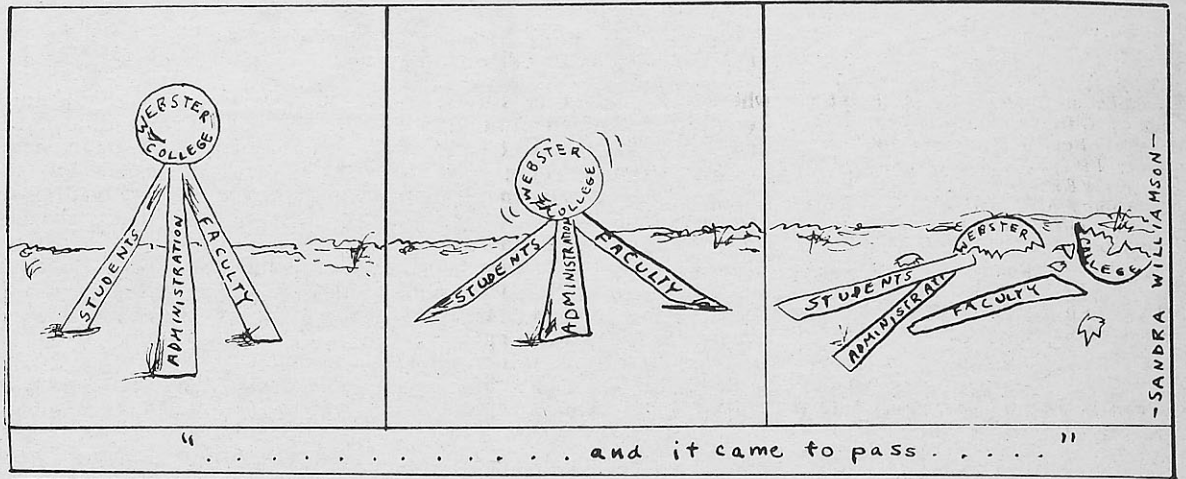
Clarity of structure is the basic component of a workable system. With the adoption of this student proposal, power would be channeled from the Board of Trustees to the President of the college to this Executive Board to a series of independent committees. Since the Executive Board would deal only with problems in which administration, faculty, and student interests all overlap, the proposal allows for the creation of committees specifically formed to handle definite problems when not all three of the functional groups of the college are involved. The proposal states that in Webster's present system: "There is too much power in too few hands. The channels of communication which exist are few and ambiguous . . ." The solution must not be the other extreme: power is so diversified that the channels of communication are many and ambiguous.

With this proposed plan, a new job will be added to the student's many responsibilities. The paper suggests that the three students on the Board carry part-time class loads as well as possible credit for their work on the Board. Even so, to their academic world there is added a whole new realm—that of the administrative. Is the intellectual climate at Webster such that it can spare three such obvious leaders, for it will to a large extent lose them to their more immediately pressing administrative duties. Will the student body be able to produce capable students to fill those three positions as well as places on the various committees set up to complement the work of the Board?

An effective method must be devised so that those three students on the Executive Board will not suffer from the same communication gap that the administration does now. Will they have the time to hear the complaints of the majority of the student body that will establish themselves as a part of the academic, rather than the business community of the college? A definite structure for inter-student communication must be set up. It would be all too ironic to have those three student administrators guilty of the same crime of which present administrators are accused.

Although this plan of an inter-related Executive Board appears to be a very workable solution to the problem of ambiguous communication, a cautionary note must be sounded. I would recommend a continuing objective analysis of the plan as presented and as executed, in an effort to guard against a situation in which the enthusiasm for the idea overrides the value of the idea itself.

debbie morrow



Letters to the Editor

There are a number of important events concerning the reorganization of the Executive Council and the forthcoming Student-Faculty forums which we would like to discuss with you.

The Executive Council in 1967-68 will begin functioning by the end of April. Elections for the representatives from the classes and student organizations will be conducted by April 21. Representatives from the departments will be elected by the majors in that department. A number of the department elections are being held at the department meetings scheduled for April 21.

The fourth Student-Faculty forum is being held on April 13, from 5 to 7 p.m. in the New Mexico Room. Position papers will be presented on possible structures for decision-making. Among these papers will be one on the students' role in such structures. Please make every effort to attend as this will be an excellent opportunity for you to express your ideas.

In order to better decide on topics for discussion at the Student-Faculty forums and the Workshop in May a questionnaire will be distributed by the Student

Association on what areas of interest you would consider important for such a workshop.

When the topics are announced, committees composed of students, faculty and administration will be formed. If you are interested in working on a particular committee at the May workshop, please contact Peggy McMahon, Madonna McGrath or other members of the Consultative Committee.

An information seminar will be held toward the end of April to allow for discussion of plans for Student Association.

If you have any questions or suggestions please contact any of the Student Association officers.

Sincerely,
Madonna McGrath, Pres.
Maggie Beltz, V. Pres.
Trudy Villars, Sec.
Kathie Sexton, Treas.

Dear Editor:

Chaos is the adjective Webster used to describe their convocation but it can even more appropriately be used in describing recent Student Association elections. Any elections run without the

proper provisions for such matters as absentee ballots, election by plurality or majority and the action taken in case of a tie vote are bound to be utter confusion. When circumstances fall to the point that an elite group is forced to make spur of the moment decisions on such pertinent issues as those above and others, turmoil and discontent will be the result.

My understanding of the operation of elections is that they are run according to previously written rules which are enforced by an election committee. This committee's responsibility is to activate already established procedures rather than formulate them as the needs arise. When this organization is lacking, the election is also lacking.

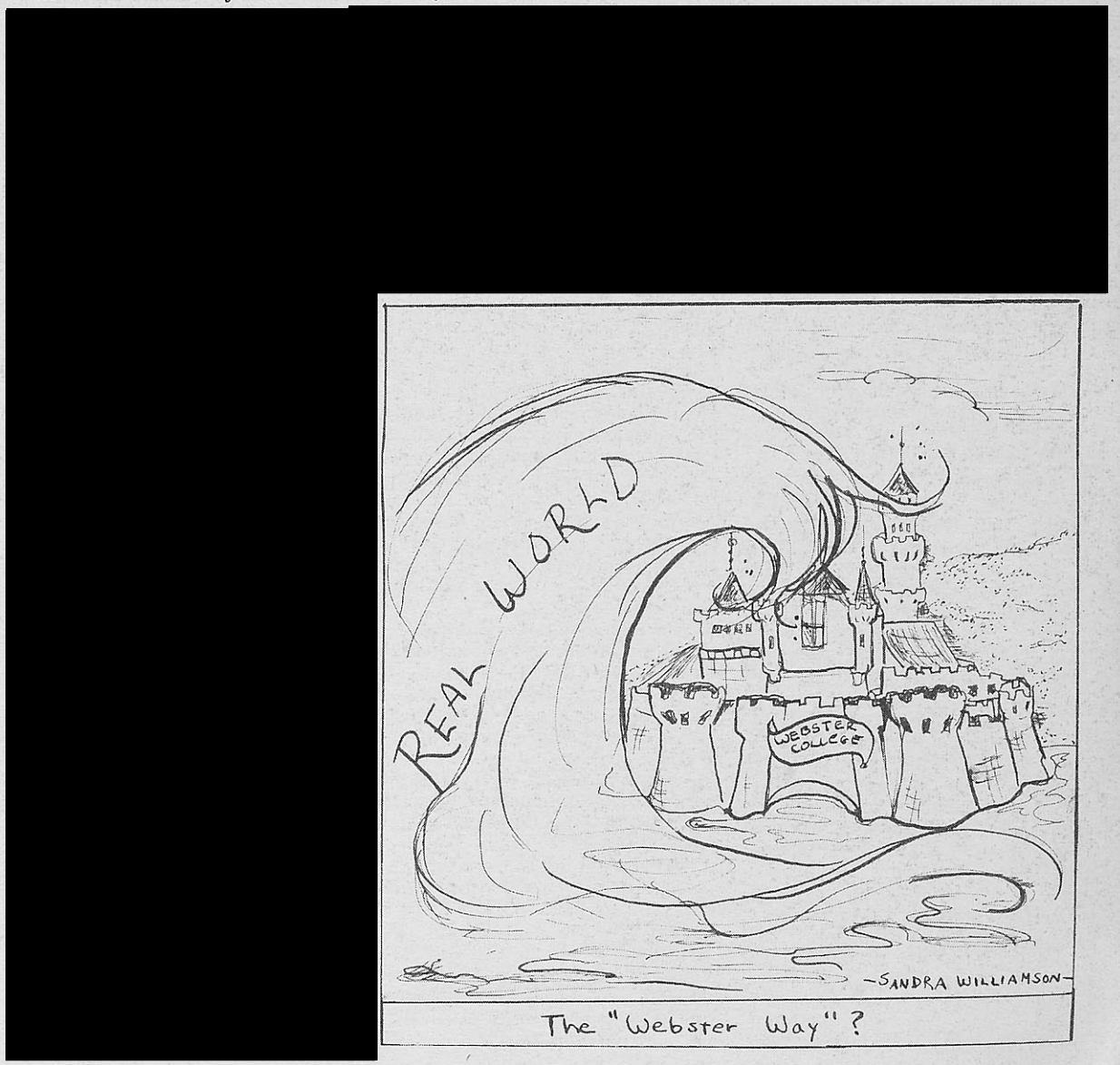
This appeared to be the case a few weeks ago at Webster. If so, I would certainly hope that the situation will be remedied within the coming year. If this is not the case, the problem must stem from the lack in communication which has caused this image to be presented to the Webster community.

