

The Web

Webster College

Webster Groves 19, Mo.

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No. 1

Theatre Arts stages work of Pirandello

Beginning the 1965-66 season, the drama department will perform Luigi Pirandello's play, *Six Characters in Search of an Author*. Curtain time is 8:30 p.m., Sept. 30 through Oct. 3 in the auditorium.

Selected from auditions held early this month, the cast includes: Mr. William Wolak as the Father; Elaine Knudsen, the Mother; Libby Goldstein, the Stepdaughter; Tom Kampman, the Son; Mr. Michael Flanagan, the Director; and Cecilia Muellerleile, Madame Pace. Both Mr. Flanagan, a professional actor presently on the faculty, and Mr. Wolak, a guest artist, worked with Theatre Impact this summer.

As the title indicates, the play revolves around six characters, created but never put on stage. They finally succeed in persuading the director of an acting company to listen to their stories and present their play.

Mr. Wayne Loui will direct the production, assisted by Mr. Walter Blind, who is in charge of set design.

Known artist in residence

Fernando Valenti, internationally known concert harpsichordist, will be on campus this year as "Artist in Residence."

Mr. Valenti will offer a series of lectures, combined with performances, for the benefit of non-music majors who would like to know something about music from a practical standpoint. He will also teach a two-hour course called *Early Keyboard Literature*. This course will begin with the music of the Renaissance and continue through Bach, Scarlatti, and Handel. Mr. Valenti plans to make his two manual concert grand harpsichord, built in 1945 by John Challis, available to all his students.

Born in New York, Mr. Valenti studied piano under Amparo Iturbi and made his debut as a concert pianist at the age of nine. He studied the harpsichord under Ralph Kirkpatrick, and in 1946 he made a tour of South America, playing for concertgoers who had never heard the instrument before. While still in his 20's, Mr. Valenti was selected to play at the Bach Festival in Prades, France. During the same year he played and taught at the Institute of Humanistic Studies in Aspen, Colorado.

In the spring of 1951, Mr. Valenti was appointed to the faculty of the Juillard School of Music as the first harpsichordist in the school's history. In 1957 he was selected by Pablo Casals to perform at the Casals Festival in Puerto Rico. Since then, Mr. Valenti has appeared and performed in many foreign countries.

Webster's fall semester began Aug. 30 with a record enrollment of 1040 students. Also adding to the college population are 41 new faculty members. (See story on page 4.)

S. Francetta makes visit on campus

Sr. Francetta Barberis, president emeritus of Webster College and presently a co-ordinator in President Johnson's Job Corps, returned to Webster for a brief visit over the Labor Day weekend.

Sister, sometimes in her secular clothing and sometimes in her religious habit, visited with students throughout the campus. Using the President's House on Catalina Ave., she entertained seven Webster girls at dinner, recounting the various aspects of her new life. Sister commented that before going East she vowed that she would make the nine block walk from her apartment in Washington, D.C., overlooking the Potomac River, to her office every day, and except for an occasional ride, she has.

Speaking about her job, Sister stated, "The girls are getting an opportunity to fulfill their hopes. The concept is 'Love thy neighbor,' and they have a sense of this love. They're such dear girls. I've worked with women all my life, and I know."

Sophomore Connie Cheek noted later that, as Sr. Francetta talked, "It seemed as though everything Sister has done all her life has been in preparation for this one special job."

Sr. Francetta has found among the girls "a joy in beginning to realize their own inner security. Now that they're getting the tools to enable them to reach out, they have a real motivation to get ahead in life."



Harpsichordist, Fernando Valenti, is currently on campus to lecture and give concerts in the music department.

WC to DJ disco-dance

The go-go crowd will occupy the Ivy Room tonight beginning at eight for a Discotheque Mixer, complete with refreshments. This event is only one of many which the Social Planning Committee has slated for the near future. On Friday, Sept. 24, there will be an informal hootenanny also in the Ivy Room. The students are encouraged to bring their guitars and carry on spontaneously by their own momentum.

Fraternities and schools in the area, as well as individuals on the committee's mailing list, have received a news letter informing them of these events.

Tentative dates have also been announced for the Dinner Dance and for the Fall and Spring Proms. At present, the Fall Prom is scheduled for Nov. 13 in Maria Hall dining room. The Dinner Dance and the Spring Prom are to be held respectively on Feb. 19 and Apr. 23.

Annie Vaughn, senior, is chairman of the 18-member Social Planning Committee. Currently, members are seniors Marty Bonin and Linda Kolb, juniors Jeanne Jenkins and Mary Appleton, sophomores Evie Hughes, Stevie Smith and Mary Pat Rewer, and freshmen Cam Nelson and Kelly Hancock. The remaining members will be chosen at class elections.

Two campus houses designated centers for social and intellectual get-togethers

The president now resides on Catalina Ave. The move, however, was not from Washington, D.C., but rather from Big Bend Blvd.

The president in mention is, of course, Sr. Jacqueline, the president of Webster College. The President's House is the official title of the Georgian style house located at 475 Catalina. Living with Sr. Jacqueline in the two story white brick home are Sr. Gabriel Mary, chairman of the art department, and Sr. Carl Marie, director of the College School. The house will provide a non-institutional, yet formal atmosphere where relations with the campus community can be bettered. Sr. Jacqueline hopes to invite every faculty member and student to her home throughout the year.

Freshmen and their parents were invited to an open house upon their arrival at Webster Aug. 27. Sister also plans to become better acquainted with the seniors by inviting them to dinner in small groups.

In addition to the President's House, the Kirk House, located at 1 Kirkom Lane, will also be used as a social-intellectual center with a wide variety of activities. The house is designed to be easily used by three groups simultaneously. It includes a living-dining area, easily adapted for lectures or talks. The large fireplace in the living room opens in the second large room for barbequing. This room is furnished for table-type meetings. The pine-paneled rathskeller is the third room available for groups. It contains an area complete with facilities for serving refreshments. A tennis-volleyball court and a barbeque pit are in the back yard.

The sisters who live in the Kirk House, Sr. Mary Rhodes, dean of studies, Sr. Veronica Ann, dean of students, and Sr. Ann Kathleen, chairman of the biology department, are seeking ways to bring interesting people into their home and encourage groups to ask to use the facilities.



Exchanging greetings with students before the Convocation, Sister Jacqueline pauses to speak to junior Rochelle Peterson.

Voice of individual topic of Convocation

Sister Jacqueline, president of Webster College, followed a double file of Webster faculty into the Nerinx gym at 2:15 p.m., Monday, Sept. 13, for the President's Convocation.

Recently returned from a two-week seminar at Tufts University in Boston, Sister Jacqueline quoted one of the speakers at the seminar, Mr. John Hawkes, novelist and dramatist, who said that "the central force of all communications, both written and vocal, is finding and developing the human voice." Using this quotation as a basis, Sister gave her speech on "Voice and the College Community."

In her address, Sister Jacqueline spent considerable time reading a quotation of Mr. E. M. Forster's written in 1939, perhaps the longest quote ever read in one of her talks, which stressed communications and personal relationships in a democracy.

Sister explained that there was no voice of democracy, only voices

of democracy, and if one person in this world, the only world we have, is discouraged from finding his own voice, then this world is in trouble.

The faculty and student body, she said, can speak of issues or to issues. Thus they must allow themselves "the terror of becoming involved in the situation that makes the issues." It is important that this action communication be touched by Mullanphy and Mississippi, by Viet Nam and Vatican II. If not, students and faculty are guilty of the "prostitution" of communication into small talk and gossip.

Thus Sister Jacqueline concluded, "If we open our persons to other persons, we will find our voices, and they will be heard. And more important, we will begin to find ourselves."

First of a series of monthly forums begins today with both teachers and department majors meeting to introduce and discuss new ideas and programs for the coming year. It is hoped that this new system will lead to not only closer faculty-student relations, but also to stronger, more useful academic departments.

Another innovation for the year are the freshman colloquia, to be held once a month with teachers and students discussing the major aspects of college life at Webster. These meetings replace the Ed. 33 classes which formerly introduced new students to the organizations and activities on campus.

The Web

Founded October 3, 1924

Editor: Barbara Wilson

September 17, 1965

Fallacy going around Webster

Probably the biggest fallacy going around Webster these days is being perpetrated by the albeit, unknowing, upperclassmen. It goes like this. A freshman laments that college is really hard and that there are so many little things to adjust to. The condescending upperclassman shakes her head knowingly and says, "I know just what you are going through." Or perhaps she will say, "I was a freshman once myself."

The fallacy in this innocent, idle chatter, is that the upperclassman does *not* know what the freshman is adjusting to, because as a freshman, the older girl faced an entirely different Webster.

For instance, the freshman who entered in the fall of 1962, this year's seniors, had to adjust to green beanies, major and minor campuses, a list of rules that took an hour to read and a year to learn, required meetings for the Dean's assemblies, Student Government assemblies, class meetings, and guest speakers. They had to be in at 1 a.m. if they were with dates, and 12:30 if they were with girls. One had to decide among all the nights of the week to take one ten thirty only.

They had to devise ways of getting out of their rooms after 11 p.m. They could not smoke in their rooms, or the cafeteria. They could not type after 10:30. There were no phones in their rooms, so that calls and dates waiting in the parlor were announced over two separate loudspeakers, sometimes simultaneously. They could not go into Old O. or on a date wearing shorts or slacks. There were elaborate signing processes for leaving, returning, and serving a campus. Taking an overnight was like trying to get a pass from Sing Sing. They had strict requirements as to what courses to take and where a young lady could be seen in public. She had to double date, and there was also some discussion over the problem of who would do for a double. Could they or could they not double with a girl not from Webster, a day hop, their sister who worked, and so on? Special permission was needed.

One minute late, whether in an accident or not, and she was campused for the next weekend.

Changes began that year, and each succeeding year freshmen have been finding Webster easier and easier to adjust to. This year's class of Bright Eyes has stepped into a *moving*, changing, reorganizing College. They have more freedom to cope with and more responsibility. They will see changes that the seniors would never have imagined. They will see each new class being treated more and more like adults. They will experience more freedom than the upperclassmen ever thought possible.

And someday they will see a lost freshman and say, "I know just what you are going through."

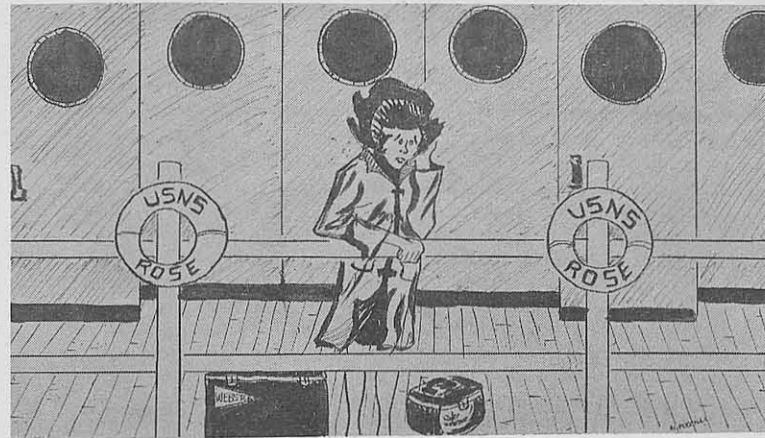
barbara wilson

The "Web" staff offers their condolences to the dean's secretary Mrs. Robert Wahl on the death of her son.

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, however, reserves the right to exercise such supervision as will maintain high standards of journalism.

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Army brat editor to Germany aboard a luxury liner motor boat

This year I bopped over to Europe for the second time. Actually I didn't bop, I chugged. And that's the point of this article. Every year I read with envy the accounts of girls who take jets or luxury liners or even student boats, freighters and banana boats. It's not so much that I mind going in an outboard. Seriously I am one of the lucky, elite children known as an Army brat. I consider myself lucky because as long as my parents are stationed in Germany, Uncle Sam will give me free "transportation?" back and forth.

On the 19th of May, Mr. Charles Grennan, the fabulous father of Mary F. Grennan, senior from Florham Park, New Jersey, delivered me to Ft. Hamilton Guest House in the dead of night. Mary was horrified that I was to spend the night in the barracks

that were being used to bed the huge flow of dependents that leave every day for Bremerhaven, Germany. After announcing that the place was awful she turned to me and said, "But you love it, don't you?" I had to admit . . . I do.

The ship was something else. After 4 hours of processing, which included passport scrutinizing, shot record penciling, physical exam statement eyed to make sure it had occurred 48 hours beforehand, and the inevitable customs, I finally boarded the USNS Rose. The Rose was named for a General Rose who would die of shame if he knew it. Built before Noah's flood, it holds 500 passengers and 1500 troops who are evidently stuffed somewhere in the bowels of the ship. It can go 20 knots per hour and slower if one of the boilers blows up as ours did.

On the day we were to dock I was hanging over the railing, straining for a look at my parents on shore. Since few people in the Army have many relatives waiting for them in the old country, there were few people waiting for them. Anyway the boat backed up like a fat lady getting aimed to sit down, and sidled up to the pier. By this time I was deep in a conversation with my dad, both of us at the top of our lungs.

Driving home I felt like any other college type coming home for the summer, except I kept saying, "Good grief, am I in Germany?" I didn't do much while I was home. I more or less just visited my folks, because I knew I wouldn't see them for another year.

When I received my port call to go back I found it was also via boat and I started to complain. "Do I have to take that stupid boat again?" My poor Dad looked at me and said, "Well, aren't you getting blasé." I had to laugh. Here I was complaining about taking a boat back from Europe.

The trip back was a little more exciting, since there were a lot of foreign wives, fanatic bridge players of which I am one, assorted Albatross and a few slightly sea sick Lieutenants. Shortly a Mellvilleian society formed itself and as they always say in high school newspapers, "Fun was had by all."

Alas, the Germans were there to deliver me from Ft. Hamilton. I debarked, bag, baggage and wobbly sea legs, cursing the stupid boat. And I knew I'd do it again next year and forever if I could.

barbara wilson

What's new in WC theatre arts?

Sr. Marita Michenfelder and Mr. Michael Flanagan answer questions about the new theater and the direction drama is taking at Webster.

Reporter: What is the general program of the drama department now?

Sr. Marita: The general program is divided into two main areas: first the learning of the theory, the literature and all of the historical facts that enable a person to intelligently evaluate the theater, and secondly the element of production which we have emphasized by increasing the number of productions very significantly this year.

Mr. Flanagan: I think its important that the emphasis should be equal on the academic and the production. Our difficulty now as we start into this heavy production schedule is to keep it in the student's mind that the academic studies are as important as and totally separate from the production.

Reporter: I understand several new members have been added to the department's staff. Could you comment on them?

Sr. Marita: Mr. Flanagan indicates the kind of person we are trying to get in the department in that he has had professional experience in the theater. I would be very suspect of having a faculty member who had only been in the academic field. Mr. Flanagan is a very fine actor and he will be acting in various selected roles. It will be an education for the drama students to see how a professional develops a role and to work with one. This is the greatest experience they can have.

Mr. Walter Blind is a designer. It was thought that this element was needed in the department because when we move to the new theater the design of the set, of the lights and of the costumes will be ever so much more im-

portant because it will have to be so very selected.

In dance we brought in two people, Miss Judith Mandeville who will do modern dance and Mr. Michael Simms who will do the ballet.

Reporter: How does the area of dance relate to the drama department?

Sr. Marita: It is so basic that without dance I don't think you could say you have a complete department. For those who have no dance experience it enables them to learn how to use their bodies rhythmically, to control them and to make them do what they want them to do. For those who have had dance it is a very necessary skill in the theater today because of the musicals that require a person to sing, dance and act.

Reporter: How will the construction of the new theater influence the drama department?

Mr. Flanagan: It will give us a greater responsibility than we have now because we will then have an area we must fill with an art. We will attract much attention locally, I think, and nationally just by the fact of the existence of the building. I think most of us on the staff want the building to be more than just an architectural feat. We want it to be a structure that will enhance the artifacts which we will create in it.

Reporter: What is the name of the type of theater this is going to be. Is it similar to theater in the round?

Sr. Marita: Yes, it's called the thrust, which means the stage is open on three sides.

Reporter: What are the technical advantages or difficulties involved in using this type of stage?

Mr. Flanagan: All of the theatrical demands are really exactly the same. I don't think the form will impose any restrictions on us. I think it will give us a great deal of freedom. The only thing that

this stage really takes away is the illusion of the picture frame; however, we can still create that to a certain degree if we want to. But I would say if anything we have a freer form, a more open and less restricted form than we have for example in the little theater.

Sr. Marita: By the same token it is much more demanding because now the audience is going to see the actor from three sides. He can't hide by moving upstage or by turning his back to the audience.

Mr. Flanagan: But it's much more rewarding as a result. The more demands that are placed on an actor, the greater the rewards. The rewards should be proportionately greater for the audience. The farthest chair from the acting area is only sixty feet away. That's very intimate and as a result the audience is immediately involved in the production.

Sr. Marita: I don't really think the student body as a whole is aware of the talk that the building has created in not only the theatrical world, but in academic circles as well. People are constantly coming to see the theater and asking about it.

Mr. Flanagan: It is one of the first theaters built that is totally committed to the thrust. There are many theaters that can convert to this type of arrangement, but ours is built specifically to accommodate this type of stage.

Reporter: What other changes or innovations do you foresee?

Mr. Flanagan: One minor but important change we haven't talked about concerns the workshops. There will be no workshop theater as such. Instead, we are doing a series of major productions. Our first two productions will be "Six Characters in Search of an Author," (see page 1) in the main theater and the first studio production will be a musical version of "The Importance of Being Earnest" called "Ernest in Love."

dianne bechtold

Freshman mixer mixes up frosh

by Maureen Mahoney

Friday night on a college campus is just it. To give an example of the most essential part of one's life a perfect evening will be recounted. Noted at this time is the fact that any resemblance between this and a Webster College freshmen mixer is purely coincidental.

Here is the freshman her first Friday night on campus. All week she has been viewing the poster on the cafeteria bulletin board about the mixer. The reader is expected to ignore the fact that it took her a full four days to realize that it was about the mixer and not an advertisement to take the B & O railroad home at Thanksgiving because it has cute porters.

What to wear to this gathering, always of minor importance, is now causing a major crisis. Some say wear heels, others loafers. She must do something, anything. Back to her dorm she goes. Again the same thought, "What do I wear?" Suddenly, an idea strikes. Flip a coin. heads follow the seniors' advice and tails go along with the freshmen. At this stage the advanced analytical mind of the freshmen is clearly evident. The coin is tossed, it falls, the seniors win. And so our freshman dresses up for the mixer.

The next scene is that of our freshman trudging down to the gym and she is only an hour and half late. As she nears the gym she wonders if she isn't too early. Really, who ever goes anywhere on time? Defiantly, she marches on not caring about the social code of ethics.

Much to her surprise, it seems that she is last, not first, to arrive. Shakey, but still un-daunted, she continues until she is through the door and into the room. The realization that nine out of ten people are dressed casually is a shock to her nervous system. If only there was a senior to kill or a nickel, preferably the one used in the toss, to melt down.

Back to the campus she races, flying to her dorm. A quick change takes place, beloved madras at last. Out through the front door and down the steps, oh, she's forgotten to put her loafers on. Retracing steps again, she unlocks her room. Where did she put them? Searching and searching she finally goes, as a last resort, to her closet. She finds them! What could they be



doing in there? Alas, no time to wonder for time is flying.

Now, returned to the gym, she is holding on the wall for physical support. Will she ever get through the last forty-five minutes that are left of this mixer? It is not expected that the reader will presuppose that it took our young friend an hour to get back to the dorms and change, because it didn't. The fact is it took only a matter of twenty minutes. While traveling down the block or two to the gym, our friend lost her way and ended up at the Sterling Pen Company on Lockwood. Believing the mixer to be over, she slowly heads back to campus, and, by going the wrong way back, she happens to find the mixer again.

Our fatigued young miss is nothing less than completely shocked when she is approached by a "college man" and asked to dance. As one dance leads to another and they become engrossed in conversation he copies her phone number in his "black book". She floats back to campus and excitedly relates the evening's adventures to her roommate and suitemates. As the moment of revealing his name draws nearer, anticipation mounts. Finally, she blurts it out, only to her three voices echo, "But he took my number, too!"

Tranquilizers, Anyone?