Kathleen Forte

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WO. 8-0500, ext. 312

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Carl Pitts

An Educator looks at Education

—part three of a series

Third in a series of WEB interviews, Carl Pitts, chairman of the Social Science department, presents his philosophy of education to a WEB reporter. The WEB continues this series in the hope that it will excite discussion of the Webster philosophy as it relates or fails to relate to campus reality. Such discussion, we feel, cannot help but to assess more clearly strengths and weaknesses prevalent at Webster.

The current educational theory which is being put into practice in the Social Science department is the laboratory approach to learning. The students and instructors accumulate data in the field pertinent to the problems they are investigating and attempt to formulate some sort of conclusions. Could you supplement my explanation?

Yes, this is built around a fairly simple notion that Miss Grennan put into a phrase some time ago, and we have tried to operationalize that phrase. Her notion is simply that one of the best ways to train social scientists is to get them to do the work that social scientists do. That, I think, has radical implications for the whole educative process. This is simply because most often in our schools we really keep people away from the primary data and we spend a lot of time talking about it. It is only until in the very good graduate schools that students begin to get their hands involved in situations. I've argued for a long time, indeed a number of people have argued for a long time, that if we can first of all create the situations which have their own intrinsic demand qualities—if we take the interesting situations and then get people interacting with these, whether it's a laboratory project, working down at Mullaphy, a community action program, or work at the State Mental Hospital, suddenly students come up with very different questions than those that come out of a lecture, for example, because they want to have some sort of purchase over that environment.

This type of learning situation appears as though it would be very hard to evaluate, at least in the traditional sense.

The usual concept of grades doesn't fit very well into this kind of structure. Let me put it positively: what we are concerned about are the artifacts people produce as a function of being trained this way. That is, do they do research papers and do they do them well and do they get them published? This I would suspect is a very decent criterion in whether or not the student is learning the material.

Does the laboratory approach operate to give the student a fairly comprehensive grasp of his field, as is attempted in most other preparatory courses of study?

Hopefully it does, but obviously this will not always occur. What we hope that we do give them, in the project-oriented environment, is a method, a facility and an acquaintance within the field, so that if they discover a lacking in something, they know how to fill up the gap with the greatest expediency.

I think it poses some problems for teaching. When we first began experimenting with this, we suddenly discovered that when you're involved in a practicum or in a sabbatical with students, your role as a teacher changes and changes dramatically. The kind of change you experience is almost traumatic because suddenly you are faced with exactly the same problems that they are faced with.

We've talked about situations

where the student is stimulated by his environment and situations where the student helps to formulate his learning process. Perhaps we can now move from the laboratory of the college to that of the College School, where perhaps some of the more basic factors in learning are more visible. What does the approach we have been discussing do for the individual and what kind of success can we expect in teaching children skills which are valuable?

I believe that there is such a thing as learning sense, that is, you can learn how to learn. If, in our elementary schools, we can literally train kids in learning how to learn, which is not a play on words, because there is evidence that this can be done, then it is going to make a different kind of student.

By and large, education is coercive. It relies on forcing people to learn. The structure and the teacher have that ace-in-the-hole of the grade and if you don't play the game the way I want you to play the game, I won't give you a good grade. Students learn how to play that game; unfortunately, they put out minimal effort. The beautiful and mysterious ability to be independent and to move on their own is very early squelched, because independence is not very often reinforced in the schools. Independent people are problem people. They go off in too many directions, whereas the teacher wants them all to do the same thing at the same time. If we can create these kinds of learning sets, learning how to learn, if we can create an environment where there are multiple alternatives, then people have the opportunity to go off in different directions at once with, hopefully, reasonable supervision. Then, it seems to me that we are well on the road to creating a person who finds in learning a real joy.

Does this increase the proportion of people who succeed in learning? Is it a significant factor?

Oh boy is it! Success is the critical point in learning. Because of the threat system that we use in schools so frequently, what we are really teaching the kids is not how to cope with the material and enjoy the material for its own sake, but really how to get along with often a minimum amount of comprehension of the material in order to avoid the threat. This is not true of all kids by any means, but unfortunately it is true of a growing number of them, and the more you go up the ladder of the educational system, often, the more coercive it gets. By that time you have some kids who have learned to play in the system without becoming victims to it, but at the same time you have the very serious problem of dropouts. Dropouts are simply kids who failed to cope with their environment. Their environment is one that is noxious to them, that punishes them, that gives them no control over their world, that has no payoff to it whatsoever, and why in the world should they stay in it? They turn out to be the real educational basket cases when they have that kind of view to what education is. To rehabilitate these kids is extremely difficult.

Is there any case for innate capabilities which determine success?

It is becoming weaker and weaker. There may be such a thing as genetic factors entering into determination of behavior, but if there are, we're not sure

what they are. Most of the kids who are having difficulties, barring physiological damage, have learned, as suggested by research, or have had difficulties in learning because their environment hasn't been very reactive. You change the environment for them, you change the consequences of their behavior, and you will find dramatic changes in their behavior.

If we can manage to do this on the lower levels of learning so that there is not so much coercion or reaction against the learning process, then much of

our problems of finding talent on higher levels might be taken care of.

I think that this is probably very true. I think that I would go back to this business of learning how to learn. The person who has had that kind of experience is curious, able to become interested in a variety of things, able, in a delightfully naive way, to begin to get a great kick out of addressing themselves to problems. What is really demanded when you have a technological society is that persons be trained to be more than just technicians.

Nationwide rally culminates today; House investigates organizing force

The following is a news release by the U.S. House of Representatives' Committee on Un-American Activities to campuses across the country concerning the International Days of Protest.

can Activities charged today that Communists are the principal organizing force behind extensive demonstrations to take place during "Vietnam Week," April 8-15.

A Committee report, "Communist Origin and Manipulation of Vietnam Week," says the aims of these demonstrations are to reverse the U. S. policy of resisting Communism in Vietnam, undermine the United States, destroy any possibility of establishing a stable democratic government in Vietnam and promote a Communist takeover there.

The Committee names two groups as the planners and organizers of the demonstrations — the Student Mobilization Committee and the Spring Mobilization Committee. It says "Communists are playing dominant roles" in both organizations.

The student group, the Committee states, grew out of a conference in Chicago last December.

The committee report identifies top-ranking Communists as being associated with the Chicago Conference and the two committees spearheading the demonstrations. Among them are Herbert Aptheker, leading theoretician of the Communist Party; Mike Zaga-

To be just a technician is a terribly sterile sort of existence, but if we can have a variety of success experiences and real fun in learning, as kids go through elementary, secondary and higher education, we won't be turning out technicians, but rather people who are interested in knowledge, knowledge not confined to one technical skill. People can now begin to engage in all kinds of things at a reasonably proficient level. I find that many of the most exciting people I know are people who have this kind of skill.

rell, the Party's National Youth Director; Arnold Johnson, the Party's public relations director; Bettina Aptheker, described by the Committee as the Party's "top youth agitator"; Carl Bloice, first publications director of the W.E.B. DuBois Clubs; Robert Heisler, former DuBois Clubs' National Committeeman, and Albert Lima, Chairman of the Northern California District of the Communist Party — all members of the Communist Party.

Representative Edwin E. Willis, Chairman of the Committee, said evidence indicates that the organizers of Vietnam Week may succeed in their basic objective of staging the largest and most extensive demonstrations against the war in Vietnam.

The Committee report finds that global publicity will be given to the Vietnam Week demonstrations by Communist propagandists in all parts of the world and will have the following effects:

- (a) It will give aid and comfort to the Communists everywhere, particularly in Vietnam;
- (b) Among non-Communists, it will tend to create the false impression that a truly large segment of the U. S. population is vehemently opposed to this country's policy in Vietnam;
- (c) U. S. leaders will be faced with greater difficulties in convincing our allies of the correctness of this country's policy.



The Senior Party found spring in the process of being sprung this year. The Party was organized by the sophomore class and given on Thursday evening, April 6.

A search for Christian Presence was conducted in a skit organized by the sophs. Then, some of the seniors entertained the bunch with some of their favorite musical renditions. The evening closed with a general song fest which included some old favorites and some original compositions.

Today, Webster students will begin their bus ride to New York City to take part along with one hundred thousand people in the mobilization to stop war. There will be a march tomorrow, April 15, from Central Park to the United Nations building where a rally will take place. Students who cannot afford the \$30 round trip fare will have half of their expenses paid for by the adult peace groups who are sponsoring the nation-wide week of protest.

The International Days of Protest, which the week has been formally called, is sponsored by peace groups throughout the country and, here at Webster, by Student Action of Webster. The days set aside for the protest, which combines the peace and civil rights movements, are April 8 through tomorrow April 15. The climax of the activity will come tomorrow at the rally in New York.

The week began for Webster on Sunday, April 9 when the 11 o'clock Mass was celebrated as a peace Mass. Senior Terry Barrett did the co-ordinating of the Mass.

Any interested students were welcomed to attend the Peace Rally held at Sheldon Memorial on the same day. Julien Bond and James Bevel were both present at the rally, the purpose of which was to raise funds for the mobilization in New York tomorrow. The new tactic of combining peace and civil rights movements was used throughout the rally.

John Traversa organized a slide show in the Ivy Room on Wednesday, April 12. The slides showed the harmony and different aspects of peace. To accommodate student schedules, the program was shown at 2 and 7 p.m.

Webster activities for the week were culminated by a symposium on the war on Thursday, April 13 at 7 p.m. in Maria Lounge. Barb Bowes organized the panel which consisted of Fred Stopsy speaking on the political aspects of the war; Miller Newton speaking on the racial aspects; and Denny O'Connor speaking as a pacifist. The presentation of their papers was followed by student comment and discussion.

Other activities to which Webster students were welcomed included a seminar on the draft and foreign policy on Friday, April 7 at Steinberg Hall, Washington University. From April 5 through the 8 there was the circulation of the Post-Dispatch Peace Ad here at Webster.

Presently, there are plans in the making for a peace march here in St. Louis. The date is Saturday, April 29, and the march will be from Washington University to Forest Park.

The Committee on Un-American

Interviewer discovers Claude Brown's views

You dedicated your book to the Wiltwyck School for Boys. What did you find beneficial in that program that might be applied to other inner city education programs?

Wiltwyck was unique; it dealt with some very disturbed children who also were delinquent. Their purpose was not necessarily to educate these kids as much as to show them some of the niceties of society to help them to aspire toward a constructive life and become solid citizens in the community. But it isn't right to cite Wiltwyck as an example; there's only one Wiltwyck and it had advantages, especially in its staff, that no other institution has. The public school system would not benefit from applying Wiltwyck's approach because it deals with the kid who is motivated enough in school, generally not the juvenile delinquent.

Would you say that Wiltwyck was inflicting middle class standards?

There's a good chance. Most of the kids weren't really receptive to the accouterments of the middle class culture. These kids didn't know anything about English, about the arts—they had a big job just to make them acceptable to society. They were mainly concerned with imparting the rudiments of education.

What sort of approach should be taken in education programs in the ghetto?

Teaching ought to be geared to the group it is aimed at. Unless a teaching program can operate within the framework of the culture already present in the situation rather than simply bringing in some culture as if there weren't any already there. Only then can they educate on a realistic basis.

How do you feel about narcotics legislation?

Is there any narcotics legislation? I didn't know there was any since the Harrison Act in 1914. There hasn't been any federal legislation since then. It hasn't been effective really. There's a lot of money to be made in narcotics and everybody's happy with things just the way they're going. We need some more progressive narcotics leg-

islation. People need to be given legalized narcotics.

Would that help the addict himself?

The biggest threat to the addict is an overdose or getting killed trying to get some more drugs. Usually an addict injects an overdose into his arm simply because he doesn't know the strength of it; there's always the possibility that the dose he prepares for himself is going to be three times as strong as the last one. If he goes to a hospital and gets it, it's all going to have the same strength just for that addict. If it's legalized, the addict doesn't have to risk his life to get the drugs; he can go and get a day's supply for about a dollar. Most important, it would help the poor people in the community who are victims of crimes caused by addiction.

How do you feel about the 1964 Civil Rights Bill?

The Negro was more cynical about the Civil Rights Bill than anyone else in the country. He has been subjected to Civil Rights Bills since the Reconstruction Era; nothing has happened, nothing has changed. Civil Rights Bills can come and go and nobody pays any attention to them. Most Negroes feel that the Civil Rights Bill of 1964 is just another tactic that the government has resorted to placating the Negro, but they don't want to give him anything. What he needs is some goods.

What about black power?

I get tired of people all excited about myths, things that really don't exist. We have enough legitimate problems to concentrate on that we really don't have time to be bothered with myths like black power. Black power isn't going to hurt anybody or help anybody.

There seems to be a lot of concern over police brutality. What do you think would give the police forces a more effective structure?

Inclusion of a civilian review board. That would give the citizens a redress.



Senior music majors whose recitals have been scheduled for sometime during this semester are (left to right) Marcie Muehler, Nancy Alsmeyer, Julieta Marcias, Sr. Mary Joy Edgar, Gregory Bottini, Arthur Combs; (seated, l to r) Sr. Mary Francis Stanek, Virginia Klueg. Absent from the picture is Barbara Williams.

Joycian scholar lectures

"Language gets at what is happening." How James Joyce got at language and the inner space in which it reverberates was the central theme of a lecture given March 30 by Dr. Hugh Kenner, professor of English at the University of California at Santa Barbara, on Joyce as an experimental writer. He presented Joyce as revitalizing the ritual novel, a type of literature in which public actions reflect more significant inner meanings. Protesting the melodramatic techniques of the Dickensian school, Joyce believed that the author should write "about some phase of life he understood."

Joyce developed the language continuously in his works to reveal the meaning beneath his ritual. This complex, orderly use of written language to describe commonplace events in a familiar setting, particularly in *Portrait of an Artist as a Young Man*, distinguishes Joyce from

those writers depending on the extraordinary dramatic events borrowed from the theatre.

Dr. Kenner, a widely-known critic, contrasted the psychic understanding of Joyce, as shown in 'Araby,' with Dickens' less imaginative treatment of Oliver Twist and David Copperfield. Tracing Joyce's development as a writer from the short stories to the complex *Ulysses*, Dr. Kenner commented that the power of Joyce's language is the chief difficulty in screen adaptations.

Dr. Kenner, father of Webster sophomore Cathy Kenner, has written several books and taught on subjects related to modern literature. He is presently working on a book concerning the influence of Ezra Pound entitled *The Pound Era*.

The insights coherently expressed in his lecture distinguished it as one of the finer department-sponsored programs this semester.

Club Hispanico presents gala fiesta activities for Pan-American Day



Webster students Margarita Trochez and Mireya Pichardo rehearse "La Cumbia," a Columbian folk-dance for the Spanish fiesta.

Songs, dances, poems, and instrumental arrangements typical of the various Latin American countries were featured last Monday night at the "Regreso Latino", the seventh annual fiesta of the Club Hispanico.

The Fiesta was held in conjunction with seven area high schools and one elementary school, who presented examples of the culture of Mexico, Cuba, Argentina and Columbia. The numbers ranged from the traditional "Cielito Lindo" to more modern arrangements and centered around the theme of a return trip by Columbus, Pizarro, and Cortes to the lands of their exploration.