By Michelle Ferretti

It's impossible, that's all, simply impossible. I mean, nobody's perfect. But Albert Einstein's most brilliant offspring couldn't get through an orientation weekend like that one right-side-up. And the whole thing was worse for me because I'm almost blind and too vain to wear glasses. I mean, how many people would mistake a jewelry box for a radio.

Anyhow, it all started off with a bang when I locked my door and lost the key. But that was nothing compared to losing my meal ticket. Actually, I didn't really lose the meal ticket; I misplaced it. Along with my glasses.

The bookstore was fun. I bought all kinds of necessary things like books and Scotch tape and Webster beer mugs. Anything that takes up space. My roommate and I are both slob, and all that clutter makes us feel right at home.

I will say one thing; all that activity didn't leave any time for homesickness. There was one long fifteen-minute period that had us down, so my suitemate and I baptized her shower-spray-hose. (By the way, his name is Seymour. Seymour Q. Snake, Esq. He just looked like a Seymour, know what I mean?) which was actually rather feeble, you'll have to admit. It just shows you what orientation can do to a person.

You know what was fun was the informal entertainment the upper-classmen gave the new residents. At least it sounded great; I couldn't see it.

Actually what really threw me through a loop was the Campus Tour. I mean, climbing over fireplaces and cutting through back lawns might be normal experiences for most Websterites, but it shouldn't be sprung on us greenhorns all at once like that.

Anyhow, once the smoke clears everything will be great. I mean, I'm even getting a southern accent. Isn't that exciting?

Five music majors travel to Austria

by Candy Lord

Vienna, Austria, the city which has been linked with the world's greatest composers and musicians, became the stomping grounds for five Webster music majors.

In accordance with a study abroad program, these five girls were able to pursue their music interests, in their junior year, by attending the Academy for Music and Performing Arts in Vienna.

The girls who went were Jody Kopine, Kathie Neville, Bo Caplis, Sue Jost, and Peggy Viehland.

In comparing the United States and Austria, the greatest difference was found in the school system. "In Austria," said Jody, "the student is more individually on his own and there seems to be much more specialization stressed in subjects."

Entrance into the academy is decided after the applicant performs his specific music skill before personnel of the academy. "On the whole," said Bo, "they don't believe in written exams; instead, performing exams are given in front of a jury."

Besides going to school, the girls found time to do a little touring, sight-seeing and getting acquainted with the town folk. All conversing was done strictly in German. "There is so much music and history here that it would actually take a lifetime to be able to absorb all of it", added Kathie.

The girls attended classes at the academy from the middle of October to the end of June. During the Holidays they traveled through various sections of Europe. For instance, during Christmas week, they vacationed at a ski resort in Triol, Austria and at Easter time traveled through Switzerland and then on to the Vatican to attend Easter Sunday Mass said by Pope Paul VI.

In an overall analysis of their trip one significant observation prevailed throughout their whole journey and this was voiced by Bo, "The European people seem to move at a slower, relaxed pace and even though the people have very little, they seem determined to enjoy what they have while they have it."

Webbles

by Jeanne Jenkins

Once upon a time there was a small but swinging discotheque called the Webster a Go Go. It was located in the sedate town of Webster Groves a Stop Stop. The disco was cozy with a low cover charge, and only a handful of people knew it existed.

As the years passed by, the managementship of the Webster a Go Go changed hands several times. Each time there were vast improvements. An elegant hotel was added to the discotheque, then a plush restaurant where strange, unrecognizable dishes were served. One of the managers, wishing to expand even more, decided to buy the music hall across the street. When approached about it, the owner agreed, saying, "Funniest thing. My daughter goes there. She likes it like that."

Soon everyone knew about the Webster a Go Go and wanted to go there. The managers naturally raised the cover charge many times, yet the people kept on patronizing it, saying, "Funniest thing. We like it like that."

The discotheque soon had its own newspaper, a marvel of brilliant, masterful journalism, each issue of which was a collectors item. The people of the town grew uneasy. They wondered when this phenomenon would cease to grow, and brought their worries to their mayor. He merely said, "Funniest thing. It's a great place to go. I like it like that."

When the managers decided to build their own avant garde theatre, the townspeople were outraged. "Absurd!" they cried. "It will be a theatre of the absurd." Despite their opposition, the Webster a Go Go Absurd Theatre was soon built.

Still the managers were unsatisfied in their desire to please their ever-growing clientele. They found that a neighborhood delicatessen was being used to supplement their own exotic eating-place, and they promptly purchased the Kroger a Go Go.

The town council was terrified. "Our town is disappearing," they wailed. "We'll go to our senator for help." "Senator Smilington," they said "do something to save

our beloved Webster Groves a Stop Stop." The distinguished senator only smiled and said, "Funniest thing. I think it is charming and I like it like that."

Meanwhile the managers had taken over City Hall to make room for the pool tables. "We'll go to the President," the townspeople shouted. "He'll make them stop." They approached the Chief Executive with their tale of woe, beseeching him to declare Webster Groves a Stop Stop a disaster area. "Please call in your National Guard, sir," they begged. He slowly shook his head and said, "Funniest thing. That place reminds me of Texas. I like it like that."

The town representatives returned home only to find that the ambitious managers had engineered one final coup. They had taken over the last stronghold of the town, the Church, where they were having mass guitar-playing.

In a frenzy, the townspeople knew they had but one last resort. They had only one last chance to keep this Webster a Go Go from amalgamating the whole world into its own possession. They journeyed to the Heavenly City and obtained an interview with God. And, we all know what He said.

Pinned

Karen Gentemann, St. Louis junior to Tom Hoveland, Theta Zeta, Washington University.

Cecilia Muellerleile, St. Louis junior to Joseph Castellano, St. Louis University graduate, Alpha Kappa Psi.

Marilyn Mueller, St. Louis senior to Lt. Robert Bornicle, U.S.A.F. St. Louis University.

Engaged

Marybeth Scheppers, Jefferson City senior to Joseph M. Priesmeyer, Kirkwood, Mo.

Mary Grennan, Florham Park, N.J. senior to Joseph V. Hupcey, Jr., Carnegie Tech., Hempstead, N.J.

Linda Lupario, Bayside, N.Y. senior to Quentin Orwell, N.Y.

Susan Pflug, Webster Groves junior to Ken Ulmer, Sutton, Neb.

Barb Semon, St. Louis senior to Phil Streib, of St. Louis.

Sr Joecile and Sr Paula tour Europe with alumnae

by Lucy Christman

If you have taken a long hard look lately at your ever-dwindling bank account and come to the unhappy conclusion that it is extremely doubtful, highly improbable, and most unlikely that you will be lucky enough to set foot on European soil in the near future, please don't despair. If after graduation, you somehow manage to acquire a small fortune, start packing your bags and sign up for the Webster College Alumnae Tour of Europe. The one which took place last June was a complete success. Two people who will testify to the truth of that statement are Sr. Paula, associate professor of music, and Sr. Joecile, who was a member of the faculty last year but who is now working at the provincial office. These two had the good fortune to be able to accompany the alumnae on their tour of six European countries.

The group found that Holland has only one windmill left to its name. In Germany they enjoyed some decent-tasting coffee for the first time on their whole tour; and in Rome Italian drivers were busily living up to their image as the world's worst

drivers. Although foggy, rainy weather has dampened much of the tourist trade in Europe this summer, it was sunshine all the way when the Webster group came through.

When asked to name what place she liked best in Europe, Sr. Paula usually replies, "I liked every country the most!" Paris and Rome seem to be her two favorite spots. In addition to visiting Paris's usual attractions and taking a lovely boat trip on the Seine, Sr. Paula had the opportunity to attend a performance of the opera, *Aida*, at the Opera-Comique. She still finds it impossible to describe the magnificence of that presentation. The nicest part of the whole trip was probably the audience with Pope Paul VI in St. Peter's Basilica. Sr. Joecile records that hearing the Holy Father speak to the group in several languages and then pass very near their places was a very thrilling experience.

Before leaving Rome the members of the tour visited the Trevi fountain to toss in a coin in the hope of returning someday to the Eternal City. I know of two nuns who wouldn't mind going along on another Webster College Alumnae Tour of Europe in the not-too-distant future.

Websterites recount African adventures

The only two girls on campus who can tell true tales of seeing a hippopotamus while crossing a river or riding across Africa by truck are Margo Tassi and Carol Hinchon. Both girls just returned from a summer in Africa under the sponsorship of Operation Crossroads."

Margo spent her summer in Fort Lamy, Chad, living in a school dormitory and working with 12 other Crossroaders to build a three-room school house. She actually constructed three of the walls herself since it is part of the purpose of "Operation Crossroads" to let Americans learn how Africans think by working with them.

When asked about living conditions in Chad, Margo replied that actually she was quite lucky because she lived in a populated district—some of the other volunteers, she added, really lived in the bush. Carol Hinchon can attest to that. She spent the first three weeks of her stay making bricks out of mud, ant hills, and cement at an abandoned air base in Jui, Sierra Leone. Carol and her group lived without electricity and hot running water in a complex which housed a Methodist school with about 80 students, a govern-

ment rice storage bin, and nothing else. When the school year in Sierra Leone ended, Carol and her group were joined by nine African students and moved to Magburaka, a town of about 4000, where she spent the rest of the summer helping to extend kitchen facilities in a secondary school there.

HHH states Viet policy

Vice-President Hubert H. Humphrey addressed a special plenary session of the 18th National Student Congress, Monday morning, August 23. Karen Smith, National Student Association Coordinator at Webster College, attended the Congress held this year at the University of Wisconsin at Madison.

Discussion, debate and decision were listed as the "three D's of democracy" by the vice-president. Humphrey said that discussion and debate can and does go on, but at some time a decision must be made. "The mantle of leadership," Humphrey said, "is not the cloak of comfort, but the robe of responsibility."

In commenting on student protest, Humphrey emphasized that the "right to be heard does not include the right to be taken seriously." He praised the role students have played in the civil rights movement. Students "pricked the conscience of America." They "isolated and confronted a severe situation, developed techniques of protest, and demonstrated a personal commitment."

In commenting on Vietnam, Humphrey reiterated the principal objectives of U.S. action in Vietnam. They are 1) "to resist aggression and make it clear to all that the policy of brute force shall not be the standard of international relations, 2) bring about a just and peaceful settlement, and 3) help build a better life for the people of South Vietnam and North Vietnam and all of Southeast Asia."



What is an apartment not? Sophomore's Nancy Mc Avoy, Betsi Smith, Terry Giantonio, Kathy Cretzmeyer, and Stevie Smith will tell you that an apartment is definitely not the dorm. See Oct. 1 issue for full story.

New faculty and staff join Webster community

Webster College has appointed forty-one new faculty members for the 1965-1966 school year, ten of whom will be teaching in the College Experimental Elementary School.

Besides the new faculty members, Sister Marie Francis Kenoyer, a former dean returning after a two year absence, is assistant professor in the social science department. She is also acting director of the newly formed Webster Institute of Mathematics, Science, and the Arts and director of the pre-college program.

Chester Gough, Webster's new librarian, comes from the Washington University School of Medicine Library where he was deputy librarian. He received his B.A. at Providence College, his M.A. at Columbia University's School of Library Science where he is also working on his Ph.D. Miss Karen Merritt, former Webster student, is Mr. Gough's personal assistant.

Edward Thomas Clark, Jr. is the assistant to Sister Anna Barbara Brady, S.L., coordinator of the teacher preparation program. He has a B.A. from the University of Richmond and a B.D. from Andover Newton Theological Seminary.

Miss Muriel Reingruber is the new assistant to the dean, serving as academic advisor. She has a B.A. and M.Mus. from DePaul University and a M.Ed. from Maryland University.

New faculty members in the Fine Arts Department are: art, Norman Laliberte, graphic designer and film maker from Ossining, New York; Robert Strobridge, designer and typographer, with a B.F.A. from Kansas City Art Institute; David Suits, ceramics, with a M.S. from the University of Wisconsin; music, Sr. Lucy Maurice Galvin, S.L., piano and music history with a B.A. from Lorretto Heights College and an M.M., from Chicago Musical College of Roosevelt U.; Nancy Jopper, piano, with a B.Mus. and a M.Mus. from Yale; Gerald F. Fischbach, violin, with a B.F.A. from the University of Wisconsin and a M.Mus. from the University of Illinois; drama, Walter W. Blind, scene and lighting designer, with a M.F.A. from the Goodman Memorial Theatre of the Chicago Art Institute; Michael Flanagan, a member of Theatre Impact directing and acting staff, with a

B.A. from St. Benedict's College and M.A. from the Catholic University of America; Edward Fischer, a visiting lecturer in film arts from Notre Dame University; Judith Mandeville, dancing, with a B.A. from Washington University; Michael F. Simms, dancing, with a B.Ed. from Harris Teachers College.

New faculty members in the English department are Mrs. Barbara Nauer Folk, with a B.A. from Marycrest College and a M.A. from St. Louis University; Mrs. Anthony Morley, with a B.A. from Bryn Mawr and an M.A. from Washington University; Mrs. Don Murry, with a B.A. and M.A. from the University of Missouri.

New history department instructors are David F. Smith, with a B.A. from the University of Bristol, Eng. and a M.A. from Washington University; and Gerold R. Polinsky, with a B.A. and M.A. from Washington University.

In the foreign language department are Mrs. Alice Gatchell, Spanish, with a B.S. in Ed. and a M.A. from the University of Missouri; Mrs. Norma La Barga, Spanish, with a B.A. from Indiana State University and a Ph.D. from the University of Havana; Mrs. Jerilyn Mae Goodman Cohen, French, with a B.A. from Washington University.

In the science department are Paul E. Testerman, chemistry, with a B.S. and graduate study from Sacramento State College; and Jerry Castillon, biology, with a B.S. and a M.S. from the University of Missouri.

In the philosophy department is Robert E. Corbett who lived and taught in the Bahamas for two years as a missionary, with a B.A. from Cardinal Glennon College.

In the theology department are Miss Mary Louise Burg, with a B.A. from Mundelein College and a M.A. from Marquette University; and Sr. Ann Miriam Novak, S.L., who attended Lumen Vitae International Catechetical Institute in Brussels, Belgium.

In the social science department are Peter O. Rompler, who was the assistant in research methods and data analysis at St. Louis University's School of Social Science since 1962, with a M.A. from Ohio State University; Earl Quist, geography, who is the

Campus YRC to resume

The Webster College Young Republicans will conduct their first meeting of the year, next Friday, September 24th, at 2:10 p.m. in Maria Lounge. The guest speaker will be Dr. Joseph Kelly, vice-president in charge of development, who will speak on "Practical Politics." This meeting is open to all interested students and faculty.

The proposed program for the year includes a series of discussions based on the theme, "Building the Republican Future—The Role of the College Republican." Some of the topics to be covered are: "The College Young Republican Club—An Arena of Exchange", "Conservative, Liberal or Moderate—Dare We Make A Choice?" and "Why Be A Republican?", which will be the subject of the October meeting.

A joint meeting with interested students from Maryville College and Fontbonne College is also being planned. The speaker for this meeting will be Miss Peggy Heilig, Co-Director, Region VII, of the Young Republican National Federation, and an active member of the St. Louis County Young Republicans.

Elections for the 1965-66 school year will be conducted at the October meeting. Date and time will be announced soon.

"Snack 'n' Act is for hungry people—those hungry for food and those hungry for fun. One of the great theatrical ventures in the history of man! P.S. Translated: Every Wed. (Never on Monday) you can come to the End Room, bring your lunch, buy coffee, cookies, coke and be delightfully entertained."

Sister Marita

cont'd from column 4
assistant principal at Plymouth Junior High School.
In the mathematics department are Frank Van Atta, with a M.A. from State Teachers College of Brockport; F. Richard Singer, with a B.A. and M.A. from Washington University; William McConnell with a B.S. in Ed. from Ohio University and a M.A. from Rensselaer Polytechnic Institute.
Enrollment for the fall semester is a total of 1040. Freshmen number 243, while transfer students number 68, both including residents, day-hops, postulants, novices, and men.

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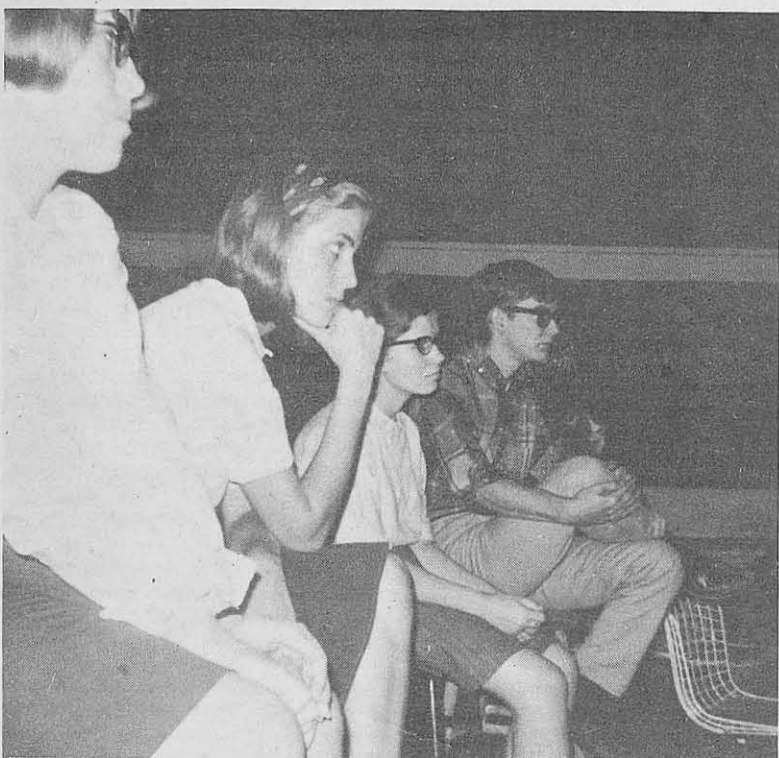
WEBSTER COLLEGE
Webster Groves 19, Mo.

Always on Monday new art theme

"Always on Monday" is the art department's newly devised plan to acquaint the students of Webster College with the various art programs on campus. Sister Gabriel Mary, assisted by Mr. Robert Strobridge, artist, teacher, and illustrator, and by Norman Laliberte, noted cinematist and artist, is determined to fulfill her prediction that "... Monday will be the night that things happen in the art department of Webster College."

The Monday night programs will continue throughout the year with lectures, art films, and musical art programs. Guest artists and lecturers on campus sponsored by W.I.M. S.A. (The Webster Institute of Math, Science, and Art) will also give the entire student body the opportunity to benefit from their talents on Monday nights.

The art department hopes that, through a consistent Monday night art program, which will be varied and colorful, the students at Webster who are not directly involved in art will become more conversant with both the art program at school and the world of art in general.



Art sometimes has surprising effects on people. These four students are obviously hypnotized by the display of Op Art that they are viewing at one of the regular "Always on Monday" art lectures.



Six characters and a director currently appearing in the theatre arts production are, left to right, John Van Benthuysen, Elaine Knudsen, Amy Loui, Michael Flanagan, director, William Wolak, Libby Goldstein and Tom Kampman.

Last night's opening delights minus plot

Luigi Pirandello's *Six Characters in Search of an Author* opened last night to begin the 1965-66 drama season and will run through Oct. 3.

The production evolves around six characters who have been conceived by a playwright but never put into a finished play. They convince the director of another play that their "story" is better than the one he is in the process of directing. They are given "existence" by the director in six characters assigned to impersonate them, but when the actors fail to enact them correctly, the six characters take over and play themselves.

Because of the unusual subject treated in *Six Characters in Search of an Author*, director Wayne Loui was asked to explain the philosophy behind this kind of writing.

"There is the problem," he says, "that people go to the theatre to be entertained by plot. However, in *Six Characters in Search of an Author*, we find character the all-important element."

In writing his work, the playwright became enamored with his characters and knew that to place them in a typical plot situation would be to make them puppets in a "soggy melodrama." Thus, Pirandello settled on the solution found in *Six Characters*: the audience believes and, most important, likes the characters in the play for themselves, and in liking them catches the meaning behind the story.

Girls exercise class technique

About 100 Webster students in Mr. Brock Schumacher's counseling and guidance class will have an opportunity to put their classroom knowledge to practice this year. They will help interview, administer tests, and counsel the teenagers who are participating in the Neighborhood Youth Corps in St. Louis.