The participating schools were Laboure, Nerinx Hall, Parkway and St. Mary's high schools; St. Joseph's, St. Mary's (O'Fallon) and Ursuline academies and Mary Queen of Peace grade school.

Lynn Bergmann and Mary Flavin were General Chairmen for the annual event.

SAI pledges new members

The Gamma Omega Chapter of Sigma Alpha Iota pledged nine music students on April 7. They are: Barbara Boedges, Senior; Barbara Fears, Junior; Nancy Leu, Sophomore, and Lynn Altadonna, Jan Crawford, Connie Harrington, Marilyn Matt, Pam Murphy, and Jan Rempe, Freshmen. Also pledges were patronesses: Mrs. Coon, Mrs. Edwards, Mrs. Buckler and Mrs. Bolsterle.

Sigma Alpha Iota is a national and professional music fraternity for women. Music majors maintaining a "B" average in music courses and a "C" average in academics are eligible for membership.

As a service organization, active members must be willing to serve and participate in school activities.

During the six-week training period the pledges participated in a pledge recital. This has been a traditional event of the organization. The purpose of the recitals is for the pledges to demonstrate their talents to the school, parents, active chapter members and alumnae members.

Registration Schedule

Seniors — Monday, May 1, 9-4:30 p.m.

Juniors — Tuesday, May 2, 9-4:30 p.m.

Sophomores — Wednesday, May 3, 9-4:30 p.m.

Society plans trip to historical sites

Historical sites with a French heritage in Missouri and southern Illinois will be the focus of the annual tour sponsored by Pi Delta Phi Saturday April 22.

The itinerary includes stops at Cahokia, Fort de Chatres, Prairie du Rocher, and Fort de Kaskaskia. At Pierre Menard's House there will be a reception by the ladies of the Randolph County Historical Society who will wear XVIII century attire. Menard was the first Lieutenant Governor of the State of Illinois. After crossing the Mississippi into Missouri the group will stop at Kaskaskia Island to visit the Second Liberty Bell of the U.S. and the church of Father Jacques Marquette.

The tour is open to all those interested. Registration can be made by contacting any of the officers of Pi Delta Phi; Carol Brown, Judy Bollinger, or Minta Shumate.

NEWS BRIEFS

Sophomore Kathryn Brock has been elected by the faculty to receive the St. Catherine of Alexandria Award of Kappa Gamma Pi. This medal is given to the sophomore who seems to possess most substantially the Kappa characteristics: scholarship, leadership, service.

Junior Ann Garrity has been selected to receive the annual book prize given to juniors in leading liberal arts colleges by the Teachers College of Columbia University, New York. This award is presented to the student who displays the most constructive interest in educational issues.

A double honor was afforded the Webster College Young Republicans at the first state convention held by Missouri College Young Republicans in Columbia, Mo. this past weekend. Sophomore Leslie Morales was elected Recording Secretary of the Missouri College YR's, and Webster's organization was named the Third Outstanding College YR club in Missouri.

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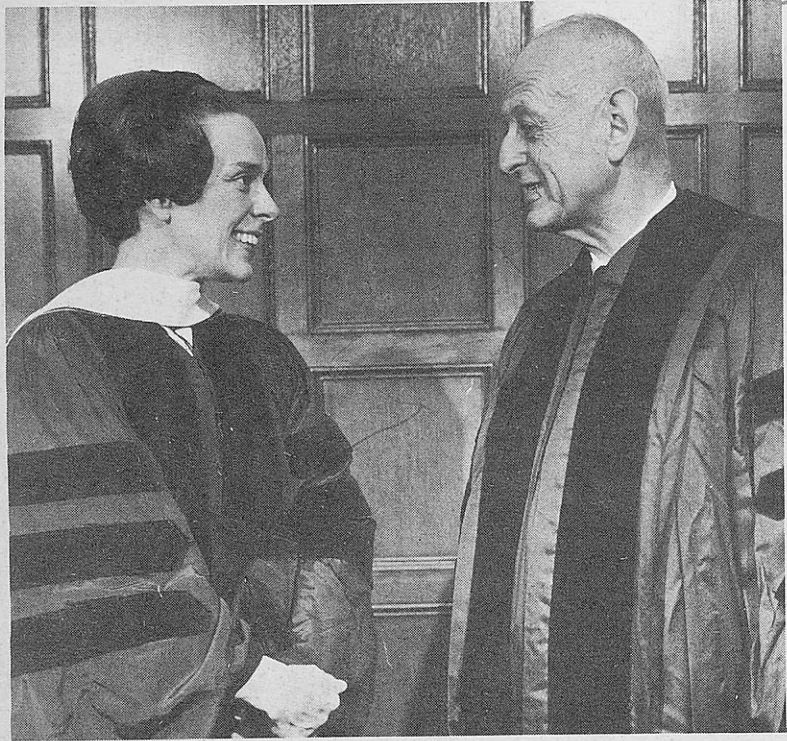
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May 5, 1967



Miss Jacqueline Grennan, President of Webster College, chats with Dr. P. Muntendam, Rector Magnificus designatus of Rijksuniversiteit te Leiden, Netherlands, prior to the formal reception of delegates at the University of Michigan's International Conference on Higher Education in Tomorrow's World last week. Miss Grennan chaired a session on "promoting intercultural understanding and reducing conflict in the world," during the four day conference celebrating the University's Sesquicentennial.

Grennan receives honorary degree at U. of Michigan commencement

Miss Jacqueline Grennan, president of Webster College, received an honorary doctoral degree in humanities at the commencement exercises of the University of Michigan, Ann Arbor, Mich., on Saturday, April 29. The degree, which has been called "most prestigious" was conferred by the regents for her leadership in education.

The university's commencement ceremonies concluded a four-day sesquicentennial celebration of the University in which Miss Grennan was invited to participate. Representatives from many countries and prominent educators from the United States and abroad appeared on the university's program which had as its general theme "Higher Education in Tomorrow's World."

On the second day of the celebration, Miss Grennan served as chairman of one of the seven major sessions of the International Conference held during this time. Miss Grennan's topic was "The University and Tomorrow's Civilization" during which panelists considered the promoting of international understanding and the reducing of conflict in the world. Miss Grennan's panelists include Alexandr D. Alexandrov, professor of mathematics at Novosibirsk State University and former rector of Leningrad University; and Kenneth Boulding, professor of economics and research economist at the Center for Research on Conflict Resolutions at the University of Michigan.

Miss Grennan also served as one of the two featured speakers at the alumnae luncheon of the university. The other speaker was President Mary L. Bunting of Radcliffe College, who also was awarded an honorary degree at the commencement ceremonies.

Among the internationally known speakers present at the sesquicentennial were Dr. Zakir Husain, vice-president of India; Sir Eric Ashby, Master of Clare College, Cambridge, England; Dr. Constantine Zurayk, president of the International Association of Universities; and Professor Adam Schaff of the University of Warsaw.

According to Martha E. Bickel, Miss Grennan's secretary, Miss

Grennan will receive another honorary degree from Skidmore College in Saratoga Springs, N.Y., when she delivers the commencement address there on June 4.

Miss Grennan will also give commencement addresses at Colorado Women's College in Colorado Springs on May 29, at John Burroughs College on June 9, and at Harris Teachers College in St. Louis on June 15.

Meanwhile, Miss Grennan will be concluding her work with Mr. Harris Wofford on the new Westbury College in Nassau County, Long Island. On June 19, Miss Grennan will also give a luncheon address at New York's State Conference on "Innovation in Higher Education."

Tom Conway to assume Dean of Students Office

President Grennan announced today that Sister Anita Schader, S.L., acting Dean of Students will leave Webster College at the end of this year to return to her doctoral studies, and that Associate Dean Thomas Conway has been appointed Dean of Students.

In accord with the increasingly academic nature of the Dean of Students' office, Thomas Conway will continue to integrate the academic advising with other student services. A full-time Director of Residence will be appointed shortly, and she will be directly responsible to the Dean of Students on all matters involving student

housing.

Sister Anita Schader was appointed in 1966 as Acting Dean of Students. This was done with the specific understanding that she intended to continue her graduate studies at some time in the future.

The President commented: "Sister Anita has done an excellent job, and the entire Webster community is grateful to her for having given us this year in this most demanding role."