The Youth Corps, which is part of the national Anti-Poverty program but which functions on local levels, provides part time jobs and counseling for high school or grade school dropouts, with a view to equipping them to return to school or to find permanent jobs. One of the major areas in which the Youth Corps workers are helping and being helped is at the State Hospital. There they serve as nurses' aids or do clerical work. Male enrollees learn skills connected with maintenance. In addition to counseling, the social science students will administer tests and compare them with national ratings, and help with remedial teaching.

Mr. Schumacher himself is conducting the first in a series of workshops at Breckenridge, Ky., for the Job Corps. The Job Corps, another part of the Anti-Poverty program, is much like the Youth Corp except that it is full time. Job Corps members who work and go to school at Breckenridge live in an old army barracks. A riot there last August pinpointed the need for a more intensified training program. Mr. Schumacher was asked to initiate this because of his prominence in the development of Half-Way House here in St. Louis and his work in rehabilitative or transitional situations.

WIMSA awarded grant for six research projects

Recently the Office of Education of the Health, Education and Welfare Department has given approximately \$100,000 in the form of a five-month grant to underwrite the expenses of six projects to be undertaken by the Webster Institute of Math, Science and the Arts from Sept. 1 through Jan. 31. This research wing of the college is headed by Sister Jacqueline with Sister Marie Francis as co-ordinator.

Mr. Paul Merrick, biology instructor, heads a natural science project developing units for elementary school. To illustrate his teaching techniques, he will make a movie in Chicago this month. Also in biology, Miss Emily Richards is working with several students in other fields to develop current materials in biology which inter-relate with other disciplines.

The Web

Webster College

Webster Groves 19, Mo.

VOL. XLII

October 1, 1965

No. 2

Psych pilot to view WC

Noted American psychologist, B. F. Skinner, will be on the Webster campus Thursday, Oct. 7. As well as visiting the WIMSA laboratory, he will observe the student behavior laboratory for children aged two to five which has attempted to apply his approach to learning. Dr. Skinner is also tentatively scheduled to attend Dr. Carl Pitts' cognition class Thursday.

Dr. Skinner's visit to Webster is due largely to Dr. Pitts and Dr. Don Bushell who met him at Carnegie Institute of Technology last spring. They talked to him there at a symposium on cognition during which Dr. Skinner delivered a paper. Dr. Pitts and Dr. Bushell invited him to come to Webster to see what the college is doing in the field of psychology, and Dr. Skinner accepted.

In addition to his visit to Webster, he will speak at Washington University's Graham Chapel lecture series, Wednesday, Oct. 6, at 11 a.m. This lecture will be open to the public.

Events for October sponsored by the Social Planning Committee will include a mixer, a card and game party, and a jazz concert. The mixer, to be held Oct. 8, will be held in the cafeteria at 8:00 P.M. with music by the Specters.

Preliminary plans have been set to have a party Oct. 15 that will use all of the downstairs lounges. There will be discotheque dancing in the Ivy Room, refreshments and games in the Co-rec Room, cards in the back lounge and special events in Maria Hall lounge. Mr. Rudy Torrini, art instructor, and his jazz group will play for students and guests Oct. 22.

Invitations to men from the various schools have been sent out for all of these events.

Resident council innovates with a splash of activities

"We want to DO things," says Rosemary Bergin, president of the '65-'66 resident council. With this aim in mind, the council is planning a series of activities open not only to the college boarders, but also to the faculty and day students.

To begin the year's activities, Loretto 1 and Maria 1 sponsored the first social dinner of the year, Tuesday, Sept. 28. Following the dinner, the resident council officers invited 40 students, selected at random from all four classes, to an after-dinner coffee.

A new project now under way is monthly movies open to all students and faculty. A committee, under the direction of Corinne Oglesby, sophomore from Rome, N.Y., and composed of both resident council members and non-members, has reviewed and selected eight films. The first of these movies, which are of various types and interests, ranging from comedy to dramatic to art, will be presented in October.

Another innovation for the council is the admission of freshman members as wing representatives. It is felt that the freshman deserve a voice in the functioning of the council, and, therefore, Candy Lord, representative Loretto 1, an all freshman hall and Maida Thomson from Loretto 4 will serve on this year's council.

Rosemary encourages activity among the students, and follows this idea, the residents of the new college apartments sponsored open house last Sunday so that everyone could have a chance to see the new housing accommodations.

Local poet here Oct. 4

To capture the spirit and atmosphere of the riverboat era on the Mississippi River, John Knoepfle, poet and resident of St. Louis, visited 70 aged rivermen and taped their stories Monday, Oct. 4. Mr. Knoepfle will be on campus to lecture at an assembly sponsored by the cultural affairs committee. The talk, open to the student body, will begin at 2:10 p.m. in the auditorium.

Mr. Knoepfle will discuss his most recently published work, a volume of poems, *Rivers Into Islands*. His book was published by the University of Chicago Press in March, 1965.

Mr. Knoepfle received his masters degree from Xavier University, taught English at Ohio State University, Southern Illinois University, and is currently teaching at Maryville College near St. Louis.



Resident council wing representatives, left to right, Mary Elaine Langdon, Rose Vogel and Esther Harkins, are lining up plans for future activities.

The Web

Founded October 3, 1924
Editor: Barbara Wilson
October 1, 1965

CONDOLENCE

The "Web" staff offers their sympathy to Dr. and Mrs. Joseph Kelly on the death of their son, Jackie.

Question

Because Webster College is in motion, constantly striving for a better community of co-learners, this *aggiornamento* of the college must not stop with the magnetic enthusiasm which emanates from the administration and faculty. This is only the beginning. The student body, if it wishes to continue its status as an equal partner in this endeavor, must begin its own *aggiornamento*. On a small scale, this "up-dating" should originate with an evaluation of the organizations which constitute an integral part of campus life. One such organization is the National Student Association.

When examining such an organization, certain questions come to mind. What is the National Student Association? What does affiliation with this organization mean to you, a student of Webster College in 1965? Should the funds allotted NSA for dues, activities, and traveling expenses (approximately \$325 per year) be re-allocated to projects more in line with student thinking and to those which would benefit more students?

It is this student's consensus that a thorough study of the National Student Association will reveal that it is not representative of the majority of Webster students and more importantly, it is an ineffective organ of communication on this campus and one which Webster could do well without.

The two major reasons why we should withdraw from NSA are: (1) The Student Government Association allocates to NSA a significant amount of money each year for services which benefit a negligible number of students. This money is appropriated from a general fund supplied by each student's tuition fees, yet few students know that the National Student Association exists on this campus, and an even fewer number know the function or purpose of it.

(2) The National Student Association claims to be the official representative of its member colleges in the United States and in the name of these American students, formulates political policies at its annual conventions. Here is a sampling of the policy statements adopted in the past by NSA: a) Strongly urged that the House Committee on Un-American Activities be abolished; b) Supported the University of California (Berkeley campus) sit-ins of last year and called them "legitimate and responsible"; and c) Ruled that the United States owes an apology to the Dominican Republic.

Whether you agree or disagree with these policy statements is not really the question at hand. What should be uppermost in our evaluation is whether an association which professes to represent its member college students, should allow itself to become involved in politics and pretend to continue in its same position as the official spokesman for these collegiates, and especially the official spokesman for you.

It may be argued that these policy statements do not in reality affect you or Webster College. For you as a student will still have your own views and opinions on these and other political questions. But there are organizations which are specifically created to stimulate political inquiry and why should we, who claim to be the "Aware Generation"—aware of ourselves, our neighbors, and our futures—allow an organization such as this one, to make such statements for us? We might agree with everything NSA advocates, but does this mean our friends do, or that the majority of the student body does?

Therefore, let us evaluate the National Student Association as it appears on Webster's campus. It is an organization which few students are aware of; an organization which has no significant impact on campus life; and an organization whose funds could be put to better use.

Truly, the voice of NSA is not the voice of Webster.

madonna mcgrath
young republican president

Reply

The National Student Association (NSA) is an organization of some three hundred colleges and universities representing about 1.5 million students. It is the largest student association in the United States and as such is recognized by foreign student unions as the National Union of Students (NUS) of the United States.

Webster College is affiliated with NSA through its student government. Every student enrolled at Webster is a member of NSA and as such is entitled to all the benefits that NSA membership offers.

Services

NSA is often criticized for the positions it takes on the vital issues of our time. I do not deny this criticism. On the other hand, the services of NSA for students are very important and worthwhile. They have not been stressed at Webster. I did not stress them last year. This past summer I learned more about them and intend to introduce and make these services available to you, the student body of Webster College.

I would like to elaborate on some of these services. Would you like to take a cycling and hostel tour of forty-two days through five European countries for only \$495 plus your round-trip transportation? Or would you prefer an Italian Art Seminar tour lasting forty-six days for \$595 plus your round-trip transportation? These tours and many more are available to you as NSA members through NSA-ETA (Educational Travel, Inc.).

Would you who work at St. Bridget's like some information on how Agnes Scott College in Atlanta, Georgia, has developed tutorials? Would the Student Association like information on how the University of North Carolina has set up their cabinet system? All this information and much more on all aspects of college life can be obtained through SGIS (Student Government Information Service).

Politics

Now, how does NSA stand on issues? NSA leans strongly to the left. The conservatives are an extremely weak element in NSA. I do not like to see NSA dominated by one faction. I do not think that extremism, whichever side it comes from, is representative of American student opinion. NSA needs moderation and we can give it that by staying in, not by withdrawing. When NSA supported the freedom riders, practically all of the Southern colleges withdrew. At this time none of the multiversities of the deep South are members. I personally think this is a tragedy.

Should NSA be so political? Hopefully with no disrespect to any factions, I would say that those who say NSA is too political really mean that it is too far left. I think NSA is too far left, but I don't think we should throw in the towel and withdraw because of this. If we don't like the way NSA stands on certain issues, let's not give up. Let's get in there and fight! Let's moderate the organization and bring it back to a more representative view where I believe the majority of American college students stand.

Does NSA have relevance for Webster? NSA can be viable at Webster. I think the services I talked about earlier are very attractive and useful to many of us. I do not believe Webster College in Motion wants to cut itself off from the rest of the student community. NSA can serve as a forum to let students know what is going on in the world. It can be a forum for correcting injustices we see around us. But, and here I appeal personally, it cannot be done by one person. I, Karen Smith as NSA Coordinator, cannot do it by myself. I need help. I do not have the time or knowledge to do all the things that I would like to. either am I brimming over with bright ideas. To make NSA worthwhile here we have to pool ideas, talent, knowledge and time and energy.

Webster College is a unique institution because of the foresight of administrators and faculty. We have much to offer other colleges and universities. This summer at the Congress when people saw "Webster College" on my name tag, they were eager to hear about our social science sabbaticals, our fairly lenient dorm rules, or our Sister Jacqueline. Other students want to know how we are coping with our problems. They want to learn from us. NSA is an excellent way to carry on communications with other students. We have much to give and share and I think we have an obligation to do so for the benefit of education in general.

On the other hand Webster is still in motion. I do not see a time in the immediate future when we will stop moving ahead, stop innovating. We can also learn from other students. They have learned some things which are relevant for Webster.

In summary I would say NSA can have many benefits for Webster and Webster can benefit NSA and the whole student community. Again I say I need and welcome your help in making NSA a viable organization on our campus.

karen smith
NSA coordinator



December Graduates Lament . . .
I'm Dreaming of a White Christmas

Letters to the Editor

Dear Editor:

I feel that I must expound on a lady who I'm sure everyone knows. This limping "house-of-fire" has the laugh of Phyllis Diller, the smile of Joe E. Brown, the wit of Bob Hope (or is it Tom Brothers), and a personality like that of no other. I'm certain that you now recognize her. She's the one who answers to the names: "maintenance lady," telephone, (you'll have to ask her about that one yourself), apartment mother, master-key lady, and last but not least Mrs. Smith!

I think I speak for all of us when I say, "Welcome and thank you Mrs. Smith for being you."

A Boarder

Dear Editor,

In order for a student to park on Webster's premises, he must have a Webster College parking sticker attached to the "inside rear window on the lower right side" of his car. The price of said sticker? Sixteen dollars! The parking permits of last year were a mere fifty cents, making the new permits thirty-two times more expensive than their predecessors. I will grant that the new decals are far lovelier than their last year's model, and I will also allow that the price of living has gone up quite a bit since last September. But this is ridiculous! The expenses of tuition, room and board, books, supplies, and the bare necessities of life on campus are staggering in themselves. The added expense of a parking permit is just too much to bear.

One might possibly consider the outrageous price worth the convenience of one's own parking space on campus. But this miraculous little bit of paper is not a guarantee of such a luxury. All it means is that your car will neither receive a parking ticket, nor be towed if you are lucky enough to find a parking space. And luck is exactly what you will need, for if you are not here well in advance of those who have an 8:10 class, there are no parking spaces to be had.

Speaking for myself, I would rather come to school on a pogo stick everyday and keep it in my locker than to pay as much for something that does as little as a Webster College parking permit. I'll take my chances with the Webster Groves police on Lockwood, Bompate, and Big Bend before I'll join this outrageous, exclusive club.

Very Sincerely,
Bonnie Claypool

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, however, reserves the right to exercise such supervision as will maintain high standards of journalism.

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The name game

By Maureen Mahoney

"My memory is so bad, that many times I forget my own name!" These, words profoundly uttered by Cervantes in his classic Don Quixote over four hundred years ago, still ring with truth. Really, you can't tell me that you don't call your roommate "what-cha-ma-call-it" every now and then. Think back to those first few days, when the tide of new people you met never receded. If you were lucky you remembered one name in a dozen; if you were normal you just about remembered your own name.

And those name tags, weren't they a gift sent from heaven? So you felt like a kid wearing them, at least you were a confident kid. "Where are you from uh (quick glance at the name tag) Lynn?" "Illinois, um (wish that the glare of the sun would get off her name tag). What about you, um (finally, she moved) Nancy?" So, you umed and uhed your way through never realizing how much affection you really had for that card.

UNTIL THE DAY when, for the first time, you met someone without her tag. First confusion and then panic set in. She saunters up to you, "Hi, (stealing a glance at your card) Lynn. "Oh, hi-um-uh hello! (anxiously searching for what just isn't there) how are you?"

The conversation continues for a few more minutes until finally she goes. "Hello, Lynn," echoes from behind you. You freeze, but as she comes nearer you let out a sigh of relief, you recognize her AND remember her name. As she approaches she asks, "What did Mary have to say?" "Who? I don't know any Mary." And then the blow is struck as Sue Says, "I just saw you talking to her.

To crown all the achievements you've accomplished so far, you mistake a senior for a freshman! Catastrophe! What can you possibly do but, in the words of Owen Wister, "When you call me that, smile!"



Snack 'n' Act is the drama department's answer for those who want food and fun at the same time. Every Wednesday the End Room is open to the fun-seekers. If anyone should feel the urge to perform before an audience, he will have a chance to do so between 11 and 1 on Wednesdays. If he would rather watch, the End Room welcomes an appreciative listener.

Any type of visual and/or aural experience may be presented. The performance is pot luck and very informal. Readings, excerpts from plays, musical presentations, dance exhibitions or demonstrations in body movement may be given.

The idea originated with Libby Goldstein, senior, who felt that anyone should be given the opportunity to benefit from the enrichment of sharing an artistic experience. Thus, the unique program was set up which provides entertainment to eat by. Snack 'n' Act has something for everyone; the chance to act, the chance to be entertained, or the chance to buy food.

Snack 'n' Act was originated for YOU. Visit the End Room every Wednesday, bring your lunch, and be prepared to enjoy yourself.

Tranquilizers, Anyone?

by Michelle Ferretti

Well, it's improving; I mean, it's not perfect, but it's improving. For one thing, I've been wearing my glasses, and now I know where Mary Stier's office is.

And the mail comes in twice a day. Now that I know where my box is, all I have to do is remember the combination, and things will be great.

But those bells are just too much. At least they wake you up in the morning, but who wants to get up at seven o'clock? Particularly if you've been up all night — ahem — studying.

However, I can't complain. The classes are really interesting. I mean, if you enjoy making 'basic marks' for art teachers who drive purple hearses, — well, you'll go crazy over school. And if you don't enjoy things like that, perhaps you'd rather raise flies for fun and profit. All this freedom of choice. Who knows? Maybe I'll be an aeronautical engineer!

Webbles

by Jeanne Jenkins

There is a grim pastime that is popular in institutes of higher learning these days. It is perpetrated by the most respected of groups. This is the practice of giving "mixers". These are held in the name of "social fulfillment", but I say that a full day at a witch burning would be just as socially fulfilling.

There can't be a loving mother in the country that would send her daughter to college knowing that such ordeals lie ahead if Sugar wants to meet Boys.

Let me explain, for the sake of the blissfully ignorant, what a mixer is.

First of all, it is a bastard version of a dance, sponsored by some truly conscientious group. These groups are really interested in aiding the socially under-privileged masses. They are, for instance, nearby university fraternities, anxious men's colleges, and at Webster, a certain remarkable committee which has many redeeming qualities.

These planners now either hire the least expensive band in sight (high school dropouts are a favorite choice) or else decide to rely on the good old record player for noise.

An advertising program must now be undertaken. Clever posters promising everything from Albert Finney to the Ajax knight on white horse cajole the public into

attendance. Outside guests are alerted via postcards, telephones and grapevine. Victims are usually told to come "stag" — without a date, for after all, the purpose is to meet new dating material. Pity the childlike optimism of the Planners.

The Big Night finally arrives. The first to appear are the Planners. They are either wildly enthusiastic or unspeakably bored. They position the noise-makers in a prominent spot and with their volunteer crew, station themselves at the door, ready for the attack.

The first arrivals are several girls (never one girl alone. NEVER!) who peek in and scurry off to come again another hour. Next comes a young gentleman, supposedly, attired in What the Well-Dressed Man Will Wear To the Witch-Burning. He has on a high-collared white shirt, a guilty-looking black tie, madras sports coat, tight wheat jeans, Weejuns, and no socks.

He is there early to skim the cream from the top of the bottle, to pluck the rose from amongst thorns. He is greeted by gracious smiles all around, a discreet demand for some small change, and a splendid name tag, bearing in magic marked letters, the name he has given. The name, of course, is not his own, for he believes that high suaveness is achieved only by adopting for the night an alias such as "Verman" or "Abraham".

This specimen is followed by others until at last there is a crowd. The males in it coagulate in packs and go through a little

ritual whenever a female appears. She looks around hopefully and spies the group. They elect to turn away at that moment and studiously inspect the tile floor, the plaster ceiling, or their little fingers. As soon as she has shrugged and looked elsewhere, they commence upon a scrutiny that would send chills down the spine of any knowing adult.

Why some of these boys attend is a complete mystery, for they obviously have no intentions of asserting themselves to the point of actually speaking to a girl.

Eventually a bit of "mixing" takes place. A small percentage of regulars profit from these gatherings. A large majority, however, return home convinced that they are social misfits. For the girl it is because none of those boys even looked at her. They were always looking at the floor or the ceiling or their fingers. For the boy, it is because not one of the three hundred girls present recognized a true jewel when she saw one.

Someone has suggested that the name "mixer" be changed to "masher". In view of the mental damage that is surely incurred by them, I think "maimer" would be more appropriate.

AUTHOR'S NOTE: As a member of that remarkable committee (Social Planning), my own head is on the chopping block. But surely there are less rocky paths to that utopia of dated weekends. Suggestions from the public will be humbly, gratefully, ecstatically received by the S.P. committee c/o Letters to the Ed.

Why can't we park?

dayhop dilemma

By Lucy Christman

I can't help but sigh in despair over the thought that there are now 1040 of us milling around this great center of learning. Undoubtedly the parking situation will become a bigger rat race than ever. Those of us who daily brave the onslaught of traffic will find our competitiveness, aggressiveness, and ruthless maneuvering really put to the test to find a parking space within sight of Webster College.

There are the usual hazards of trying to spot a parking space on a busy street like Lockwood Ave. First, heavy traffic may force you to drive too fast past the parked cars to be able to size up the gaps between them. You often conclude that maybe you could have squeezed into that space which you just passed. Even if you cruise slowly up Lockwood and stop just ahead of your intended space, it never fails that out of nowhere comes a driver who is apparently on his way to a fire. He stops practically on your rear bumper effectively preventing you from backing up anywhere, let alone into the parking space. A quick glance into your rear-view mirror will reveal his glowering face almost daring you to explain what you are doing stopped in the middle of Lockwood with your right blinker on. By this time three or four cars will have stopped behind him; so you drive on hurriedly going around the block in time to watch someone else pull into YOUR space. Very sad but very, very true.