As of June 1, Sister Josita DeMarea will act as Director of Residence for the 1967 summer session.

Institutes, music workshops slated for summer agenda

Webster College will be host to a series of Music Workshops and Educational Institutes in addition to the usual summer undergraduate and M.A.T. programs.

Beginning June 26 until June 30, the Music Department will sponsor a workshop in Elementary School Music for primary and intermediate gradeschool teachers, curriculum coordinators and music supervisors. This workshop will be coordinated by Sister James Anthony Udovich and Sister Rose Annette Liddell. July 10-14 brings Louis Merkel to campus for a Workshop for Pianists which will give practical information about the piano as an instrument—its physics and construction. July 17-21 will see Eric Eberhardt of the music faculty conducting a Workshop for Teachers of Accordion; and July 31-August 11 will bring to W.C. Daniel Pollack, artist-teacher who was featured earlier this year in concert at Webster Col-

lege. Daniel Pollack will be involved in a piano workshop and he will also be available for a limited number of private piano lessons.

The four Institutes are the Elementary Science Institute, June 19-30, Ken Fast, Director; Early Childhood Institute, July 17-21, Mrs. Billie Schumate, Director; Media and Education Workshop, August 14-18, Tom Linehan and Bob Strobridge, Directors; Community Action Institute, which will be held on six weekends beginning June 30 to August 5. Miller Newton is directing the Community Action Institute. Although the Institutes are designed for graduate students and professionals in the above areas, Mr. Ed Clark has said that undergraduates will be admitted. Credit may be gained for all of the Institutes with the exception of the Media and Education Workshop.

The summer school session begins June 19 and runs until July 28.

'Consultative' is misnomer, announces committee

In their meeting with the faculty on April 28 and with the students on May 1, the Consultative Committee presented a prepared statement which said, in essence, that the word "Consultative" in the Committee's name is a misnomer. The Committee felt that, according to its mandate from the faculty, it was entrusted with the responsibility to "advise the President in regard to decision" and "communicate pertinent viewpoints to the President." The statement announced that "the members feel that they have been unable to fulfill their function of communication about decisions in any way that has made a significant contribution to operation, according to **Guidelines, (a Statement on Government of Colleges and Universities** issued by the AAUP, ACE and AGB.)

The only one of their original functions that they had been able to fill, the Committee paper continued, was that of organizing for the May workshop which will result in the first draft of a policy handbook. To this end the Committee announced the make-up of the six committees which are to function during the May 20-29 workshop. The membership on each of the committees had been halved since Miss Grennan objected at the April 13 forum that the numbers were unwieldy. The

membership at present includes:

Academic Personnel Committee: Bob Corbett, Ken Fast, Carl Pitts, Sister Eloise Jarvis, Patricia Eickman.

Development Committee: Pat Barrett, Barbara Nauer Folk, Sister Marie Francis Kenoyer, Bob Strobridge, Gloria Young.

Finance Committee: Alice Gatchell, Harry Mellman, Ann Garrity.

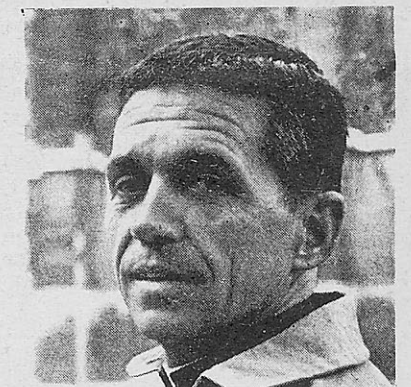
Academic Affairs Committee: Jerry Castillon, Sister Mary Mangin, Rich Singer, Fred Stopsky,
Continued on Page 4

Friends of Webster pledge continuing financial support

Realizing the need for a large group of alumni, parents, and other persons committed to giving substantial annual support to Webster College, the school is now taking steps to organize such a body. A founding meeting was held on February 27, at Conference House at which time Miss Grennan outlined the importance of such supportive funds to balance the operative budget.

Dr. Francis Bihs, temporary chairman of the organization, outlined the goals and present structure of the group. In addition to the founders, the group is pres-

highly active in the Vietnam Committee. In November, 1965, Berrigan and Daniel Kilfoyle, S.J. were told to "terminate all association with groups of individuals involved in the discussion of the Vietnam conflict." Berrigan, an



DANIEL BERRIGAN, S.J.

associate editor of the magazine, **Jesuit Mission**, was sent to Latin America on a "prolonged assignment."

A letter protesting the "silencing" of Berrigan as an indication on suppression in the Church and signed by over 1,000 persons appeared in the "New York Times."
Both the Very Rev. John J.
Continued on Page 4

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The Web

Founded October 3, 1924

May 5, 1967

Creative Exchange

The faculty and administration of Webster College are a diverse group whose members are culled from many different backgrounds. The student body is in a sense the least diversified group, not because of a lack of diversified backgrounds, but because its members are the products of a shared educational experience and because their contacts with other educational environments and members of other institutions are minimal, excluding, of course, social contacts. Because of the limitation of having little experience outside of experience within one system, the context from which students must ask questions is severely circumscribed. Hence, many possibilities are left undiscovered and the insights which would spring from comparisons with other systems are missed.

A way out of this dilemma might be an increase of the practice of cross-registration with other colleges in the St. Louis area. Transfer of credits from other schools to Webster is extremely easy. Moreover, the tuition plan currently in effect at Webster whereby tuition is charged by the credit hour facilitates financial arrangements.

A concerted effort might be initiated to attract students from other campuses to the Webster campus as a part of an exchange program with other schools. Information could be made more readily available to their advisors and a system of credit transfer worked out through their registrar's offices. If numbers warranted, a shuttle service might be instituted between the campuses to remove the major impediment for most students, transportation.

The insights gained from increased contacts with people from other schools and more the opportunity to operate in other kinds of learning situations could foster a more creative approach to the solution of the problems which Webster must confront as an experimenting institution.

dianne bechtold

Committee in Question

The Consultative Committee's recent announcement that it has been unable to function as a consultant or advisor to the President, as it was directed to do by its mandate, raises questions in the minds of many observers.

The reasons given for the Committee's inability to "fulfill their function" demonstrate a difference of opinion between the administration and the Committee as to what their function was and how much advisement about decisions is acceptable to administration. A major difficulty seems to be the advance communication of information about pending decisions to Consultative Committee members. It is clear that the Committee cannot operate as consultative or otherwise unless it can readily obtain the information with which to intelligently do so.

If it was an "ideological" difference with the administration that caused the Committee to forego its role as consultant, then it is an open question as to how much the writing of a Policy Handbook is going to improve the situation. The Committee was given a clear mandate and seems unable to carry it out; if the Policy Handbook grants equally clear mandates to other segments of the college community, the lack of adequate definition of function could also prevent them from carrying out their work.

Apparently the Consultative Committee has chosen to place its hopes in a fruitful May Workshop and a strong Policy Handbook which clearly defines areas of responsibility. Our only alternative is to act as if that hope is well placed. But it does not appear that the going will be easy.

dianne bechtold

The Webster College Community offers its condolences to the family and friends of Stevie Smith.

THE WEB

Office hours 2-3 p.m. weekdays
WO. 8-0500, ext. 312

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Letters to the Editor

Dear Editor:

The advertisements on the front page of the April 14 issue of the *Web* are of great interest to me. Because I assume I am the representative of the "absentee landlord" referred to in one of the advertisements, I checked first with our business office to determine if we had authorized the ad. I then called the resident manager at HU. 1-2220 about his placement of the advertisement for the New Scarsdale Apartments, and received from him the following information:

1. No utilities — heat, light, or air-conditioning — are provided in the rental price.
2. The apartments are not furnished.
3. A twelve-month lease is required.
4. Because the apartment is government subsidized, a family of three or four must earn annually no more than \$7,400 to qualify.

5. The manager may not rent to minors and/or college students because "they have had serious difficulties in the past," and the government subsidies make such rental questionable.

I am sure that the publishers of the *Web* had no serious desire to falsify the facts directly or indirectly. The presence of the two ads and this letter to the Editor could be part of a productive dialogue in the college community.

The American democracy needs President Johnson and Walter Lippmann and Bill Mauldin, but not all in the cabinet much less on an executive board which LBJ may sometimes veto.