If you and your trusty motor vehicle arrive at school at a crucial time, which is anytime in the middle of the day, you can join any of three groups relentlessly circling the college in search of room to park.

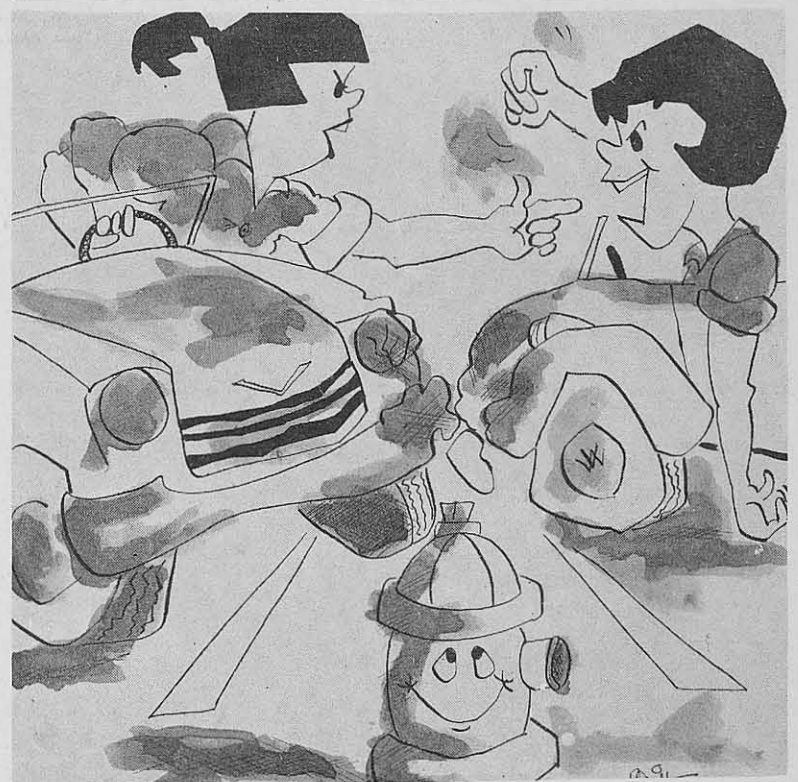
One group of drivers tries to find parking space on the college side of Lockwood. If they can't come up with anything in front of school, they drive around, to scout the possibilities in back along Big Bend, trying to end up in a spot where they won't exhaust themselves unnecessarily walking from the car to school. If they don't find anything the first time around this group nearly has to take a scenic tour of Webster Groves before they can drive past the front of the college once again. If you want to save steps and just love to waste gas, this is the group for you.

Most dayhops approach the college from the opposite direction, from the east. Consequently, there are two bands of hostile drivers who patrol the opposite side of Lockwood. The more cautious college-drive group, prefers to cruise around in a relentless circle going up the driveway and then back out on to Lockwood. The other more adventurous group instead of turning into the driveway, makes a left turn onto Plymouth Ave. These people nourish the hope that perhaps some high school student has suddenly decided to give himself the rest of the day off and is just leaving along with his car. This group is at a distinct disadvantage if some vacancy occurs along Lockwood. By the time they race around the block, someone who has just pulled out of the driveway will be calmly maneuvering into the space.

There are a few pitfalls to be avoided in this kind of space race. For example, after a good rainfall there are likely to be a couple of spaces on Plymouth Ave. After you pull into one of them, you'll discover that no matter what door you open you'll be stepping into two feet of water. Squeeze your '37 Dodge into a nice little parking place and then as you lean over to lock the door on the curb side, you'll find a smug fire hydrant sitting on the curb peering back at you. If you count yourself extremely lucky to have found a spot so close to the college, that is, right in front of the junior high school, proceed with caution. A quick glance at the sign posted on the curb will reveal that in a half an hour your automobile will be sitting in a "No Parking" zone.

Not wishing to paint the picture entirely black, I will add that if you arrive at school at 7:30 A.M., you can have your pick of the parking spaces. If you make the scene about 4:00 P.M., you won't have too much trouble. Of course, if you don't mind how far you walk to school after you drive there, you can always find a space somewhere on Edgar Rd. or on Bompert Ave. Needless to say, if you drive a Honda or a similar vehicle, you meet up with the nicest parking spaces.

On the whole, the parking situation is lousy, and that is stating the matter as concisely as possible. The Development Committee ought to give serious thought to planning a huge, gigantic parking lot not only to be used by students during the day but for theater parking when that building is finished. Trying to make the most economical use of that lovely circular drive in front of the college, I think the perfect solution would be to convert the Administration building into a five-story parking space. It would save lots of money and provide lots of parking space. The problem then arises of where classes will be held if this is carried out. Well, I don't know. Maybe we could have a drive-in school or something.



Mr. Laliberte The Artist

By Michelle Ferretti

Breakfast is no time to ask for an interview, but even before his first cup of coffee Mr. Norman Laliberte was ready to answer questions. Mr. Laliberte comes to Webster once a month to teach an exciting all-day art class in which he confronts his fascinated students with dynamic ideas.

In partnership with his friend James Cronin, Norman Laliberte is the spirit behind Sol Productions in New York, an enterprise which specializes in films and exhibits. When asked why Sol Productions came into being, Mr. Laliberte paused.

"Well," he said, "I've never questioned the why of Sol Productions. The idea was born at St. Mary's College in Indiana. Jim Cronin, who was in dramatics, and I felt a need for the visual image of the film media. We experimented on the students with a co-project, a film. The response was good, and we fed the idea. Eventually we felt the need to expand, to find room for more materials. The outcome is Sol Productions."

Mr. Laliberte deliberated a moment when asked if he thought that art forms would change so much that ultimately the classic form would be extinct. He then replied:

"Art reflects the time. As the world changes, so must man. If some fight the change, others will conform to it. Every age is an age of experimentation, an age of refinement and improvement. As the times change, so will art. It is inevitable."

With his second cup of coffee, Mr. Laliberte warmed to his subject.

"You see, people must improve. That is what is meant by the concept of man as the image and likeness of God. Man was made to create. If he does not create, he destroys. It is not man's purpose to destroy; on the contrary, he must improve himself all his life. It is his nature."

"In today's world, scientists are the creators, for they have to make what wasn't there before. Eventually, as always, the artist will take these new ideas and put them into forms, the art forms of tomorrow, as tomorrow evolves from the changing world."



Delegates to the counselors symposium also toured the Webster campus. Mr. Strobbridge entertains several of them in the Art Studio. Left to right: Miss Joan Harvey, Deerfield High School, Deerfield, Ill.; Monsignor E. C. Herr, principal, Lima, Ohio Central Catholic High School, Lima, Ohio; Robert Strobbridge of the fine art faculty; Reverend Richard Daly, Althoff High School, Belleville, Ill.; and Sister Vincent Feth, SND, principal Notre Dame High School, Hamilton, Ohio.

Laliberte, the teacher; a class-eye view

Time: 2:10 p.m. Mon., Sept. 20.

Place: art studio, F.A.C.

Who: expectant class.

What they don't know: what to expect.

Who else: dark haired, deep-eyed Laliberte

Words: There are two things in life worth doing, knowing the truth and being in love . . . OK give me a word, board, you . . . another. Go around the table and say words that relate to board, table, wood, desk. Now say words in twos, twins, eyes, ear rings, eleven, good, very good. OK now say words in threes, triplets, triangle, trio, trinity, Peter, Paul and Mary, tripod. Draw a bird. Ah, no bird is alike. Draw a flower, You . . . describe your flower, the rest draw what she describes. Good, you are a good describer, all the flowers are alike. Now write your name fast, write it again just as fast but misspell it. Draw a box, now draw an elephant in it. That just proves big things can come in small boxes. Tell me a Believe-it-or-not fact — good, good, ah, I like that one. Draw a chair with as few lines as possible, a table. I'll read

from the dictionary and you draw what I describe. "An Australian bird with undeveloped wings, a long bill, and airlike feathers." You drew feet, no one said anything about feet.

Time: 5 p.m., same day

Place: paperstrewn art studio

Who: wowed and wiser class

What they DO know: to expect anything.

Who else: dark haired, deep-eyed and respected Laliberte.

Dwellers relate views, apartments rate high

by PEGGY LUCCHESI

Random reaction to the new apartments has set in. Here are some candid remarks.

Mrs. Smith, the advisor of the apartments, said, "My daughter and I were the first to move into the new 20-room apartment house, and we remained there alone for 12 days. We had no chains for the doors and no telephone. But we did endure a frightening, yet exciting experience." Mrs. Smith went on to say that the arrival of boarders, who immediately fell in love with it, dispelled all fears. Everyone felt at home.

Upon seeing the silver service on Mrs. Smith's buffet, Sr. Veronica Ann, dean of students, commented, "Well, when are we going to have a party?"

Last year, girls waited overnight in line hoping to secure a room in the apartment house. The last two acceptees were sophomores Millie Stephens and Briane Seaman. As they proudly sat in their own K-2, they said, "Living in the apartments gives us more freedom and, therefore, more responsibility than we had in the dorm; yet we aren't completely alienated from dorm life. Even though we are off campus, we are part of the resident community. And although we have the domestic chores, like washing dishes, that we would have if we were living at home, there is still a friend in the next apartment to share the experiences of college life."

These remarks could go on forever, but Rosemarie Schieffer, student government representative, has summarized most of the idea of the apartment facilities. She said, "I think it's great — for upperclassmen. Freshmen seem to need and enjoy dorm life more because of the closeness to academic functions. On the other hand, the upperclassmen would probably find that this independent dependency on school fits right into their maturing process. I would like to see these facilities available for all prospective upperclassmen."

In concluding the random reaction on the apartments, Libby Goldstein, the organizer and main promoter of the Snack 'n Act program, and an enthusiastic senior from Memphis, Tennessee, remarks: "It's refreshing! When I get to the apartments after school, I feel like a young housewife, without a husband, of course."

Counselors discuss modern college image

Sixty high school guidance counselors, ten representing schools from the St. Louis area and fifty representative from out-of-state, were welcomed by Webster College for the Symposium on College Admissions held here Sept. 16-18. The purpose of the symposium was to discuss the role of guidance personnel concerned with pre-college guidance and to look at student expectations as compared with present college and university education offerings. Chief speaker for the event was Dr. George Stern of Syracuse University who had just returned from participating in the two-week seminar held at Tufts University in Boston.

The counselors arrived at the Colony Motor Hotel in Clayton late Thursday afternoon the 16th, where Webster Faculty and students were on hand to greet them. A bus took them to the College early the next morning where Sister Jacqueline Grennan, President, gave the opening address of the conference. The remainder of the morning and early afternoon saw the counselors discussing and exchanging various ideas with fellow counselors and meeting and acquainting themselves with Webster College on a departmental basis by visiting faculty and students "at home" in their areas. Cocktails at the President's House and dinner in Maria Dining Hall preceded the key lecture given by Dr. George Stern in the library.

Dr. Stern spoke of the "intensity in which young people are looking at problems today." He stated, "The young people in today's generation have an intense heightened awareness of their own aloneness, their own uniqueness . . . these people are asking 'Is there anything I can do to make a difference?' Some have found the answer. Others — those who are culturally deprived — have despaired."

Dr. Stern spoke especially of the "utopia" which the current generation is seeking in a college and what happens to young people when they come to college.

He says, "These high school students have already accepted college as a stereotype—a place to try on ideas and roles and a place where they can be free as nowhere else. When students were asked in a study 'How do you expect college to be?' their answers could be summed up as follows:

Representatives from the Peace Corps will be on campus Wednesday, Oct. 13. They will display pictures and literature which explain the function of Peace Corps volunteers throughout the world. The representatives will be available in Maria Lounge all day for consultation for prospective volunteers and other interested students.

1) College is going to give them a startling strong intellectual experience; 2) College is going to be a supportive experience; and 3) College is to emphasize academic freedoms, civil liberties, and be a place where people eagerly explore ideas. Obviously and unfortunately, students often find their ideal shattered—they have been deceived by the college catalogue utopia."

In the discussion following Dr. Stern's lecture, the floor was open to the hashing out of this and other problems, such as "How are these young independent students to find a sense of identity and uniqueness when they are so crowded in with others?" and "How do you bring someone else to the dawning of his own knowledge?"

Discussion and questioning continued the following day at the College Experimental School. A final talk was given by Dr. Stern to end the three-day conference on Saturday afternoon. It was agreed that one grows up in a society which demands preparation and there is a definite focus on change in the trends of child learning, the importance of higher education, and the difficulty wrought by this desperate educational need.

Beauty Queens discovered here

Two Webster sophomores proved this summer that WC can offer beautiful as well as brainy girls. Blonde, blue-eyed Esther Harkins won the Miss Dixon title in the Miss Illinois competition. Green-eyed Jacque Black holds the Miss Missouri crown and will compete next summer in the Miss U.S.A. pageant.

Miss Harkins, a music major from Quincy, Illinois, sang "I Could Have Danced All Night" from "My Fair Lady" for her entry in the talent competition. In addition, she modeled in the swimsuit and evening gown divisions. Esther was awarded a \$250 scholarship.

Miss Black, who is a sophomore transfer and concentrating in art, won the Miss Missouri title in the preliminaries which were held last August. She will go on to the Miss U.S.A. pageant next summer, and if she should win that, compete finally for the Miss World crown.



The Jolly Rogers perform for the Webster hootenanny held September 24 in the Ivy Room.

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WC research subject of today's talks

This afternoon the second faculty institute opens to discuss, among other topics, the role of inquiry in education. The guest speaker for the institute, which will last until tomorrow night, will be Dr. Richard Suchman, of the Office of Education, Washington, D. C., an expert on the inquiry method of teaching.

The basic purpose of the institute is the clarification of Webster's role as that rare animal: a liberal arts college, which is at the same time dedicated to research. Dr. Suchman and the faculty will examine such questions as: Does the Webster envisioned as a "learning laboratory" really exist? And if it does, how can it be made to exist more effectively? The institute hopes to encourage a re-evaluation of Webster's foundations in the area of philosophy of learning. In connection with this WIMSA (The Webster Institute of Math, Science, and the Arts) will be a topic of primary concern, as a means to implement research.

This afternoon Miss Elizabeth Hauseman will give a demonstration of Dr. Suchman's technique of inquiry teaching methods, using some of the Webster faculty as an experimental class. Following the demonstration the faculty will discuss ways of using this technique, which is primarily geared to grade school, on a college level.

"The Role of Research in the Liberal Arts College" is the title of Dr. Suchman's Saturday morning address. In contrast with Friday's topic, he will emphasize inquiry on the faculty level.

The afternoon schedule consists of a report on the role of WIMSA in supporting research at Webster, given by Sister Jacqueline, director of WIMSA, and Sister Marie Francis.

Sister Mary Rhodes will end the day with a report on the effects of last year's forum and some statistics on how the elimination of

con't. on page 4



Faculty and students listen to the position paper and comments at the first of three Faculty-Student Forums considering the possibility of complete co-education at Webster.

Faculty forum schema: probe of co-education

The first of three open faculty forums, on the question of whether or not to extend co-education to all departments at Webster, was convened by Sister Mary Rhodes, dean of studies, at 7:30 p.m., Oct. 14, in the New Mexico Room. Approximately 40 faculty members and 30 students attended the meeting. No male students now enrolled at Webster were present.

The next two faculty-student forums on the same subject are scheduled for Tuesday, Oct. 26, and Thursday, Nov. 11. Both will be at 7:30 in the New Mexico Room of the library.

In June 1965, the Board of Trustees of the Sisters of Loretto charged the faculty, influenced by student opinion, to study the possibility of extending co-education at Webster. At present, Webster is co-ed in the three fine arts departments, music, art and drama. In line with this charge, faculty-student forums have been scheduled to discuss the proposal. After these meetings, the faculty will decide whether further discussion is necessary or they will vote on the recommendation to be made to the Board at the board's Nov. 18 meeting.

Sister Deborah, chairman of the English department, presented the only formal faculty position paper of the evening. It is Sister's opinion that co-education should be extended at Webster. She thinks that the issue at hand isn't shall Webster go co-ed, but how shall it be extended. Men and women, who will work together in the world, should be able

to meet on common ground in the lecture room and the lab. There they can come to a better understanding and appreciation of each other's views. This can't be done on the superficial social level. Sister also pointed out that there is no small co-ed college in the St. Louis area. Webster would make a unique contribution to the community, if it went fully co-ed.

A letter from the Peace Corps' Acting Director of the Division of University Relations and Training, Mr. Jules Pagano, was read aloud for the benefit of the students present. It is one plan to make Webster co-ed. The proposal is that a limited number of returning Peace Corps volunteers be selected for admission each academic year. These volunteers would apply directly to Webster which would supervise the screening and selection of these candidates for admission. The proposed starting point would be September, 1966.

The proposal would benefit both the returning volunteers, who are looking for a spirit towards learning such as Webster offers, and it would help Webster's student body to go fully co-ed.

Both faculty members and students are invited to attend the forums and voice their opinions, doubts and questions concerning the extension of co-education to all departments of Webster College. The recommendation will be determined by a closed faculty vote.

Dinner honors 20th UN fete

Mr. Larry Carp, a St. Louis lawyer and member of the St. Louis Council on World Affairs, will be the guest of honor at the United Nations dinner to be held on Monday, Oct. 25, at 5:30 in the cafeteria.

This dinner, sponsored by the International Relations Club is to commemorate the UN's 20th year of existence. The meal, which is on the order of a social dinner, will feature various foreign dishes, and, at its conclusion, Mr. Carp will speak in Maria Lounge on "The Future of the UN."

Anne Garrity, president of the I.R.C., has announced that a film on the workings of the United Nations will be shown sometime prior to the dinner. This film is put out by the New York Times. Eileen McCabe, junior, is the chairman of the committee for the dinner.

The Web

Webster College

Webster Groves 19, Mo.

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October 22, 1965

No. 2

Ernest plays Oct. 29-31, slated for spring tour

Ernest in Love, the musical version of *The Importance of Being Ernest* by Oscar Wilde, will be presented at 8:30 each night during the weekend of Oct. 29, 30 and 31.

Ernest in Love, the first product of the teamwork of Lee Pockriss, composer, and Anne Crosswell, lyricist, is also the first studio production of the Webster drama department. The new series of studio productions will take place in the End Room Theatre and will be of an informal nature, bearing the same relationship to the regular productions as off-Broadway shows do the regular Broadway fare.

Webster College was one of the two schools asked by the Missouri Arts Commission to provide a touring theatrical company for the rural areas within a 150 mile radius of St. Louis early in the spring.

Michael Flanagan is Ernest's production director, while Dwight Jack directs the music, and Judith Manderville acts as director of dance.

The male lead, Ernest, will be played by Dan Ochs. Other leading players are Ellen Perry, Cynthia David and Kevin Manning.

Young politicians choose officers

Webster's Young Democrats organized their "great society" this year with the election of officers Tuesday, Oct. 12.

Mary Jo Mason holds the office of president, Beth Stearns, vice-president, Sharon Gebhardt, secretary. Sue Forestal, was appointed membership chairman. Kathy Doran is in charge of co-ordinating activities with the city and county.

On the opposite side of the picture are the Young Republicans retaining their officers from last year. Young GOP policy makers are Madonna McGrath, president, Chris Allen, vice-president, Joanne Bruegge, treasurer.

At the Young Republicans' meeting, Chris Allen reported on the St. Louis County's Y. R. convention in which a representative from the St. Louis Chamber of Commerce introduced a course on practical politics, sponsored by his organization. The course will involve group discussions on the political campaign and political machine.

Mr. Christopher Hollis, a renowned British biographer, historian, and lay observer to Vatican II, will speak on "Socialism in England" in the Webster College Auditorium Thursday, October 28 at 8:00 p.m.

Mr. Hollis was educated at Eton, and Balliol College, Oxford. He has written various historical works, including "Lenin," "Christianity and Economics," "The Papacy," "American Heresy," and "The Rise and Fall of the Ex-Socialist State."

Course to team president, profs

One of the major problems on the American college campus today is the lack of communication between the students and the administration. An administrator's schedule is so constructed that he does not have time to conduct a class which meets two or three times a week.

But an idea for a new type of course, and the attitude of the Webster administrators, will, perhaps, help to remedy any lack of communication that exists on campus. Next semester a member of the administration, Sister Jacqueline; a member of the philosophy department, Mr. Robert Corbett; and Mr. Wayne Loui, theatre arts, will team teach a course tentatively classified as "Philosophical Problems in Literature." In addition to being a format to involve administrators in a teaching situation, the course will also play a role as a first experiment in inter-departmental team teaching and in student involvement in course planning.

However, administration involvement in the teaching end of college life has begun at Webster already this semester as Sister Veronica Ann, dean of students, conducts a class in sociology, and Dr. Joseph Kelly, vice-president and director of development, instructs a course in political science. The administrators seem determined that the divorce of students and administration, and all of the resulting problems, shall not occur here at Webster.



"My pictures are, because I am, but even more so because the world is and years to be known."

"I am twenty-one years old, married, was born in Beaver Dam, Wisconsin. I have worked for numerous photography studios and the two largest newspapers in Wisconsin. I graduated from Layton School of Art in Milwaukee where I majored in photography."

"I am currently working for WIMSA. My name is Jim Middleton." Mr. Middleton's exhibit will be on display outside the chapel until the end of October.

The Web

Founded October 3, 1924
Editor: Mary Martha Skinner
October 22, 1965

Editorship changes hands staff, policies decided

The staff of the **Web** has currently undergone a friendly upheaval. This change of management, we believe, is a healthy and natural process in step with the Webster philosophy of responsibility.

Looking back in the **Web's** history, we find that a stormy period occurred two years ago. After that, the question of continuing the **Web** was debated, and the paper had to be reorganized to survive. Obviously, it has survived and, we believe, has improved in quality of writing and eye appeal to readers. Under Barbara Wilson, our last editor, the internal organization of the **Web** was strengthened. Although she has stepped down to allow others to move up into positions of responsibility, we intend to continue the basic plans and ideals which she followed.

In publishing the **Web**, we consider two purposes: first, to provide a strong and vital communication piece for students, faculty and administration; second, to furnish interested students with the opportunity to gain practice in the discipline of journalism through the experience of producing a college newspaper.

Therefore, we aim to broaden student views and to acquaint students with happenings on other campuses. This year we are subscribing to the Collegiate Press Service, an intercollegiate news exchange patterned after the Associated Press and United Press International. Beginning in this issue, we will begin to use this material in the **Web** as well as other news releases which transcend our immediate campus. This will involve a policy change which we feel is necessary.

At present, we do not believe we hold the perfect formula for success. Any innovation undertaken is necessarily experimental in nature and, therefore, subject to comment and controversy. We can only judge the success of our innovations on the basis of your reactions to them.

mary martha skinner
editor-in-chief

Letters to the Editor

Dear Editor,

I would like to take this opportunity to thank all those students and teachers who helped with the Teach-In at Washington U. Thank you to the members of The Young Democrats and the International Relations Club who made the posters.

I think all those who attended any part of the Teach-In found it a very interesting and challenging experience. I was personally heartened by the number of Webster students I saw at the Teach-In. Thank you all.

Sincerely,
Karen M. Smith

Dear Editor:

As a member of a **Web** reporting team I attended the Forum on Co-education. I became involved, however, as a senior student of W.C. I have an open yet reserved attitude towards the issue. My main concern is that in the event of full co-education and Peace Corps participation, will the reputation of my alma mater change derogatorily? I have seen articles about Webster in two British papers, an Army paper and many U.S. papers. All has been favorable news. But bad news travels fast, too. Maybe it won't all be bad. But I am worried.

Sincerely,
Barbara Wilson

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, however, reserves the right to exercise such supervision as will maintain high standards of journalism.

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Faculty Forums Resume

Sr. Deborah gives Pro view

Sr. Deborah, chairman of the English department, presented a position paper at the first in a series of three scheduled open faculty forums on Thursday evening, Oct. 14. Sister is in favor of the extension of co-education at Webster, if certain things can be worked out.

Sister began her talk by stating that her position was strictly a philosophical one; that she has had no experience in co-education below the graduate level. Her view is based on the world as she sees it and as she thinks it will develop, with men and women working together more and more. There are wide areas in which men predominate, as there are for women, but this is not a reason for preparing them separately. They still need common ground for meeting; contact shouldn't be on just the social level, which is both superficial and expensive. The lecture rooms and labs are a better ground for men and women to come to understand and respect each other's point of view.

One of the traditional reasons for separate education, Sister said, is that in co-ed schools the boys usually hold the high positions. Therefore, girls would get both the chance and the experience of these things if they are in a separate environment. However, now the collegiate world no longer puts great emphasis on these activities. The second reason Sister brought up is based on the belief that the qualities of difference in the make-up of men and women are best developed if education is aimed at them separately. Sister said that she had asked herself how her teaching techniques would change if she faced both boys and girls and she concluded that they wouldn't. She thinks that boys' presence in classes would be a good balancer for teachers.

Is Webster making as distinct a contribution to the community as it can? Are there any first rate, small co-ed colleges in the St. Louis area? Sister thinks that the answer to both of these questions is no. This is why the fine arts departments were opened to boys.

The second major point to be considered if the faculty recruitment advantage. Sister says she is aware that there are fine men teachers presently on campus, but she is aware also of the fact that



L-R Mr. Wayne Loui, Mr. Rudolph Torrini, and Miss Patricia Barrett are pictured here during the Oct. 14 Faculty Forum on Co-education.

many men teachers might not want to come to Webster because it is a women's college. The extension of co-education would do away with this drawback.

The final point in Sister's talk is that co-education already exists at Webster in three departments. She thinks we should balance these departments with others.

Therefore, Sister Deborah believes that the issue is not shall we, but rather, how shall we extend co-education at Webster? The slower process is better: seek quality and not quantity.

Peace Corps Proposal

A proposal by Jules Pagano, Acting Director of the Division of University Relations and Training, offers a plan to extend co-education at Webster, if this is the recommendation made by the faculty to the Board. Mr. Pagano said that the Peace Corps "... is searching for an imaginative approach to the induction of returned volunteers who have not yet completed their college work." Sr. Jacqueline

pointed out that about 20% of the Peace Corps Volunteers interrupted their education because their programs were too theoretical. She said that the Peace Corps had sought Webster out because it was intrigued by Webster's programming, such as sabbaticals, practica and teacher education.

In her talk, Sr. Deborah had raised a question as to whether or not it would be suitable for the Sisters of Loretto to continue administering the college, if and when it goes fully co-ed. In reply, Sr. Jacqueline said that she envisioned no reason why the president or dean of Webster should be a sister and that this question would come up whether or not Webster goes fully co-ed.

A general discussion followed. Miss Muriel Reingrubner, assistant to the dean, thinks that the returning Peace Corps volunteers would be comparable to the WW II veterans coming back; they brought experience and a steady effect into the classrooms on college campuses.

Sr. Jean Carmel, English department, asked if in this area (the St. Louis community), Webster has something unique to offer boys outside of the fields of the fine arts and education. Sr. Mary Bernard, history department, pointed out that it's really the whole climate that the school is working on, with a particular attitude towards education and that students come for the climate and not necessarily for special departments.

Sr. Marita, chairman of the theatre arts department, believes that Webster has to go completely co-ed or abolish what is here now. There should be a balance between all departments. Sr. Mary, chairman of the history department, asked three questions in conclusion that she feels should be answered by those in favor of the extension of co-education at Webster. First, do we really have a unique situation to offer in all areas? Secondly, can we afford it financially in all respects? And, finally, is there a commitment to those who came to Webster as a girls' school?

Few students opposed to the idea of extending co-education at Webster voiced their opinions. None of the present male students were in attendance.

beth stearns

LETTERS TO THE EDITOR, CONTINUED

Dear Editor,

I would like all the members of the College to be aware that the following letter was sent to all the male members on campus.

Dear Fellow Students:

I wish to take this opportunity to clear up any misunderstanding which you may have about a question asked on a recent questionnaire distributed by the Student Association: "Do you think that the present image of Webster would attract the man's man?"

The question was intended in no way to reflect an unfavorable opinion on the present male students at Webster. Rather, it was an attempt to formulate opinion on the question of whether the present male student would be attracted to possible majors in other fields. Or, in other words, are the departments, in the college as a whole, ready and equipped to meet a Co-ed situation?

The question has been misunderstood, and rightly so. I will be the first to admit that the question was badly worded and very misleading. I sincerely offer my apologies for any misunderstanding or ill feelings that this questionnaire may have caused, and I sincerely thank you for your reaction—it has, perhaps, shown us how much we need more men on campus.

Sincerely,
Sandy Blase, President
STUDENT ASSOCIATION

Editors Note: The results of the S.A. poll will be announced at the next Forum, Tues., Oct. 26. The second and third questions have been dropped because of ambiguity.

Practice teachers bravely face trials, tribulations, students

When historically speaking: It's evolution, not revolution

By Dianne Bechtold

"History." Mr. Smith said, "as far as I can see it, should not be conceived in terms of ideas in history teaching lessons. The whole point of it, I hope, is to create only a feeling for a discipline, not to try and work out conclusions. For example, one does not teach liberalism to find out why liberalism collapsed."

"I think the ideas are only inherently important if you can relate them to other things. If one has learned that other people have lived with different views in another time and really believed them, that's enough for me."

Sister Mary Bernard was quick to add, "I think this would really be true of all the area studies we do. The area studies in Asia, Africa, Latin America and Russia all attempt to bring about a realization that other people have definite beliefs which may not be ours, either in this time or this country, which they validly hold and on which they act. Just because they are different, they are neither better nor worse."

"What we're really saying, don't you think, is that history should teach one to be tolerant?" Sister Mary explained.

"I don't think it should teach you anything," Mr. Smith disagreed. "I don't think it should teach you a thing. I think it should be a point of reference..."

These ideas were expressed at a recent meeting of the history department. Discussions such as these by faculty members and members of the student body have become a part of the development of every department. They reflect the persistent inquiry into the nature of things that characterizes the learning experience.

In response to the needs of the students and the demands of the world in which they live, the history department at Webster has expanded and developed. The process has been more of an evolution than a revolution with changes being made year by year rather than through periodic upheavals.

A major strength of the history department is the diversity of opinion, background and personality to be found in its members. Mr. David Smith who is currently teaching "Ideas in History" and a course in English history, is a native of Great Britain. The perspectives on history and current events which he brings from his English education are often novel and always interesting.

Mr. Smith received an honor degree in history at Bristol University, Bristol, United Kingdom. He traveled in Europe and worked in the United States for one year before completing his education. He received his master's degree from Washington University last January. Mr. Smith worked as a research assistant at the Brookings Institute during the summer of 1964. While in England he was a member of the British Socialist Party.

Dr. Alice Cochran combines her academic activities with travel. She has toured extensively through the Middle East, the United States, Canada, Mexico and Latin America.

Last summer she spent six weeks in Ecuador and Peru teaching at a Human Relations Workshop sponsored by St. Louis University. The members of this

workshop, principally North Americans, traveled to Quito, Ecuador, Lima, Peru, and other places of interest to study the history and culture of these two Latin American nations. Dr. Cochran will teach a course on the Americas next semester.

Sister Mary Mangan, head of the history department for the last four years, received her doctorate from Yale where she studied in the international relations department.

Recently Sr. Mary attended a meeting of the American Political Association in Washington D. C. There noted political scientists, as well as members of the government, gave talks and conducted discussions. Vice President Hubert Humphrey and Senator Everett Dirksen were among the principle speakers.

Dr. John Grotpeter, who is presently conducting a seminar on Africa, taught a course on the history and politics of Africa last year. He spent six weeks last summer traveling in Africa. There he was able to confer with many of the leaders of the newly emerging states. He has plans to give a lecture on his trip, accompanied by slides, later this year. Dr. Grotpeter received his Ph.D. at Washington University last June. The subject of his doctoral dissertation was Pan-Africanism.

Sr. Mary Bernard Barbato teaches courses on the history of America, Europe and the Far East. One of the courses she is presently teaching is the "Ancient Medieval Practicum." In a recent research project in this course, the students attempted to find literature which could be used to give children a background in Ancient Medieval history.

By Maureen Mahoney

So you want to be a teacher You hear that it is a very rewarding profession? Gee, that's really swell — you know where you're going, and what you want. The experiences of student teaching, as rumor has it, are, well, shall we say — different? Ah, to look back on the last, carefree days of college life and ouch, you remember all the pain.

Biology can't be that hard to teach. What is there to pointing to a leg and saying, "This is a leg?" it would seem that you could never go wrong. But when discussing the subject with senior Marti Jacobi, things didn't look too bright. Her first mistake was not learning how to spell when she was in the first grade. The kids had some time trying to decide what word she meant.

Marti's rewards are something else too. There's nothing to dampen your spirits more than spending half the period explaining what a celluloid is, then, as you begin to tie it into the lesson, a hand shoots up, and a voice pipes out asking, "What's a celluloid?"

Did you ever try living in a glass jar? If you have, I'm sure Marti would be glad to know so that she could let one of her students, interested in such living conditions, know what it would be like. When asked, Marti replied very truthfully, "I don't know. I've never tried."

Mary Grennan has a sure fire method for staying awake all night. All you need is your master teacher to call and say that he's not feeling well, and would you mind taking all his classes the next day. What difference would it make if you did—you think to yourself.

Mary arrived in class scared. Things, surprisingly enough, began fine and would have finished fine if they had just postponed that fire drill another day. It seemed awfully peculiar that she couldn't remember the education course, here at Webster, on how to keep your class quiet during a fire drill when all the other classes were tearing up too.

Mary regretted not ever having invested her money in a memory course. She feels mighty uncomfortable as a little voice from inside "that" box on the wall asks, "Have you forgotten to turn your IBM cards into the office?" and hers are sitting on her desk. It's when that ripple of laughter is emitted by her industrious students that she'd like to crawl under her desk. This is when Miss Grennan, an American Problems teacher, sighs and says, "My greatest American problem is my class."

There are four social science majors, namely Carolyn Bragg, Nancy Hoover, Mary Ann Price and Annie Vaughn, who are teaching Modern History! These poor teachers have to study twice as hard in order to know more than their students. One of these four, Annie Vaughn, stays up so late studying that twice she has overslept and has had to take a cab. Mary Ann Price now calls her to see if she's up, much to the chagrin of County Cab.

Myra Batia does more walking than teaching. After she finally managed to borrow a car, she got a ticket! When Myra gets to the Edgar Road School, where she teaches, the kids are a little bewildered, they don't know what to call her. They know it's not Mrs., and they don't know how else to address her so they call her Mister.

Math majors should minor in philosophy, or so Fran Nally is convinced. Her algebra students at Nerinx Hall want to know when they are going to learn some "real" math and quit fooling around with drawing boxes and triangles. Naturally this fostered a speech on, of all things, the philosophy of math!

It's conceivable that Mary Wall is also trying a new philosophy, only this time it's in physical education. Believe it or not, the kids are giving the same excuse as she is for not participating in class, they hurt their knee. We've never heard of a teacher who gives her students excuses for skipping classes.

But, don't any of you future teachers despair at this information. These are just a few experiences after a few weeks of hard labor. Many more exciting things are bound to happen.



Cartoon by Marcie Schwitters

It seemed awfully peculiar that she couldn't remember the education course, here at Webster, on how to keep your class quiet during a fire drill.

Webbles by Jeanne Jenkins

The lecture today will be on Colloquialism and Status. Everyone knows that the language we use is a factor of our personalities. The words with which we express ourselves are vitally important to the degree of status we achieve. This fact is proven by many old proverbs and adages: "Words make the man", "A word in the hand, etc.", and "Words of a feather, etc." Therefore a vocabulary of status-type words must be established.

The word for this week is "camp". While this word has already reached its peak Madison Avenue-wise in the status-conscious circles, it has yet to catch on here at Webster. So, better late than never, we're going to utilize it.

"Camp" has nothing to do with wilderness spas named "Chookahanka". It is not something that parents get letters from. It is a sometimes adjective which describes a certain person, place or thing that is so far out that it is in. While it can't really be taken for a compliment, it is neither a fighting derogatory word. It's just a hair on the ambiguous side. It could be a replacement for the archaic "neat", but it actually has

no synonym. Examples are the best aid to learning the use of this word.

In female fashions, "camp" is applied to things like eyeglasses with skinny half-lenses, that are worn far down on the nose. Perfectly ugly haircuts with long bangs, cropped backs and long sides are camp. Clumpy shoes and mittens with elastic straps that keep them from getting lost are camp.

It will be very easy to put the word to good use at Webster. The number of camp things here is staggering. An obvious example of camp is the End Room's wall decor. For that matter, much of what is to be presented in the End Room Theatre will probably be camp.

There are degrees of camp. The third floor of the Ad. building is definitely high camp (and not just because of the altitude.) For one thing, the objects d'arts in classrooms on that floor are beyond belief. Art majors have been known to weep before the painting of the dancing Spanish senora in 323. For another thing, what could be more camp than trophy cases filled with mementos of the field day in 1922 when the sophomore class played the best basketball.

The flies in the co-rec room are horribly low camp. Eight A.M. (or any hour)

classes held in the Mobile Units are high camp.

The college catalogue (the one that says W.C. offers a Latin major—you know the one) is high camp.

The food machine that sells V8 juice in cans along with luscious dark brown pears is camp. The other one with the hot cans of beef goulash used to be camp, but the advent of hamburgers brought it back to normality.

The dead tennis court on the back campus is one of the campiest things going. Status seekers could use it as a campsite, so to speak.

Now then, class, the only clock we have here at school says it's yesterday morning. But the bells are ringing, so it must be time to de-camp.

Pinned
Sandy Beers, St. Louis freshman to Jerry Adams, Kappa Sigma at Rolla.

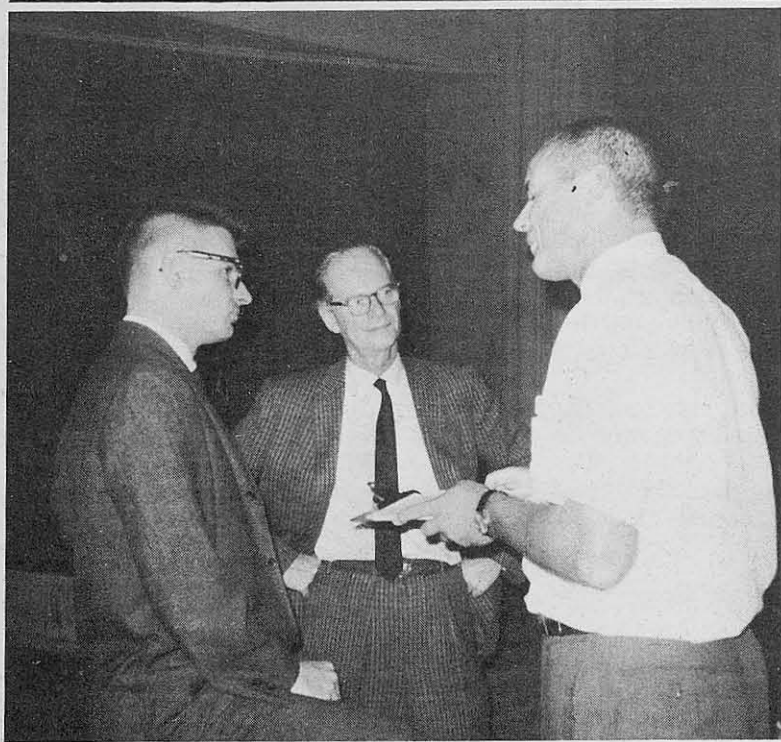
Engaged
Barbara Wilson, Cincinnati, Ohio, senior to Robert H. Soucy, Jr., Providence, R.I.

Mary Helen McLaughlin, St. Louis senior, to Robert Brindell, St. Louis.

Carol Von Burg, St. Louis senior to John W. Fueglein, St. Louis.

Married
Barbara Schaumberger, St. Louis senior to J. Robert Easley, Sacramento, Calif.





Dr. B. F. Skinner (center), noted psychologist, talks with Dr. Donald Bushell of the social science department and Mr. Paul Merrick of the biology department following his lecture at Webster concerning the present educational system.

Dr. B. F. Skinner explains new teaching techniques

Curiosity was the dominant note on campus the morning of Oct. 7. Slated to visit Webster at the personal invitation of Dr. Carl Pitts and Dr. Donald Bushell was Dr. B. F. Skinner, nationally noted psychologist. Dr. Skinner spent much of the day inspecting the WIMSA laboratories and the student behavior lab. He also delivered a lecture at Dr. Pitts' cognition class.