Sincerely,
Jacqueline Grennan

THE TIME HAS COME TO END THE DRAFT By U.S. Senator Mark O. Hatfield (Rep.—Oregon)

The time has come to end the military draft.

That bald declaration will startle many. But when all the facts are in, and all the current and projected needs for military manpower have been taken into account, it is difficult to avoid the conclusion that America does not need the draft, America can afford not to have the draft, and America is overdue in bringing to an end this drastic invasion.

Congress is now beginning to debate President Johnson's legislation to extend the draft another four years. In years past Congressional examination of this issue was perfunctory. This year things are different.

Thanks no doubt to the heightened awareness of America's young people, whose lives the draft so seriously affects, many in Congress are now for the first time rethinking the premises upon which the draft is supposedly based. An increasing number of them are finding it sadly out of step with both our Nation's traditions and with its military manpower needs.

We must never allow ourselves to forget that however pressing the circumstances, the draft is involuntary servitude. It is legitimate and constitutional when Congress, exercising its power to raise and support armies, has no reasonable alternative. But conscription must always be the last desperate resort for meeting military manpower needs, not the cheap and easy expedient.

The only real argument for having an involuntary draft is that the Nation could not reasonably

afford to raise and retain the needed military manpower without it. I maintain that the Nation can afford to eliminate the draft. In doing so we will restore lost liberties.

There is no numerical shortage of manpower for filling military ranks. Each year nearly four times as many men as the military needs enter the draft age pool.

It is time we made the firm decision to put an end to inequity, put an end to uncertainty, put an end to inefficiency, and regain for our young people the liberties the draft has taken from them.

Dear Faculty, Administration and Student Body,

The four of us extend our deep thanks to each of you for sending us to Denver for Stevie's funeral. Your deepest sympathy and concern came out in a very real sense and traveled with us to the Smith family. To say that they were thankful to have us there is mild. Having us there, they told us, helped them greatly as we were those who had been with her the most these past three years and naturally they were anxious to hear about her.

All the flowers that came from school were lovely and were, of course, well appreciated. The most beautiful were the roses from our class, two of which were held in Stevie's hands.

Many thanks also for each personal kindness you have shown to us. Your love and understanding have been a great help.

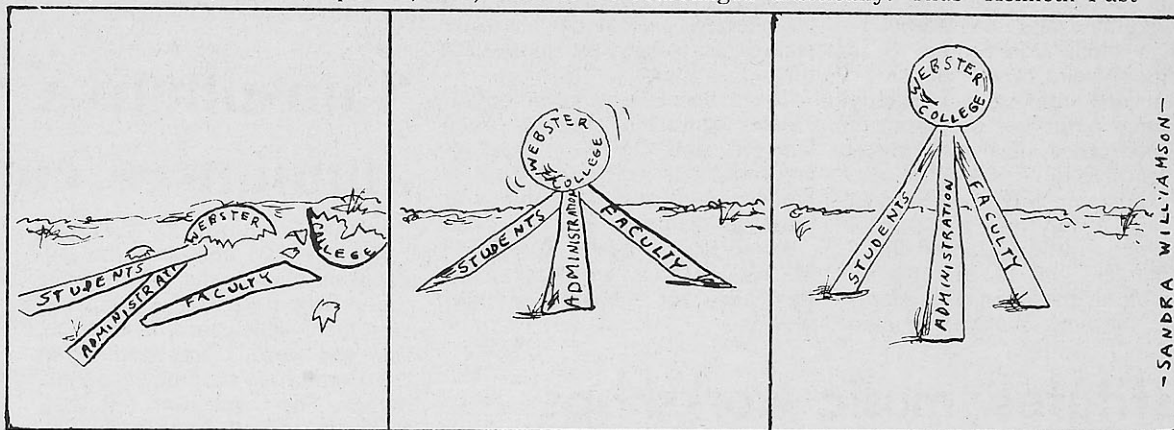
A thousand thanks to each of you.

Betsy Smith
Mary Ondresky
Mary Pat Revwer
Betsy Smith

LETTER CONCERNING CARTOON

Dear Editor:

In my opinion, the cartoon pictures by Sandra Williamson on page two of the last issue of the *WEB* (Vol. XLIV, No. 11, April 14, 1967) need to be rearranged drastically! Thus—Kenneth Fast



Tentative registration decreases for '67

In our society, which emphasizes the multiplicity and diversity of opportunity in every area including education, the function of a liberal arts institution is being questioned. Webster College, because of the attention focused on it as foremost in the field of liberal education and because of the spirit of inquiry it engenders, is in a position to examine its own value as well as that of the entire concept of the liberal arts college. A look at the number of students entering and leaving Webster and their reasons for doing so raises some questions which help to explain the function of such an institution.

Admissions figures show that applications for the 1967-68 school year are fewer than those of the current year—290 potential freshmen have applied to date, in comparison with last year's 363. Withdrawals, on the other hand, have increased. (It is impossible to quote a definite figure without considerable qualification.) Few-

er applications, however, is a trend common among nearly all private schools in the nation.

The reasons for transferrals are crucial in evaluating both Webster College and the idea of a liberal arts institution. They range from financial difficulties, to academic dissatisfaction in terms of faculty, course offerings, attitudes of other students. The last is by far the most critical—not in terms of numbers, but in views of the value of a liberal arts institution. The greatest source of academic dissatisfaction at Webster is the lack of certain programs.

This is by no means a crisis. University-bound students are looking for a multiplicity and diversity not available at Webster or at any other small liberal arts institution. Few exit interviews indicate dissatisfaction with what is at Webster — these students simply want something else.

Why do all students not seek the diversity of a university?

What advantages does a liberal arts school offer? Miss Grennan states that the possibility of interaction between and among the humanities, the sciences, and the fine arts is greater in a small liberal arts school "because the opportunities for confrontation are greater." The interest of the administration, faculty, and students can be more precisely focused on creating an atmosphere which encourages general education by allowing students to "search within one discipline so that this search will lead them to inquire into other fields."

There is a trend in our society toward largeness, toward multiplicity and diversity of opportunity, toward the university. And there is also a vital place for the liberal arts college and the particular services that institution affords: for concentration in one area and even in one aspect of an area, and the greater possibility of expanding that concentration into other fields.



Laura House, Pat Beinor, Kathy Keefe and Carol Godfrey studying for exams.

Creative Feedback

Exam model suggested

With the horrors experienced during this next week of semester reckoning, it appears that even the Webster student cannot escape from the obvious implications of exams. However, upon due consideration, it seems appropriate that in this area, too, Webster breaks from the limitations of a narrow environment and conventional methodology. It is time to move into the realm of creative knowledge feedback . . . exams for the examined. "The examined" are those whose foibles are on the collective lips of the nation. The exams are designed to represent those foibles. The following suggest only a model. The variations are without number.

The Hubert Humphrey exam: You start off with an original thesis, but end by repeating the lectures verbatim.

The William Manchester exam: You have to cross out half the essay.

The Warren Commission exam: Convincing at first glance, but tends to fall apart on second reading.

The Stokely Carmichael exam: Most of the class flunks.

The George Hamilton III exam: You flunk the exam, but get an "A" in the course.

The Adam Clayton Powell exam: You get caught cheating.

The TIME Magazine exam: Your style is entertaining, but your content is distorted.

The Robert Kennedy exam: Pretty good, but not nearly as good as the last one.

The Johnny Carson exam: The professor interrupts you every ten minutes for further instructions.

The George Romney exam: You decline to answer the most difficult questions.

The Students for a Democratic Society exam: You attack the professor's sex life.

The Marshall McLuhan exam: Returned with a large question mark.

The LSD exam: You take twelve hours to finish it and two days to recuperate.

The Charles de Gaulle exam: You announce to the class that you don't want to take it.

The George Wallace exam: Your girlfriend takes it for you.

The Richard Nixon exam: You give ten different answers to each question.

The Martin Luther King exam: You use the same technique as on the last test but it doesn't work.

The General Ky exam: You keep asking for more time.

The pop art exam: You hand in a blank piece of paper.

The Jean Dixon exam: You answer all the questions to the next exam.

The Lyndon Johnson exam: You can't believe the questions.

Changing trends in psychedelics reflected by Webster students

By Judy Dornblaser

LSD is on its way out. Morning glory seeds and Romillar cough syrup are fast becoming the big psychedelic treats of the junior hippie set. Even nutmeg, the old substitute for narcotics, is returning to the "big time."

Since the last article by this reporter, LSD has become increasingly scarce in the St. Louis area. A Washington University former supplier of the drugs has been the victim of a rather intense crack-down on drugs. Former contacts now refuse to touch "the stuff." Therefore, many LSD users are resorting to weaker drugs, such as marijuana, a mild psychedelic acknowledged as kid stuff. There is now a market for substitutes less dangerous than LSD.

After talking to many architecture students at Washington U. and to many Webster students, this reporter found that LSD has given surprisingly mild experiences in some cases. Many of these same students, trying substitutes such as morning glory seeds, have related that they have had no experience.

The experience from a psychedelic drug depends largely on the personality of the user. It also depends upon the persons capacity to emphasize and on his tolerance. Timothy Leary, head of IFIF, the International Foundation for Internal Freedom, stress-

es that the set of expectations of the subject, and the setting or environment under which the drug is given, are the primary determining factors. Some subjects have optical and spacial disturbances. Others experience unpleasant physical symptoms, even excruciating pain. However, staunch resistance to the drug, resulting from fear, can mean little or no reaction even to a relatively high dose. Obsessive, compulsive, and phobic persons usually put up a "fierce fight." Generally, women show a greater sensitivity to the effects of LSD than do men.

LSD, lysergic acid diethylamide, is one of a commonly used group of drugs—ergo alkaloids—that produce hallucinogenic states, which often resemble schizophrenia. The big three in this group are LSD, mescaline, and psilocybin. Mescaline, the oldest of these, is made from the tops of the peyote—a variety of cactus grown in the Southwest United States and Mexico. The effects that it produces are similar to a wide screen, three-d, technicolor film.

Psilocybin, made from the Mexican mushroom, sometimes thought to be the most powerful of the psychedelic drugs. It produces, however, many undesirable non-psychedelic effects, such as nausea, dizziness, headaches, chills, and extreme restlessness.

The users of LSD and related drugs on campuses are generally in art and architecture. Many reasons explaining why these people would be particularly attracted to experimentation with psychedelics have been advanced. In "Nation," July 5, 1965, a sculptor who is also an assistant professor at Albert Einstein School of Medicine, offered this explanation: "It involves the kind of pressure society puts on the artist to do what the ordinary human being can't do. Many artists are panicky. They are searching for some perhaps magical way to remain in touch with themselves and still comply with the demands of society."

The drugs discussed thus far are on their way out. On today's campuses, a junior hippie set, fascinated by morning glory seeds, cough syrup, and nutmeg, has arisen. The purchases of morning glory seeds, with such euphonic names as "Heavenly Blues" and "Pearly Gates," are increasing.

The two most popular ways of preparation, which this reporter has seen done at Webster and been shown by a narcotic hospital administrator, are: 1) eating about four packages of seeds (or as many as you can eat without becoming nauseous), 2) boiling a similar amount and inhaling the vapor. The psychedelic effect, if one is produced, is a temporary change in the state of awareness. Users, at Webster, have explained to me that the effects are very similar to that produced by an "alcohol binge," accompanied by a hangover and depression the next day. However, the major difficulty with these seeds is the nausea produced, resulting from a toxic coating on the seeds.

Nutmeg is an accepted substitute for a narcotic high. The

United States Public Health Hospital, at Fort Worth Texas, a former narcotic rehabilitation center, provides interesting information. Here, once the patients are on the way to recovery, they are released to the psychiatrist's families as houseboys until their complete rehabilitation. Attempts to get nutmeg are constantly watched. Nutmeg, which can be purchased at any grocery store, is prepared in much the same way as morning glory seeds. The undesirable side effects, such as nausea, are missing. Due to its psychedelic qualities, this substitute is becoming popular with the college set.

Romillar is the most amazing newcomer. Advertisements for this cough syrup emphasize that it is non-habit forming, and contains no narcotics, as codeine. One Webster student related her experience:

"My first encounter with Romillar was at a party of mostly Webster kids. Everyone looked smashed; but it wasn't booze. I thought it was hilarious that anyone could get high on cough medicine, but I agreed to try some. After drinking about half of a bottle as fast as possible, I didn't feel any different for about an hour. Then, I was out, on the floor, completely numb. All I can remember about the rest of the evening was of that feeling of numbness. The next afternoon (nearly twenty-four hours later) I still couldn't walk straight. After it had worn off, I had a horrible headache and a very depressed feeling. I don't understand—because I have taken pot and other drugs before and never been so depressed or had a similar experience."

Most Romillar users seem to work up from a dose of half a bottle to one and a half bottles. This seems to become habit forming, which cannot be reasonably explained by the advertisements.

The hippies still prefer LSD and the other regular psychedelic drugs. Generally, they frown on the would-be hippies, who use such "juvenile substitutes." Most agree that, with a proper state of mind, almost anything can produce a high. One Webster student related her past experience:

"When I was in high school, I pushed pills in — Town. People bought them thinking they would produce a high of some sort. Probably a lot of them experienced a self-induced high. However, the pills were iron pills . . . but if you look grubby enough, people will imagine much." She continued that she believed that pot should be legalized. The legalization, in her opinion, would solve problems: "People will get it whether it's legal or not." She also added, although she would not class herself as a hippie, "that if you want to get a high, you should blow pot, because you don't get sick and don't come down so hard."

In conclusion, LSD may be vanishing for some of the campus crowd. But to most hard core drug users, Romillar and seeds are comparable to the things you did in high school for kicks. Now, a group of junior hippies has appeared: those content to think of themselves as cool cough syrup users.

Activities for summer reinforce 'work ethic'

By Lucy Christman

As much as our generation likes to think it is doing America a great service by ridding it of the traditional Puritanical attitudes towards morals, sex, and religion, we have failed to purge one crucial aspect of life, vacationing, which is fast becoming a victim of the Protestant Ethic.

A great many years ago, it was realized that academic life is by nature so strenuous that a three-month vacation each year is absolutely necessary. I'm sure that as early as last September there was no doubt in many people's minds that a nice long rest was in order come the end of May. Now that the time draws near; and most of us are tottering under a pile of term papers and exams, the idea of a vacation gets rosier by the day.

The fact is, though, that when May 12 has come and gone, you probably will not be basking in the sun day after day or sleeping well into the afternoon every morning. Our country has become deeply ingrained with the idea that time is money somehow. The words of the great American prophet, Poor Richard, have been fulfilled, "Leisure is Time for doing something useful . . . Early to bed, early to rise, etc." Society frowns on people who vacate on their vacation.

Even if you don't need a summer job to keep yourself in school, you will go out and find one so that your parents can hold up their heads at the country club when someone inquires what Johnnie is doing this summer. It's so thoroughly American to work.

Not only do you have to keep busy for your parents' sake but to maintain status in your peer-group as well. For instance, if in the middle of the summer, you should run into a friend who asks

you what you've been doing lately, you'd die before you would answer "Nothing." Why? Because it's a reflection on your character. You must be a rather uninteresting person if you could do nothing for any length of time. How much better to come out and say something like, "Well, I've practically reorganized the whole inner city," or "We've been picketing nonstop for six weeks now."

If there are no jobs and no worthwhile causes available, then you and your friends will get together and plan your own version of "See New York on Five Dollars a Day." Whether the place you decide to visit is 2000 miles away or only 200, your group will drive the distance straight through in thirty-six hours — or seventy-two if you observe the speed limit. You'll stay at all the third-class motels, eat in second-rate restaurants, and walk simply everywhere. You will steer clear of the so-called sights of the city because you can't afford them though you will write your friends that it's because you wanted to see the real Timbuktu instead. When you arrive back home with blisters killing you and clothes, tattered and dirty, you'll rest secure in the knowledge that you did your best to be an open-minded, discriminating tourist. In other words, you worked at it.

Right now the federal government is doling out the dough to the mayor of your city so that he can find ways to keep you occupied this summer. Do your utmost to fight this system by nonviolently refusing to work in any way, shape, or form. Keep yourself gainfully unemployed and have a good time this summer.

Every effort is being made to process applications for awards and loans for 1967-68; and it now seems clear that word about the amount of award or loan will get to all students after the end of the semester — hopefully before June 1.