Engaged by Washington University to come to St. Louis, Dr. Skinner spoke at Webster simply because of his interest in the college. It was indeed valuable time which he devoted to Webster, for he is regarded as a leading authority in his field. Receiving his doctorate from Harvard, Dr. Skinner first taught at the University of Minnesota. For five years he was chairman of the psychology department of the University of Indiana, until 1948 when he returned to Harvard, where he has since been a professor of psychology.

His early work consisted of experimentation with animals, and at present he is applying the principles he learned from this work to human behavior. Granted the National Institutes of Health Research Award, Dr. Skinner is much better known among psychologists nationally for his work, and his instrumentation in stimulating others' work, in the area of mental health — treatment of mental patients, rehabilitation of prison inmates — than for his theories on "teaching machines" for which he is acclaimed in the St. Louis area. It was, however, on this subject of learning that Dr. Skinner addressed the students here.

One aspect of the present educational system Dr. Skinner deems undesirable is what he calls "punitive coercive practices." Students are induced to learn by the threat of punishment. Even the process of testing leads the pupil to study to avoid the consequences of not studying. This is not as effective a method, he believes, as positive reinforcement. "Rewarding" the student with some kind of satisfaction, some knowledge that what he is doing is right, sets up an atmosphere much more conducive to learning.

To implement his theory, Dr. Skinner proposes a method of program instruction, shaping up more and more powerful behavior. An inherent problem some see in this controlled type of learning process is that the teacher may do too much and the student too little.

But Dr. Skinner does not consider this a valid criticism because the purpose of a class employing the program technique is to teach the student subject matter, not to teach him how to think or learn.

This type of theory presents many questions to Webster students. Is a program of positive reinforcement a more effective method of learning? Can such a program be efficiently executed? On what levels and to what degree should these theories be applied? Curiosity was still the dominant note at Webster as Dr. Skinner concluded his visit.

WC alumnae hold activity with faculty

Inaugurating their activities for the college year, the alumnae association of Webster sponsored a program Oct. 19, entitled "Conversations with the Faculty." The purpose of the meeting was to bring together the faculty and members of the alumnae association with their husbands and friends.

Speakers for the evening were Dr. Joseph Kelly, vice-president and director of development, and Sister Ann Patrick, S.L., of the theology department, who talked on "Updating the Church: Progress or Chaos."

As expressed by Mrs. Harry Swain, alumnae president, the general aim of this year's activities is to establish greater communication among the faculty members, their wives and husbands, along with husbands and friends of the alumnae members.

This first program was held in the auditorium, and refreshments were served afterwards in Maria Hall dining room.

Junior music major, Arthur Combs, recently was awarded the First 1965 Elizabethan Award for performing in the Shakespeare Festival at the San Francisco Conservatory of Music. Arthur had previously received a \$400 music grant to study at the Conservatory as one of the winners from last year's "Young Artist Competition". While there this summer he received the Elizabethan Award.

WC organizations help sponsor American foreign policy teach-in

An International Teach-In on Foreign Policy was held at Washington University, Saturday, Oct. 9. Groups from Washington University were the main sponsors of the Teach-In. The International Relations Club, Young Democrats and the National Student Association of Webster College were also sponsoring organizations.

Participants were able to hear the proceedings from the Toronto International Teach-In by radio in the morning and the afternoon. Following the broadcast from Canada, there were three panels. Dr. Joseph Kelly, vice president of Webster College, moderated a panel on the "Sources of U.S. Foreign Policy." Members of the panel came from Washington University, Eden Seminary and the editorial staff of the *Globe-Democrat*.

For the second panel, Mr. Samuel Meyers, an Economist from the U.S. State Department, and Mr. Sidney Lens, a writer, presented two opposing views on the "Latin American Quandary."

"Alternatives in Southeast Asia" was the final panel of the day. Mr. John Horner of the State Department spoke for the present policy in South Vietnam, and Mr. Walter Goldstein from Brooklyn College called for U.S. withdrawal from Vietnam. Sister Mary Bernard, of the Webster College history department, served on this panel

with representatives from the University of Missouri in St. Louis, Eden Seminary, St. Louis University and Washington University.

On the broadcast from Toronto, Nguyen Phu Duc, an official of the government of South Vietnam, told of the terror imposed by the Viet Cong on the populace. Duc stated that "intervention of North Vietnam in the South is the determining factor in the Vietnam crisis." Professor Robert Scalapino of the United States said that the great majority of the American people support our present policy. He maintains that the National Liberation Front (NLF) is an instrument of the communist party of North Vietnam and that Hanoi escalated the war.

Also speaking from Toronto was a representative of the government of Cambodia who maintained that independence, peace and stability would not be found in Southeast Asia while American intervention continued and the "unpopular Saigon regime" was in power. Mr. William Worthy, an American correspondent explained that North Vietnam and the NLF will not give the impression to the world of knuckling under to American military power.

Mr. Meyers, speaking about Latin America, said that there has been social progress in that area but that the rate is too slow. Mr.

Lens insisted that Uncle Sam has from the beginning exploited Latin America economically and that a complete social revolution from the bottom up must occur in Latin America.

On the Southeast Asia panel, Mr. Horner said that the communists regard Vietnam as a test case for all of Southeast Asia and that they are beginning to employ the tactics of political assassination in Thailand. He said that the U.S. objective is not to take over the North or the South but to allow the South to make its own choice. Mr. Goldstein believes there is no chance for an American victory in South Vietnam, and, as American frustration mounts, the "lunatic fringe" in America which advocates war with China will gain strength.

SOCIAL CALENDAR

Oct. 22, Mr. Torrini and his jazz group will entertain students and guests in Maria Lounge. Very casual is the word clothwise, and 8:30 is the word clockwise.

Nov. 5, hot chocolate, doughnuts and an open fire will set the scene for a hayride at Valley Mountain Ranch sponsored by the social planning committee. The time is 8:30, and the price is \$2.00 a couple. Deadline for deposits for reservations is Friday, Oct. 29.

Nov. 13 will be highlighted by the fall dance at which time the freshman class officers will be announced and presented to the student body. This first semi-formal event of the year will be held in Maria Lounge. The cost is \$3.00 a couple.

New representatives from the classes for the social planning committee are seniors Janet Campbell and Barb Diestelkamp; juniors Charlene Zorn and Eileen McCabe; sophomores Chris Allen and Sue Kilker.

(Continued from Page 1)

general degree requirements has affected the school.

In general, the institute hopes to encourage inter-disciplinary cooperation in the field of research and to offer suggestions for making WIMSA and inquiry more vital forces at Webster.

Peace Corps volunteer cites recruitment plans

To acquaint the students with the Peace Corps, Mr. William Mitchell visited Webster College Oct. 13. At an informal meeting in the Co-rec room, Mr. Mitchell distributed pamphlets and answered questions concerning the Peace Corps operation and system of application.

From personal experience, Mr. Mitchell reported that the encounters with persons from other countries was most rewarding. And upon his return to the United States from service he felt frustrated because of the slowness of change in our system.

A recruitment campaign is now in progress in the St. Louis area. Non-competitive placement tests for the Peace Corps were held Saturday, Oct. 16, at Washington University. Monthly tests are also

administered at the Federal Building in St. Louis.

The qualifications for the Peace Corps include: 1) The applicant must be 18 years of age; 2) The applicant must not have any dependents under the age of 18; 3) A college degree is not required but is desirable.

The training program for service consists of three months of concentrated study in the language of the country in which they will serve, government, American history and civil rights movements.

The trainee is usually stationed in the country for a period of one year and nine months. However teachers are asked to stay for two full years. An extension of one year can be obtained for the job. Also a member can reapply for a period of two years.



"What is mission?", "Who are missionaries?" "Is there a need for the missions?" Such questions were discussed when Sister Mary Grace, a member of the Glenmary Home Missions, visited Webster Oct. 13. At this informal gathering in the Pink Room, Sister Grace guided the interchange of ideas about the role of the missioner today and how it must be a "rich, broad, dynamic and real experience" for everyone.

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The corner of Big Bend Blvd. and Edgar Rd. is the current site for the activity of "Webster in Motion." Actually, they are widening the street for easy access to the new theatre. Part of the new look will be a pedestrian island, and part of the missing old look is a section of the wall surrounding the F.A.C.

3 in money
Nov 2, 69

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The fifth Word is spoken in Nov. 12-14 production

Word V, the fifth in a series of unique productions by the drama department of Webster College, is scheduled to take place in the End Room on Nov. 12, 13, and 14.

Webster's Word productions pre-viewed in the fall of 1963 and since have been popular for their refreshing and unusual presentations of prose and poetry set to music.

"A sort of verbal hootenanny," says Ellen Perry, senior drama major, "Word productions are always informal, and the atmosphere is one of spontaneity and fun."

Marty Bonin, senior music major, who will provide the musical end of the program with a combo composed of Webster music students, calls Word "a group of people who get together, and all have a common need to express themselves."

"The key to the successfulness

of Word productions," says director Wayne Loui, "is that the participants wholly enjoy what they are doing. Word productions deal with WORD, and all the elements of song, dance, and other expressions that go with it."

Selections for Word range from original poetry to blues, jazz, and cuts from popular plays.

The whole concept of Word has also attracted a great deal of attention outside of Webster College. Earlier this year the theatre department presented portions of its Word production at Kiel Auditorium for a convention of public school teachers from the St. Louis area. Last night and tonight Word is being given at the convention of the Missouri State Teachers' Association.

Twelve seniors elected to national Who's Who

Twelve seniors were chosen by faculty and student vote to represent Webster College in the 1966 edition of Who's Who in American College Students.

The names of the 12 honorees are: Rosemary Bergin (F), Sandra Blase (F), Barbara Diestelkamp (S), Elma Garbier (F), Mary Grennan (F), Susan Heinkel (S), Linda Kolb (S), Linda Lupario (S), Joan O'Connell (F), Virginia Robinson (F), Mary Frances Summers (S), Mary Wall (S). (Letters after the names indicate selection by faculty or student vote.)

Although enrollment figures allowed Webster to elect 19 honorees this year, the faculty agreed to keep the limit at 12 in order to maintain the honor and prestige of selection.

In addition, student sisters were seriously considered for nomination this year for the first time. In the past they were excluded from consideration because they didn't actively participate in extracurricular activities. But the whole tenor of Webster has since changed, and leadership is exercised in ways other than the traditional office-holding BMOG. Thus, it is possible for many of the student sisters to provide vital campus leadership without holding a multitude of offices.

Six of the honorees were selected by the vote of a faculty committee, and the remaining six were selected by open student voting. The faculty committee included:

the academic dean, Sister Mary Rhodes; the registrar, Sister Alexandra Marie; the dean of students, Sister Veronica Ann; Miss Mary Stier, director of residences; Sister Gabriel Mary, chairman of the art department; and Mrs. Mary Fugate, English instructor.

The student nominees were proposed by the executive council and selected by preferential voting on the student level.

Future debated

In view of the present attitudes at Webster College, the meaningfulness of this honor has been opened to discussion. Sister Mary Rhodes has sent a letter to the faculty asking them to consider the merits of this honor and its affects on the receiver in post-graduate situations. Sister Veronica Ann has requested a similar discussion on the student level in the Student Association. A committee has also been organized to contact the honorees from the past two years to determine if the awarding of this honor has made an appreciable difference in job opportunities or graduate school acceptances.

The main objection to the Who's Who award is that there are few "leaders" on campus if leadership is to be judged in the old sense of the number of organizational presidencies one could obtain. The new concept of leadership at Webster would seem to require a corresponding change in the concept of leadership as presented by Who's Who. Some feel that unless there is a change, Who's Who has lost its meaning at Webster.

Dialogue opens on student stress

To obtain opinions on student stress and pressure, Mrs. Gerald Fugate, English instructor, Sandy Blase, senior, and Ann Garrioty, sophomore, are planning an open discussion Monday, Nov. 8, at 7:30 p.m., in Maria Lounge. These three Websterites are delegates to a national convention on Student Stress and Pressures in Washington, D.C., Nov. 11-14.

The convention is sponsored by NSA and the American Psychological Association and is aided by a grant from the Danforth Foundation. Thirty-three schools are participating, each sending one faculty member and two students.

After their return from Washington, the delegates will hold another discussion concerning developments and ideas brought to light at the convention.

Frosh execs are featured at fall dance

Blue and green by candle light will be the setting for the first formal event of the year. This annual Fall Dance will be held on Saturday, Nov. 13, at 8:30 p.m. in Maria Dining Room.

The Social Planning Committee is co-ordinating this annual affair at which the newly-elected officers of the freshman class will be introduced.

General chairman of this event will be Annie Vaughn. She emphasized its semi-formal style and stated that cocktail dresses would be appropriate for the occasion.

The Web

Webster College

Webster Groves 19, Mo.

VOL. XLII

November 5, 1965

No. 4

Joint committee explores grading system reforms

The effort to keep Webster College a vital learning center requires constant questioning and innovation. A new form of proposed innovation, or at least an example of this questioning, is the new committee formed on campus to study the possibility of abolishing the present system of progress evaluation by letter grades.

Although this is not a totally new idea, and a few colleges are already working under a "no grades" system, it is still unique enough to be ranked with the present no general degree requirements policy as a challenging experiment.

The first meeting of the faculty-student committee was held Oct. 19, and the ground work was laid for a series of later meetings, including one open to the college community, which will result in the tendering of a recommendation to the administration and the board of trustees. As is the present study of the co-ed question, the recommendation is not binding, as was the general degree requirement vote last year, but it still will

be a significant statement of the feeling of a large cross-section of faculty-student opinion.

Included on this committee are: Ed Clark, co-ordinator undergraduate teacher preparation program; Roslyn Harrison, social science department; Sister Mary Bernard, history department; Richard Singer, math department; William Walton, science department; Consuelo Wise, Spanish; Kathy Brock, freshman; Ruth Ann Crovetti, senior; Ann Garrity, sophomore; Sister Mary Rhodes, dean of studies; and Sister Marie Francis, research director of WIMSA.

Sometime within the near future a new publication, *Counterpoint*, will make its debut on the Webster campus. Organized by a group of faculty, financed by the theology department, and sporting both faculty and student contributors, *Counterpoint* is conceived as a sounding board of thoughtful and thought provoking opinions on significant issues.

Counterpoint is a product of a felt need for a publication which will allow candid comments on issues not limited to the Webster College campus, but still relevant to the formation of an informed community. According to the tentative procedure, *Counterpoint* is slated for publication every two weeks. Mr. Joe Hallman, theology department, is the acting director.



Who's Who members are, left to right: first row, Gingie Robinson, Linda Lupario, Mary Grennan, Rosemary Bergin; back row, Susan Heinkel, Mary Wall, Mary Frances Summers, Sandy Blase, Barb Diestelkamp, Linda Kolb, Elma Garbier, Joan O'Connell.

Many young people who receive social security benefits as the children of retired, disabled, or deceased workers can continue to receive payment until they finish school or reach age 22 as a result of a change in the law. Former beneficiaries whose benefits stopped when they reached age 18 who are not yet 22 can have their benefits started again if they are attending school full-time.

Anyone who has a question about this or any other provision of the Social Security Law is invited to write or phone the Clayton, Missouri District Office located at 219 S. Central. The telephone number is VO. 3-7600.

The Web

Founded October 3, 1924
 Editor: Mary Martha Skinner
 November 5, 1965

EDITORIAL

As voices emerge

When the faculty forums on co-education were first covered by the Web, we were confronted with the fact that there would probably be no contention involved, that it was likely that the issue would be formulated in less than the three scheduled sessions. Even before the heavily student attended second forum, Oct. 26, most were aware that the probe of co-education had erupted into an emotional dialogue.

Two vital observations have evolved from this outburst of opinion. First, the interest shown by administrators, faculty, and students mirrors the moving impact of Webster itself. I could not help but think how enriching is the opportunity for students to debate and defend their attitudes on a matter obviously concerning the final outcome of their own educational process as well as a more general and encompassing attitude on the philosophies of womanhood and humanhood. The second observation flows naturally from the first. In her convocation address, Sister Jacqueline stated that the individual may speak to an issue or on an issue. In these forums, we are hearing the voices of many individuals speaking to an issue. Whether pro or con, these individuals are attacking or defending what they are firmly convinced of.

For this reason, all opinions emerging from the forums should be openly and conscientiously examined. They should never be branded "petty" or belittled as nonvaluable simply because they reflect a conviction alien to our own. The voice of an individual cannot exist alone. Every voice must communicate with a perceiving listener. Only then may it truly speak.

The last forum will close formal discussion on the matter of co-education, but the snowball of opinions will not be silenced.

mary martha skinner

Letters to the Editor

Dear Editor,

Webster sets as one of its primary education aims the training of the student to accept the tensions of freedom and responsibility. This would lead me to this question: If we are to be taught the intelligent handling of responsibility, why are we still bound to dorm hours?

If the hours are instituted to keep the students out of trouble, isn't this defeating Webster's purpose? Isn't this making Webster a "safe" college where the good sisters take care of daddy's little girl?

If the hours are there to help regulate the students'

behavior, shouldn't they go the way of other regulatory rules, such as lights out, etc.?

And maybe if the students use the 1:30 deadline as a crutch to allow them to escape spending too much time with a boy, wouldn't it be in the spirit of the "Webster Way" to remove this crutch and make the girl bear her own responsibility?

I can see all sorts of difficulties arising if the hours are removed, but if Webster means to be the kind of college that it says it is in the catalogue, then all dorm hours should be abolished.

Peg McMahan

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 published, however, reserves the right to exercise such supervision as will maintain high standards of journalism.

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Forums progress as students speak

dimensions in deliberation

Two position papers were presented at the faculty forum on Oct. 26 on the subject of extending co-education at Webster. The first was given by Mr. Ed Clark, assistant to Sr. Anna Barbara in the teacher training program and advisor to men on campus. The second was given by a trio of students, headed by Sandy Blase, president of the Student Association. It was a report on the poll taken by the Student Association. Two senior students, Ginny Peters and Barbara Wilson, presented both their views and the views of students they had interviewed.

Mr. Clark The male view

Mr. Clark said that he stands for male suffrage. If the things that Webster has to offer are good, then they should be offered to both men and women. Co-education has a great deal to offer, especially with the potential it has at Webster.

Webster's mature emphasis on freedom and responsibility is part of its uniqueness. There is an important emphasis on what it means to be a person. Mr. Clark believes that Webster will attract young men who are seriously interested in studying, not just in extracurricular activities. The dialogue of education can be much freer and more educational if the college is fully co-ed. If men and women seek together and are challenged together, as in a healthy, wholesome co-ed situation, then stresses and pressures common to segregated schools disappear.

The idea that attracts the Peace Corps is that Webster is serious about life and education. He thinks that the Peace Corps volunteer will set a tone and a pace for students and faculty.

Regarding the feeling that the decision is predetermined, Mr. Clark said that those who felt it was are not willing to accept Webster at face value concerning student involvement. The faculty is interested and concerned in the ideas, fears and aspirations of the students. Of girls who say that they came to Webster because it is a girls' school, he asks, "What is it about a woman's college you really prefer?"

Sandy Blase Student trio

The students' trio then presented their position. Sandy Blase, in her opening remarks, explained that the questions on the student poll all arose out of the discussion of the first forum. She noted that the wording was bad and that those who were not at the forum would not understand. The second question—has the issue been decided?—meant is there an issue at all, not is there a choice. The third one regarding a "man's man," she questioned—who knows what it meant, it was simply a phrase thrown around at the previous forum.

Poll results

The poll was distributed to approximately half of the full time students in all classes at random. Fifty-six of those questioned had no definite opinion; 159 were for the extension; and 176 were against a fully co-ed Webster.

Ginny Peters The pro view

Ginny Peters presented a consensus of student positions in favor of the change. She thinks that the arguments seem to centralize on two issues. First, what does the present image of Webster involve? and secondly, what will Webster be if co-ed? Ginny raised many questions she feels should be answered by those in opposition. Some of these are: What do these

individuals (in opposition) feel that a women's college offers that a co-ed school does not? Do you feel your expectations could be satisfied at another women's college? If the atmosphere (at Webster) carries value for the present Webster student, could it not carry the same value for men?