Housing plan is rescinded

The residence plan, including rates, for 1967-69 will remain the same as that of the current year, Sr. Anita has announced. The rental proposal for the apartments has been dropped for this year because of insufficient student interest. This plan may be considered another year "if students ask for it again."

The plan for lowering dormitory rates by omission of breakfasts has also been withheld for now. Sr. Anita stated that "some were very upset by the proposal." A number of students desired the breakfast meal; others suggested various alternative ways to lower the food rates. Also, when it was decided to let the apartments for rent, any alternative dormitory plan was omitted because of the complexity of the immediate reaction.

Approval for off-campus housing will be given on substantially the same basis currently followed — financial need. Other sound reasons submitted to the director of residence and the president's council will possibly be considered. The policy on off-campus housing may be slightly more liberal. However, it is desirable to fill the dorms by projected enrollment before a loosening in policy.

Any possibility for student houses on campus is still closed for the coming year. In future years, it is a second rental possibility, perhaps more attractive than apartments. This might provide an opening in campus housing for male students. Any trial of campus houses, however, will require enough interested students to fill several houses as an adequate trial of the plan.

Sr. Anita stressed that these plans are "all maybes and if's" and that they included "nothing discussed concretely."

In answer to inquiries about on-campus housing available for rent to students during the summer, Sr. Anita stated that "demands for housing for summer school faculty and students are heavier than usual at the moment. We are, therefore, prevented from offering either houses or apartments for rent to you. If you wish to sublet from a faculty member you must deal directly with that person, but not with my office."



Design students project ideas visually in current program.

Now showing

Slides reveal ideas

Marshall McLuhan's "intellectual way of seeing the world as multiple systems" is a process that is not foreign to most Webster College art students. As snake skin prints and chemical happenings attest, the McLuhanish environment is opening avenues for a variety of shared experiences. Perhaps the projects of the students in Jana Patton's design class are a clue to "understanding media" in its more cosmic systems.

As the culmination of a semester's work with color, the design class was given the assignment to communicate visually what they thought were important ideas through the medium of slides. The results of the assignment were shown on Monday and Wednesday evening and then again on Wednesday and Friday morning. Some of the slides were made by the students, others were photographic.

Two students, Terrie Flotron and Julie Steffens, went so far as to convey "no idea of idea" by the use of color and motion with taped music. Debbie Tintera used

the letters G M S. Stating that she chose the letters because she had never seen them in design before, Debbie asked a class of second graders to design something using the letters G M S. From these drawings she made some slides because "they seemed untouched and fresh."

Kathy Dannegger and Lorita Merkel decided to convey children as their "idea." Their reason? "Children have something to say. They, like grown-ups, have set ideas but a fresh way of looking at things." Some students visually expressed the concept of the individual in society by the juxtaposition of color and black and white slides, while another traced the history and effect of that all-important human invention, the wheel.

Student reactions to the assignment have been enthusiastic. In the words of one student-slide maker: "This kind of project is good because you utilize what you've learned and by showing the slides you receive feedback on your idea and on your technique."

Diversified instructors join Webster College faculty

A host of new members will fill positions on Webster's staff next semester. Among them:

Mr. Jerome Perlinski who will teach both history and theology, is an expert on Teilhard, and has been honored in that he is the only American to be asked to present a paper for *Seman de Vale-sailles*. With a grant from the French government, Mr. Perlinski is presently working in the Teilhardian library in Paris where he is completing his doctoral dissertation.

Also new to the History Department is Mr. Alexander, a retired naval commander. Mr. Alexander is now working under NDEA sponsorship on his dissertation. He has lived in Japan for ten years.

Fr. William Ruggan, new to the Theology Department, has a doctorate in theology and licentiate in Sacred Scripture from the Pontifical Biblical Institute in Rome. He has currently been teaching in the Religious Education Department at Catholic University of America.

Miss Mina Sennott, part-time instructor for Webster's 1964

writing workshop, will teach a three-hour version of that course next semester. The course is designed to train writers for magazine work. Miss Sennott is a freelance writer.

Mr. Paul J. Schumacher will teach Renaissance Literature and Restoration and 18th Century Literature. Mr. Schumacher received part of his education at Concordia Seminary. He is an ordained Lutheran minister.

Two new members will enter the Social Science Department. They are Miss Barbara Long, now working with curriculum at the college school, and Dr. Margarite Craft, of the State Mental Hospital.

The Young Pagan Society, committed to combating creeping Christianity, proclaims a mini-fortnight of frolic, feasting and folly to celebrate the onset of the vernal equinox, May 6-9. Festivities will be consumed at the site of the new erection on the Eden Seminary grounds. For further information connected with the agaeros (ah-gross) contact Box 69, %YPS, Webster College, St. Louis, Mo., 63119. Come one, come all.

Increased unity object of ecumenical services

Since Easter, the Burlap Room has been the Sunday meeting place for about twenty worshippers. These services, attended by Webster faculty members and students, are held at 10:00 each Sunday morning. This group has been described as a rather unusual ecumenical gathering of peoples of various faiths. Most active members think of the group as a different faith community outside the church, worshipping with a good faith. Arthur Brown, a student member, says that "these services are for people who are tired of going to church." They are for people who feel that a confined ritual skirts the vital problems of today.

While the group is not traditional, it has a Christian basis. For instance, Miller Newton, one of the founders, is an ordained minister. Other faculty members are Ed Clark, the other founder, Andy Bjelland, Joe Hallman, Dr. Mary Lou Prendergast, Jana Patton, Sister Mary Rhodes, Bob Strobridge, and recently David Smith.

The usual connotation of the word service is rather misleading when talking about this group of worshippers. The gatherings are attempts on the part of different people to express their roles in a community. Each week, two people plan and prepare a service. This approach tends to prevent the development of a set ritualistic and perhaps meaning-

less service. Thus far the services have included sprinklings of folk jazz, and show music and readings from E. E. Cummings and Dostoyevsky, with emphasis on their relationship to the present world.

Bill Irving believes that the group will eventually have to answer three main questions: What is worship, what is explicitly Christian worship, and is there a place for a sacramental participation in such a group? The group will probably continue throughout the summer and next year because of the number of people for whom these Sunday meetings are a meaningful form of worship.

In conclusion, Irving stated that it is groups like this that will be the church of the future. "Parish churches work against the community due to their failure to answer serious social questions. On the other hand, this group consciously attempts to relate to the greater community."

Web members set precedent

Elected on Friday, April 28, as *Web* editor-in-chief for the 1967-'68 school year was Dianne Bechtold, junior history major. With her election, *Web* staff members established a precedent which will be utilized in future years to fill open editorial positions.

Because the *Web* no longer has an official faculty advisor, one of whose duties was to appoint the editor, a new democratic method was recently formulated. The editorial board will draw up a slate of nominees for editorial posts, which will be submitted to the staff for approval or additional nominations. Then in a closed election, the entire staff will select each editor.

In an earlier election for next year's editorial board held March 19, staff members had selected Debbie Morrow, sophomore, editor-in-chief; Kathy Astin, junior, news editor; and Maureen Mahoney, sophomore, feature editor. With Debbie's decision to transfer from Webster, the problem of editorial election focused even more clearly than before. When faced again with this problem, the present editorial board decided that the new elective process would be a workable solution.

Berrigan Continued from Page 1

McGinty, Jesuit provincial of New York, and Rev. James P. Cotter, director of *Jesuit Mission*, denied a "silencing." The chancery office refused to comment.

Daniel Berrigan is now living in Manhattan, N.Y.

Committee

Continued from Page 1

Madonna McGrath, Trudy Villars.

Student Affairs Committee: Ed Clark, Mary Lou Prendergast, Margaret Beltz, Barbara Goetz, Karen Tokarz.

Committee to Deal with the Structural Relations between Decision-Making Groups: Chet Gough, Miller Newton, Sister Ann Richard White, Peg McMahon.

The Committee listed several difficulties as reasons for its inability to fulfill the "Consultative" part of its function. They were: (1) defining its role in relation to present line-in-staff responsibilities, (2) trying to obtain correct information about pending decisions, (3) being party to information whose measure of confidentiality is not clear, and, (4) dealing with misinterpretations which labeled the Committee as "nosey," "gripping," and "subject to power plays."

The Committee emphasized the fact that "our inability to overcome these difficulties may have been inevitable under the present conditions at Webster and should not, we feel, be the cause of discouragement or bitterness."

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