She counter-questioned, in regard to the question about what Webster could offer the male student, could the male student offer a reciprocal value at Webster? Whether or not social relationships are detrimental to social growth would depend on individual response to the situation. Scholastically, also, the only person who can finally still a voice in this environment is the individual himself. Regarding the Peace Corps men, if they come next fall, she questioned, could not their experience, nourished by the collective openness of our atmosphere, direct a total growth.

This college does not center on the women—the faculty—the administration — nor the men, but Webster in Motion. Ginny does not think that Webster would lose the element of unique womanhood by male integration, that the real development of unique womanhood is not possible until we have the male co-ed.

Womanhood would not be lessened in any way by a co-ed situation. Rather, it would be made "unique" by allowing the individual female student to work through her womanhood to humanhood.

Barbara Wilson The opposition

Barbara Wilson gave a representative view of student opinion expressed by those against co-education on this campus. Barbara interviewed approximately 50 students. Generally, the reasons against the extension can be summed up as follows: 1) Webster will get too large; 2) Webster has nothing to offer men that they cannot get in seven other colleges in the area; and 3) Webster is unique the way it is. The great majority of Barbara's interviewees actually resent the presence of the male students already in attendance.

The main objection seems to be "I came here because it was a women's college." Reasons for this opinion varied. Most felt that Webster, as a women's college, had more to offer than other women's colleges. In reply to the idea that men may wish to come merely to

share the atmosphere—that of a unique, one of its kind community of learning, some believe that this atmosphere would change with men around. It would not be as free and open to personal expression for them.

The second most frequent comment was that they liked the smallness of Webster. Students feel that the broadening necessary for men students will impel expansion beyond the point of no return. As a large co-ed college, we would be overshadowed by dozens of other schools. As a small, dynamic community of women, we are and will be far above every other women's college in the nation.

Barbara presented six practical problems raised by many who are only halfway opposed to men on campus, concerning financial burden, the necessity of passing rules of a moral nature, dignity of recruitment, preparation on such short notice. Another, will the Sisters of Loretto, whose pride is Webster College, who pride themselves on being pioneers in women's education, lose control of the college, of their claim to fame as educators of women?

Those opposed feel that they have been, are being, educated as women. This cannot be diagrammed or given expression in particulars. Whatever it is, it is not being educated as a man, as an it, or as a mass. Barbara feels that Webster students are able to take their place in a manly-competitive way, while maintaining their femininity.

In conclusion, Barbara quoted Andre Maurois: "Learning is nothing without cultivated manners, but when the two are combined in a woman, you have one of the most exquisite products of civilization."

Sandy Blase Summing up

Summing up the two views, Sandy Blase said that the basic consensus of those for the extension of co-education is that it offers the possibility for a meeting of the minds on the intellectual level. Those against Webster going fully co-ed believe that there is a basic difference in the education of both men and women. They think that Webster potentially offers something unique to women. As a co-ed school it could be mediocre, not great. Institutions, such as Harvard, Princeton, Yale, Vassar, Radcliffe, Sarah Lawrence and Notre Dame are either all women or all men.

beth stearns



Mystique or Mistake?

"Webster in motion" viewed in retrospect

By LUCY CHRISTMAN

Once upon a time way back in 1850, a Presbyterian minister opened a prep school for boys on Rock Hill Road. He then added a small college section to the school and named the whole business "Webster College." Well-known professors from the East came and lectured at Webster College giving it much prestige. The school flourished until the Civil War when it folded following the death of its founder.

On September 6, 1915 construction began on another branch of the Loretto Literary and Benevolent Institution to be located on a tract of land between Lockwood Ave. and Big Bend Rd. The Sisters of Loretto, not wishing to sit around twiddling their thumbs while the school was being completed, began the first of Loretto College at the Loretto Academy in Kansas City, Missouri. There was a grand total of five young ladies seeking a college education in that opening year. Each of them was elected to a school office; and when two more students enrolled at the beginning of the second semester, there was at least a student body over which the other five could now preside.

In the fall of 1916, the building in Webster Groves was finished; so the Loretto College and Academy was officially opened. The second year got off to an equally favorable start with five students only one of whom made the transfer from Kansas City. Let me add that there were more girls in the high school section, lest you wonder about the practicality of a five-story building for five students. After 1916-1917, the word got around but fast. In 1924 the high school section was moved down the street and became known as Nerinx Hall; and the name of the school was changed to Webster College, the name of an attorney who had formerly owned the college property. The college spread across to the now vacated "East Side" of the building. Three years later it was necessary to build Loretto Hall to handle the increased enrollment. A much-campaigned-for gymnasium was built across from the college on Plymouth Avenue where all the numerous basketball enthusiasts at Webster were able to dribble themselves silly. Thus stood Webster College for quite awhile.

Back in the good old days, there was not the variety of courses in some departments as there are now. The number of social science courses and psychology courses was very limited. This was compensated for by some more practical courses such as millinery. If one desired to improve one's coordination and grace, there were four types of dancing classes, ranging from folk to ballroom dancing, to choose from. The sportier types could sign up for games and military drills. From the very beginning the Department of Expression (alias theatre arts) was known for its excellence in all areas. Every production was a huge success due to the exceptionally thorough promotion campaigns.

In many respects Webster College is pretty much the same as it was 50 years ago. The first newspaper, Listen!! was published in 1920. It publicly stated that the paper would make no attempt to be literary. The Listen!! was a real organ of communication between students. In one issue, an upperclassman advised a freshman on how to make a good impression during the first few weeks of school. Once she had her schedule

completely made out, she should change it several times in order to give the nuns something to do. Class lectures were the best times to fill up a fountain pen, take a nap, or straighten up one's books. There was no greater honor a professor could receive than to make the happy discovery that his students were writing letters during his classes. He then had the double pleasure of knowing that he was teaching young ladies who were not only zealously striving after learning, but who were exceedingly social-minded as well. Also in a social vein, an apres-Easter issue of the paper warned that because of the substantial increase in frat pins floating around campus after every vacation, the faculty was contemplating continuous school all year 'round in order to keep up the enrollment. Nothing much came of it, fortunately.

Today's student looking back on her counterpart of 50 years ago probably would want to know what the vital issues of the day were. What were Webster students passionately concerned about? What really aroused their fervor? What did they stand up and fight for? Well, boarders complained loudly about being kept up to all hours by somebody practicing on her uke. Parking space was not a problem then; but students longed for a nice, little, green bench at the corner of Plymouth and Lockwood where they could comfortably recline while waiting for the Manchester street car. However, there was one burning question which seemed to occupy the editors of Listen!! in 1921 and 1922. Should or should not Webster College have a student government? Judging by the frequency of the editorials and their "we earnestly implore you" tone, not many of Listen!! readers were overly excited by the prospect of having one. In at least one respect we haven't changed much in 50 years, have we?



Mr. Corbett teaches values to Bahaman school children

By MAUREEN MAHONEY

Mr. Robert Corbett, teaching the Phenomenology of Love and Existentialism at Webster, has led a life of adventure in the United States and the Bahamas. Before he began his traveling, Mr. Corbett received his Bachelor of Arts degree from Cardinal Glennon College. He is presently working on his Master of Arts degree at Saint Cloud State College. Desiring to serve in the Peace Corps or to do some comparable work, he and his wife journeyed to the Bahamas shortly after their marriage. Their job was teaching in one of the local schools there. This reporter quizzed Mr. Corbett on his experience.

Reporter: What were the conditions at the school?

Mr. Corbett: The buildings were very nice with seven classrooms on the one floor, only four

of which were used because of the shortage of teachers. I taught fifth through eighth grades. My biggest problem was language. There were 28 nations represented, and the only English some of them knew was what they had picked up. I, myself, didn't know any other language.

There was a fantastic range in economic conditions from the multi-millionaire to those in poverty. I taught general Christian principles to the 150 kids representing beliefs in many different religious groups.

What was the most meaningful aspect of the program?

Mr. Corbett: The informal situation outside the classroom was the most profitable. This meaningful contact permitted me to become friends with the kids, and I therefore exerted more influence here.

Could you tell us some of your most enjoyable and/or unusual experiences?

Mr. Corbett: Well, one of the most rewarding experiences on a personal basis was in my astronomy class. A new student from England, who was a joy to listen to because of his phraseology, asked me to teach him something about astronomy. He said that he knew only a little about the sun and the moon. I showed him the Orion constellation and explained the mythological story behind it. After viewing it he turned to me and said, "Blimy, sir, 'tis exciting."

Returning to present situations, what do you think of the "Webster way"?

Mr. Corbett: I'm sold on the "Webster Way." Before I came here the "Webster Way" was my way, and now, when people around me believe as I do, I find it a very happy situation.

Webbles

by Jeanne Jenkins

Fanciful (sort of) Interviews with Intelligent (mostly) People.

Question: Should Webster College go completely co-ed?

Beatrice Blotto: "Oh, gosh, yes! Then we would have lots of boys here, and they could carry our books, and form fraternities, and have football pep rallies, and Kampus King elections. We'd have a real collegiate atmosphere!"

Trudy Tidy: "Are you kidding me? Completely co-ed? Have you seen the men we already have? They're unkempt! They don't always shave. Some of them need haircuts, and one boy actually wears a shirt that's too small for him!"

Frieda Faculty: "Well, it's difficult to say at this time. We must consider all sides to the issue, weigh the pros and the cons, and determine the best course of action. The situation, as it stands, demands that some decision be made. Of course, it is a valid decision to decide not to decide."

Marvin Male: "Yeah, I think it should. It depends on what kind of guys you want though. Now, 'men's men' might just demand athletic scholarships, weight-lifting classes and hard liquor in the soda machines. They might not be willing to carry pianos and ping-pong tables around for you

like we do, or hold doors open for you, or light your cigarettes for you like we do, but, que sera sera."

Harriet Hysteria: "No, a thousand times no! I want people to think I'm going to a private women's college—the Vassar of the Midwest bit. There weren't a lot of boys here when I came, and I don't want them now. Besides, one sneaked in front of me in the lunch line today."

Barney Boy: "Hell no. Definitely not co-ed. Let's have all the girls leave instead and make this an Ivy League men's college."

Gertrude Goodheart: "Oooooo yes. The more boys the better. They're such sweeties, bless their hearts. I just want to hug them, I love all boys."

Theodore Theatre Teacher: "Should Webster go completely co-ed? Ahhh, YES! Then we could do Billy Budd. As it is, an all-girl cast of Billy Budd would be ghastly. Dreadful. Waves of love to the co-ed idea."

PINNED

Mary Ellen Redington, Kirkwood, Mo. freshman, to Jim Deimeke, Alpha Kappa Psi at St. Louis U.

ENGAGED

Jane Nagle, St. Louis sophomore, to Richard Mazurek of St. Louis.

Becky Piazza, St. Louis senior, to Emila Di Filippo, Phi Chi at St. Louis U.

topping of the arch as viewed by Web photographer Maureen McGinley

Oct. 28, 1965





Miss Katharine Kharis, chairman of the math department, explains a problem in mathematics to students attending the Saturday sessions of the Pre-College program at Webster.

Students reflect progress of Pre-College program

"All are caught up in the thrill of learning because they want to, and not because they have to." This is how one high school senior described the Pre-College program at Webster. She could have paid it no higher compliment, for the Pre-College was designed for this very purpose—to provide an "experience in learning." Its main aim is to develop skills in math and English in students from low income brackets.

"We are working on the theory," explained Sister Marie Francis, administrator of the program at Webster, "that people in low socio-economic levels enter college at a disadvantage." The drop-out rate among these students, Sister points out, is 70-80%. More than cultivating skills in speaking, writing, and math, the Pre-College program is orientated toward enhancing the self concept of these youths.

The program is open to high school seniors and others who plan to enter college and are from a low income group. Its purposes expressly stated are to furnish "information about college programs, scholarships, and other financial aid available;" to provide "learning experience which will help the student think creatively, have fun while learning, gain confidence in attacking problems and speak and write more effectively"; and to offer "social experiences in a college atmosphere."

Begun last spring through funds from a Carnegie Grant, the program operates in six centers throughout the country. It was at that time sponsored by the Educational Services Incorporated, which still furnishes the "units"—the various projects and programs on which the school is based. Administration of the program has been taken over by the government Office of Economic Opportunity under the "poverty package." For this reason, requirements concerning economic levels are very strict. In the current session at Webster, 56 applicants have had to be refused because of too high income.

Following an experimental four-week program last spring and an eight-week summer session, the first full winter program is now under way. Students meet on Saturdays, are taught by carefully screened teachers aided by college assistants. Units are not lecture programs, but they rather teach by debate, dramatization, experimentation, and other methods which induce the group to "learn because they want to."

The college assistants, from several schools in the St. Louis area including Webster, help the students decide on which college to attend, and try to provide cultural experiences by organizing sports activities, forming discussion groups, going with them to

Last evening faculty members of the music department presented a recital consisting entirely of Bach Chamber Music in dual sonatas for harpsicord and other instruments. Mr. Fernando Valenti, Webster's artist in residence, played the harpsicord while Gerald Fischback, Joan Mack and Janet Scott performed on the violin, cello and flute respectively. Dwight Jack was the baritone.

The faculty recitals are open to students, faculty and the public for their enjoyment and education. Six more recitals are scheduled throughout the year.

Four attend ESI meeting

Four members of the social science department attended a session of the Educational Services Incorporated in Watertown, Mass., Oct. 29 and 30. These four members are Dr. Carl Pitts, head of the social science department, Sister Veronica Ann, Mr. Brock Shumaker, and Mr. Ed Ernhart.

ESI was established in 1958 to promote better understanding between the different levels of education through a score of course content improvement projects, from the primary grades through college. ESI also has been a rally point for innovators in education.

The four faculty members from Webster who attended this session of ESI had the opportunity to discuss current curriculum development with outstanding scholars and innovators in attendance at the meeting.

Dr. Pitts and Mr. Shumaker, after the ESI session, went to Waterbury, Vermont, to observe two Webster seniors, Gay Nurre and Ruth Ann Overman, who are on sabbatical at the state hospital there.

plays and museums and teaching French.

It is hoped, Sister Marie Francis says, that, as a result of this program, these students will go to college "and approach their learning there in a much more meaningful way."

Student appraisal of the Pre-College has been very favorable: "it helped me . . . interesting . . . exciting" . . . "the best summer vacation I have ever known" . . . "couldn't help but enjoy it." One student expressed very clearly exactly what this program has done for the youths: "I came to find the answer to college success. Instead I found keys to college success: an open mind, the willingness to study and work hard, and the right attitude and the determination to succeed."

Historian Hollis gives welfare state progress

Combining personal experience with qualified information, Mr. Christopher Hollis, noted British biographer and historian, spoke on "Socialism in England," Oct. 28, in the college auditorium. A question and answer period followed Mr. Hollis' address.

Concerning socialism in Great Britain, Mr. Hollis explained that a fundamental difference exists between what is meant by socialism in theory and what is meant in practice. Presently the socialistic theory of a "means of production and distribution to be owned by the state" does not function as such in England.

In answer to a question about the specific areas of social welfare in the state, Mr. Hollis pointed out three main examples: 1) the health scheme whereby one pays a certain sum each week which entitles him to free doctor care in case of illness. 2) the unemployment insurance plan into which one pays regularly and from which one receives pay when unemployed. 3) the old-age pension arrangement for those over 65 years old.

Regarding the development of socialistic thought in England, Mr. Hollis traced from its small but firm beginnings in the '20's through its climax of strength in the latter half of the '40's until its tapering off in the '50's and '60's. When the Liberal party divided itself in the elections of 1918, the Labor party established itself as the official opposition party to the Conservatives.

Between the two wars England remained predominately conservative, but in 1945 the Labor party secured a sweeping majority. The next five years were ones of great socialistic achievements in Great Britain. In 1950 the party seemed to "run out of breath" because the members had nationalized all they had formerly desired. And with the election of 1951, Mr. Hollis states that "the Socialists were almost glad to be relieved by the Conservatives."

Churchill then became Prime Minister following Atlee, and the Conservatives controlled the parliament until Wilson became the Labor leader and won by a handful

of seats in 1964. Hollis supports that in England today there is a mixed economy in which "much is run by the state but the majority of people are not state employed."



Mr. Christopher Hollis

In the field of writing, Mr. Hollis has treated subjects from St. Ignatius to the English parliament. As a political figure, Mr. Hollis participated for ten years in the Conservative party of England. Besides studying economic theory at the University of Notre Dame, Mr. Hollis studied at Eton and Balliol College, Oxford.

As he pointed out in his lecture, Mr. Hollis had previously spoken before the Webster community in the fall of 1937.

Literary club widens scope

Function, membership, and productivity of the Literary Club are under close scrutiny. A re-organization meeting was held on Wednesday, October 25, to examine and discuss the possibilities open to an expanding club. This meeting was open to all classes and fields of study for the club cannot be dynamic if its membership is restricted to specialized areas. Inclusion of a variety of programs with a "literary" interest was the major issue. Such projects are coordination with other colleges in the area, lectures by challenging thinkers, open end discussion, and a new student publication.

The format of this magazine will be informal and designed to display the creative spirit of any authors who are lurking unnoticed on campus. The club is convinced this is an opportunity for self-expression and sharing of ideas that cannot be neglected. The magazine does not have a name yet, so it is starting at the bottom and working toward "fantastic things." According to club officials, the magazine needs everything from unpublished authors to staplers. Anyone who is interested can contact seniors Barb Wilson or Susan Scholes.



Personifying the theme of death for the freshmen Halloween party are Toni Ceci and Libby Darnell. The freshmen sponsored "Coffin Capers" under chairman Mary Ann Orwell Nov. 2, in Maria Lounge for the students and faculty. Games were held around a graveyard scene followed by refreshments and a skit, "The Era is Now." Advisor to the freshman class is Miss Mary Louise Berg of the theology department.

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WEBSTER COLLEGE
Webster Groves 19, Mo.

Miracle play set in chapel

Noye's Fludde, presented by the music department of Webster College, will premiere tonight at 8 p.m. in the college chapel and run through performances on the following Saturday and Sunday evenings, Nov. 19 through 21.

Noye's Fludde is one of the Miracle plays of the famed Chester cycle of medieval times, adapted and set to music by a modern composer who has done extensive work with the orchestration of medieval pieces, Benjamin Britten.

The play tells the familiar Bible story of Noah, his ark, and the great flood. The ark will be constructed in the chapel during the performance and the entire presentation will be done in the original middle English.

According to Mr. Fischbach, musical director of Noye's Fludde, "miracle plays were originally performed in the churches, so this is the reason for the staging of the performance in the chapel. As in medieval times, the congregation or audience will join in the singing of the play."

The cast of Noye's Fludde consists of 50 singers, including music majors and children selected from the elementary school to play the animals. Karl Kurth plays Noah and the role of Mrs. Noah is shared by Jody Kapine and Barbara Williams. The girls will play the part on consecutive nights.

Other members of the cast include: Greg Battini and Gloria Lamm as Mr. and Mrs. Jaffett and Connie Cheek, Barb Anderson, Carole Lewis, and Marilyn Woods as "the gossips."

Tickets for Noye's Fludde can be obtained from any music student or at the music building. Admission for the play is \$1.00 for Webster students and \$1.25 for others.

Electronic music subject of lecture

Mother H. A. Padberg, associate professor of mathematics and music at Maryville College of the Sacred Heart, presented a "recital" in Webster's Fine Arts Building, Monday evening, Nov. 8. Her "instrument" in this unusual concert was a programmed computer, and her compositions were structured and mathematical fugues.

In composing her music, Mother Padberg formed a correspondence between the letters of the alphabet (minus y and combining u and w) and the 24 tone scale. When she then fed the computer letters and words, the computer analyzed the consonants and vowels of the words and sent them out as tones.

Mother illustrated the possibility of analyzing different styles and uses of the English language in the different periods of history by using the idea of computer music, and also an analysis of the same phrase in different languages by this method. These ideas have not as yet been extensively explored.

"It is a great challenge to man, to see a computer do many of the things man previously accomplished himself," concluded Mother Padberg, "and we ask what is distinctive of man. We see this as an opportunity for man to come to a real understanding of what it is to be a man."



The newly elected class officers are: (left to right) Gail Polcyn, treasurer; Holly Nehf, vice-president; Mary Ann Orwell, president; and Prudy Thoma, secretary.

Faculty decision urges Webster coeducation

In a ballot taken Monday in the dean's office, the faculty recommended to the Board of Trustees that Webster go fully co-ed in all departments. The faculty recommendation was not definitive, but was turned over to the Board of Trustees for consideration.

Of the 47 votes cast, 42 were in favor of coeducation and two against coeducation, even in the existing form as practiced in the fine arts departments. Three ballots registered no strong position on the part of the voting faculty member.

There were two questions to be checked on the ballot: 1) I recommend coeducation for Webster College, or, I do not recommend coeducation for Webster College; and 2) I hold no strong opinion. If the voter favored coeducation he was asked to check one of

three choices: A) I recommend the continuation of the present coed program in the Fine Arts at Webster College but no extension to other departments; B) I recommend the retention of the present coed program in the Fine Arts at Webster College and the opening of coeducation to other departments in the college; C) I recommend that no final decision be made until a further study be done concerning implementation of the coed program for other departments in the college.

The break-down of the pro vote, then, is as follows: section A, two votes; section B, 24 votes; and section C, 16 votes.

There were 76 full-time faculty members eligible to vote on this recommendation; faculty being defined as "those who teach or direct the teaching, on a salaried, and not per-teaching hour, basis." Of these 47 voted.

In the closed faculty forum on Nov. 11, a plan was proposed which attracted much favorable comment. It was proposed that individual departments open their doors to male students as soon as the department head feels that the department could handle them, without waiting for the rest of the college to move to the fully co-ed state.

The Web

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Students get parking facts

In response to complaints and pleas for clarification of campus parking problems, four students met recently with Mr. Robert C. Thumser, director of physical plant and maintenance. The student committee, headed by Joan O'Connell, was composed of Mary Wall, Carolyn Anderson and Jeanne Jenkins.

Mr. Thumser reported to this group that the \$16 for car sticker permits includes the cost of maintenance, surveillance of the parking lots and secretarial work involved in checking records of parking violators and sending out letters of warning.

According to him, there are four areas on campus for student, faculty and staff parking: behind the WIMSA lab, four places on the circle drive, the east lot by Loretto Hall and the Fine Arts Campus. These places accommodate about 100 cars. The committee then brought up the charge that more stickers have been sold than there are parking spaces. Mr. Thumser replied by explaining that in cases where one person may be driving two cars, two stickers may be issued for the \$16 fee. However, both license plate numbers are registered, and only one is allowed on campus at any one time. This same principle applies to car pools, where four or five people alternate driving to school.

In spite of these explanations about current policy, the student committee was concerned about future plans for campus parking. In February or March, Mr. Thumser replied, the theatre parking lot will be completed. At present, two alternatives are considered: first, more students will be allowed to buy stickers; second, a system of gate fares, like those at St. Louis University, will be inaugurated.

FILM SCHEDULE

November and December

Saturday, Nov. 20: Charade 7:30, Maria Lounge, \$.25.

Monday, Nov. 29: La Strada 7:30, Auditorium, \$.50.

This is Fellini's story of a simple minded waif, a brutish strong man, and a philosophical fool who travel the highway in Italy.

Saturday, Dec. 4: Throne of Blood, 7:00, Auditorium, \$.50. The Macbeth plot of this movie is superbly handled by the Japanese.

Sunday, Dec. 12: The Seventh Seal, 2:00, Auditorium, \$.50. The Black Death scourged Europe in the middle of the 14th century. This film tells of what may have happened during these years of plague.

Letters asked to support soldiers in Viet conflict

As part of a national bi-partisan effort, a campaign for letters to American soldiers in Viet Nam opens today. This project, geared by Webster's Young Republican Club in conjunction with the National Student Committee for the Defense of Viet Nam, aims to let soldiers overseas know that many college students support American resistance to Communist Aggression in Southeast Asia. Leaders of the campaign feel that, due to teach-ins and other forms of protest, too much of one view has been publicized.

In addition to writing letters, students participating in this action will sign a petition affirming

support of U.S. Viet Nam policy. All letters will be collected by Nov. 23 and mailed with letters from other St. Louis colleges Nov. 24.

LATE NEWS

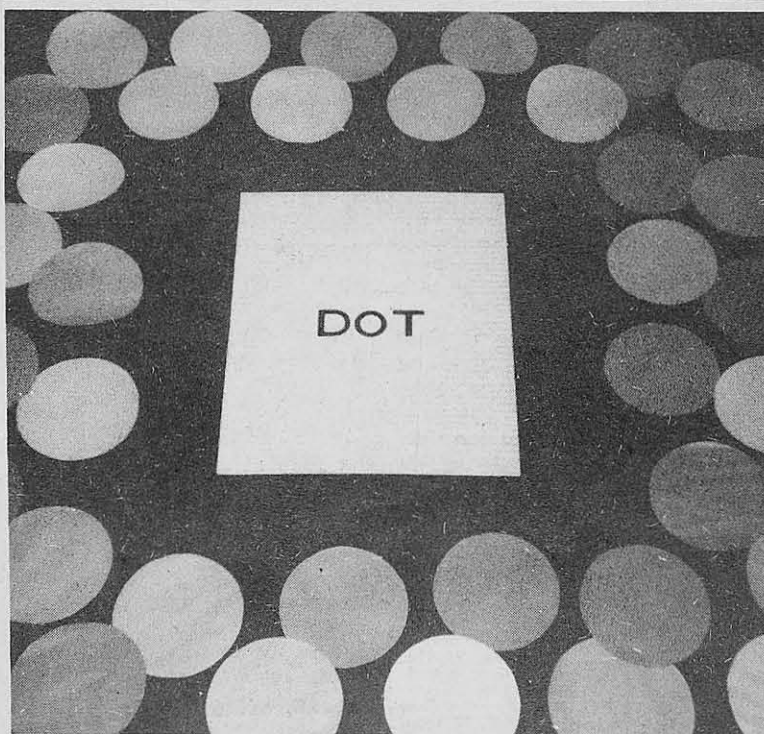
Dr. Joseph Kelly, vice-president and director of development and newly appointed secretary of the Webster College Board of Trustees: "The Board of Trustees came to a decision (regarding the faculty recommendation on the question of co-education) in the Nov. 18 session, but investigation of a number of contingent details advises no report to the press until these details are checked out."

Power struggle retains officers for frosh class

Heading the activities of the 1965-66 freshman class are the newly elected officers: Mary Ann Orwell, president; Holly Nehf, vice-president; Prudy Thoma, secretary; and Gail Polcyn, treasurer.

A debate on the merits of the class officer system preceded the election. In meetings on Nov. 5 and 12, the class discussed, and voted down, a proposal to abolish the traditional class offices and replace them with a steering committee.

In addition to the two formal meetings, there was an information session held to acquaint the students with the pros and cons of both the traditional and proposed systems of class government. A close vote resulted a narrow victory for the traditional system.



Thus reads the introduction to the Great Dot Exhibit. See article on Page 3.

The Web

Founded October 3, 1924

November 19, 1965

EDITORIAL

Tribute or tribulation?

Many fairy tale stories strike the ears of those hearing about Webster for the first time. The legendary tale of Sister Francetta and Sister Jacqueline returning from Chicago with Mr. Conrad Hilton's pledge to build a performing arts center on the Webster campus is one of the most famous.

This excitement brought attention to our drama department from all over the country. Sir Tyrone Guthrie, the English director knighted for theatrical excellence and founder of the Ontario Shakespeare Company, was a designing consultant for the planning of the Loretto Hilton. Working with him were other noted theatre people: George Izenour, a technical director from New York City; Jo Mielziner, Broadway scene designer, designer of the Lincoln Center; and Douglas Campbell, a leading actor and director in America, now artistic director of the Shakespeare Ontario Theatre.

Aside from this nationwide recognition and interest in the theatre arts department, state and city groups have repeatedly called on Webster College to perform on various occasions. For example, early this fall the Missouri Council on the Arts chose Webster as one of two colleges from eastern Missouri to take a production "on the road." The department performed a Word show at Kiel last month for public school teachers from the St. Louis area. Oct. 28-29, a Word show was done for the Missouri State Teachers Association.

This may sound like no more than a tribute to our theatre arts department. It is not that at all. We believe that the arts, and, in this case the performing arts, belong on our campus. We have a recognized growing and progressing department, yet only 20% of the students attended *Six Characters in Search of an Author*. Only 11% attended *Ernest in Love*. These paradoxical statistics should make us question why we are failing to respond to a theatre experience acclaimed by so many.

mary martha skinner

Brainstorming session Wed. brings registration calm

The present system of registration procedures at Webster was the subject of a brainstorming session at the Conference House last Wednesday afternoon. Sister Mary Rhodes, Dean, chaired the group of administrators, faculty and students who met with Miss Margaret Wuller from the Meramec Junior College and Miss Pat Sease from the McDonnell Automation Center.

Miss Wuller outlined a basic system in which students might prepare an individual schedule as at present with the aid and the approval of her advisor, but instead of the cards now used, punch cards for each course would be obtained and filed with the schedule in a central place of registration, currently the registrar's office. These cards would then be pro-

cessed to assemble more efficiently the required class lists, billing information, and general data for college records.

Such a method would in no way lessen the present faculty-student relationship in academic advising. Registration in itself is presently a card system distinct from the structuring of an individual program.

Suggestions bearing further study covered areas of increase in budget for the registrar's office; additional uses of assembled data by business office, book store, library, student services; time of pre-registration and registration; problem of late registration; need of specific equipment for the service: visits to the Automation Center and to campuses utilizing the punch card system at registration time.

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, however, reserves the right to exercise such supervision as will maintain high standards of journalism.

Editor-in-chief Mary Martha Skinner
 News Editors Peg McMahon, Jeanne Pecquet
 Feature Editor Annie Vaughn
 Editorial Page Editor Barbara Wilson
 Assistant Page Editor Dianne Bechtold, Julie Eastman, Beth Stearns
 Photography Maureen McGinley
 Cartoonists Marcie Schwitters, Bob Marstall
 Circulation Cynthia Rossi, Sharon Thom
 Business Manager Ann Radcliffe
 Staff—this Issue—Chris Allen, Lucy Christman, Kay Coco, Ann Crahan, Joyce Dohr, Ann Garrity, Maureen Mahoney, Bob Marstall, Julie Walsh, Jane Logli.

Stress in college experience

report and rapport

Editor's Note:

On November 11-14, Mrs. Gerald Fugate, Sandy Blase and Ann Garrity attended a convention in Warrenton, Virginia. The following is a report from Webster's delegation on the National Conference on Student Stress in the College Experience. (39)

Henry James advised overseas travel, a modified Grand Tour of Europe, for the person who would be educated. Exposure to social, religious, political ideas—that is culture — foreign to one's own, James argued, would necessarily expand a man's personal and intellectual dimensions. A Webster representative who participates in discussion with other educators and students of diverse backgrounds is likely to benefit from that exposure James so enthusiastically recommended.

As indicated elsewhere in this report, the Warrenton conference involved a true cross-section of American colleges and universities. There was a restless articulate Negro from State University of New York (Buffalo) and students from Tuskegee Institute, an all Negro school founded by George Washington Carver, which has carefully avoided involvement in Civil Rights; a Cal-Berkeley student who would push freedom to anarchy and a Smith girl who fervently endorsed the status quo.

Unlike So Many Others

Three days of discussion did not nor could not provide unanimously accepted solutions to any or all issues, but despite the diversity of opinion, understanding and sympathy for the problems of others was everywhere evident. This conference, unlike so many others was successful because no one presented papers defining or proving predetermined conclusions regarding the sources of student stress. Rather each representative contributed his views, and when all sources of academic stress were considered, they ranged from the incidence of abortion and suicide to the lack of rapport between students and faculty.

Since the method was authentically inductive, it was difficult to

discern common factors for such diverse problems. After all, the conference itself was "the thing" and its significance cannot be explained by a set of simple answers. However, two concepts emerged from the conference which were particularly critical: communication and flexibility. These two concepts are not ends in themselves but simply means, whether the individual's concern was pragmatic—the pressure to get a B.A. as a necessary "ticket" to a successful career—or personal—a student's self-actualization in college—all concerns could be somewhat resolved through communication and flexibility.

In Some Way Measured

A graduate student from Cal-Berkeley pleaded for colleges and universities to "give the heart room to breathe." His request was a genuine outcry for the individual, a protest against the IBM process which is so much a part of higher education; his demand stirred some response among even the most complacent students. His criticism obviously applied to the sprawling urban universities where the system is usually most impersonal and, for the sake of efficiency, most inflexible. Yet — perhaps strangely — the same problem plagued the small colleges — inflexibility, on the part of administration or faculty, and the inability or perhaps the refusal to communicate by students, faculty or administrators. Other distressed students who proposed that grades be abolished to lessen their stress and tension learned from students of schools where no grades were given that the drop-out rate had increased rather than decreased. They expressed anxiety over their "excessive" freedom; they wanted their accomplishments to be, in some way, measured.

Outside Looking In

The NCSS members represented the spectrum of the educational process, from the ultra-traditionalist to the radical progressive and perhaps for the first time we could place Webster in context. Most of the participants, both faculty and students, thought Webster's situation ideal. We have the variety so many of the conference students longed for. And with an ideally small student body, the problem of communication should be negligible. This at least is the view of the outsider. But is this an accurate estimate? Does the actual situation reinforce the image we project and publicize? Would the Webster student recognize his own school from the description of the outsider?

Of course, one might counter, the real never matches the ideal or perhaps too much familiarity breeds a kind of contempt. Perhaps the close view is not the most objective one, at that, yet if we are to move at all, we must depend on our own subjective analysis of the current Webster situation. Strangely, the great flexibility and innovation which characterizes the Webster method has become inflexible. Very subtly yet surely, the Webster way has become synonymous with one way — the innovative way.

Matthew Arnold once observed that the scientific "passion for doing good is apt to be overhasty in determining what is best since its turn is for acting rather than thinking," that it is apt to rely too much on "its own conceptions, which proceed from its own state of development and share in all the imperfections and immaturities of this (state)."

Sandy Blase
 Mary Fugate
 Ann Garrity

Clarification

From the article on Who's Who elections appearing in the Nov. 5 Web, some questions have been raised concerning the procedure observed in faculty selection of nominees. A nominating committee composed of members both from the college faculty and staff proposed a list of candidates. All full time faculty members then elected six seniors from this list for the award. —Ed.

Letters to the Editor

Dear Editor:

An organ of communication can become tired for two reasons: over-use or ill-use. The Web, as organic as the Webster community wishes it to be, can likewise slow down because of improper use. On the other hand, it can thrive in proportion to its proper exploitation; first, as a means of exchange within the community and, second, as an opportunity for students to gain experience in journalism. (See editorial in October 22 issue.)

After reading the issue of November 5, I would like to make two comments about these objectives of the Web. On page 2 there appeared the most relevant cartoon this semester. Not only did it speak "to an issue" on campus, but it also was strategically placed to telescope the article immediately above it.

My second comment relates to the front page article on the senior election to Who's Who. I do not propose here to give my views on the Who's Who award — several groups, including a committee

from the executive council, are studying views of one-time Who's Who-ers. (Delay in executing this study leads me to wonder if September, 1966, will find the same question unanswered because actually unasked.) My remarks here only apply to the article as published in the Web. Who's Who is basically an honorary award with a certain number of more or less valuable fringe benefits. To properly understand the award, I think that the materials distributed by the organization should be clearly reflected in the report to the Webster community. It is on this point that I object to the presentation.

I do not wish to imply simply that Who's Who was not given a fair show; rather I believe that this kind of half-truth discussion defeats both the objective of dynamic communication and that of valid experience for the student journalist. The reader trusts that the writer has viewed a primary source or else expects that she qualify her "factual" account accordingly. Training for future work in journalism should somehow be concerned with quality as

well as with filling up inches of copy.

Because I accept both objectives as essential to the Web's effectiveness, I would conclude with the hope that the exchange which it facilitates be the result of stimulating reporting and interested reaction.

Sister M. Lucy Ruth Rawe

Dear Editor,

I am so glad people at Webster do not talk about Viet Nam. I get so dreadfully tired of hearing it on radio, TV, newspapers and magazines.

It's just so great that we are not a pack of demonstrationists. It's quite enough that New York and Chicago had parades the other week. And what about that mixup in Texas when students drove the KKK away for marching for US Viet policy. Someone could really get confused there.

Who cares why David Miller burned his draft card. He wasn't eligible for the draft. Enough is enough!

Anyway, we've got motion sickness already. Lets not go beyond Webster. I've got too much to do.

Barbara Wilson

Provides aid for students in need

by Maureen Mahoney

The Office of Financial Aid and Student Services is one of the most utilized offices at Webster. To the incoming freshman it is where she may apply for financial aid in the form of a scholarship, a grant or a loan. The upperclassman also in need of a grant or a loan may knock on this door for assistance.

Webster's placement service is also contained within the Office of Financial Aid and Student Services. Each senior may file her confidential placement papers with Student Services. She may come back and refer to the office and her papers at any time during her career. Right now, the main function of the placement service is in the teaching profession. But there is now in the working process a plan to expand it to include other professions.

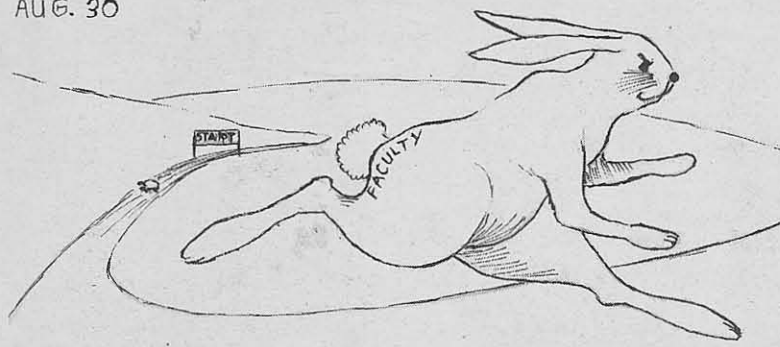
If a student is desiring campus employment, she may leave her name here. When faculty or departments need students to work for them, the Student Services Office recommends those students who have shown an interest in campus employment. The individual employers then interview students and make their choices. The office does only recommending and not the actual hiring of students, thereby acting as a go-between.

Off-campus employment ranges from baby-sitting to part time jobs for outside companies. The baby-sitting business is particularly active with its good name still travelling. Employers contact Student Services, and then the processes are similar to those of on-campus employment. No formal advertising is carried on. Word of mouth is the only way Webster's good name travels.

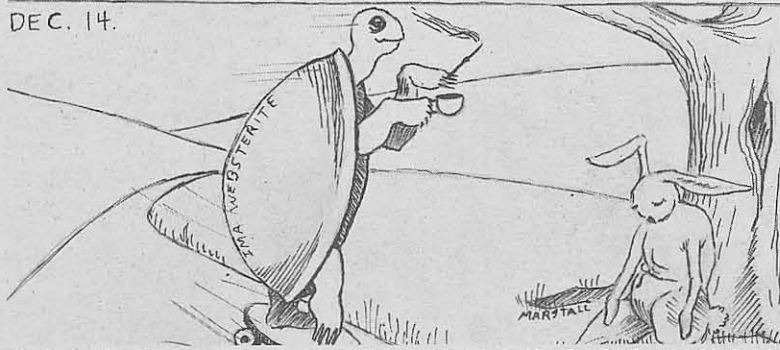
All general school testing, such as the co-operative English exam, is carried on through this office. They also act in the capacity of a guidance office for students who intend to go on to graduate work. Catalogues and information on graduate schools are all kept in the office.

The service that the Office of Financial Aid and Student Services renders is of great use to the college community. It covers almost any type of assistance that a student could need or want.

AUG. 30



DEC. 14.



Concerning dop art

by Bob Marstall

Several weeks ago, I chanced to walk through one of Mr. Strobridge's art classes. Usually, this alone is sufficient to send one off murmuring to one's self about seeing spots before one's eyes. On this occasion, however, my little jaunt took a whole new dimension. To my right, to my left, in fact, all around me was a host of circular pieces of paper in various stages of development, the meaning of which I could not encompass.

Circumventing a copy of "Around the World in Eighty Days," I said to the first person I spotted who looked like he had a little authority (and as I found out later, he had as little as anyone).

"Hi, Mr. Strobridge, whatcha dot dere? It looks like you're having a ball."

"O," he said, "Dot's our project."

"Do you think that this project fits in with the Webster ideal of the well-rounded individual?" I asked.

"Well," said the prof., "considering all reality factors, and in light of the current trend in administrative circles, I think I'm qualified to give you a definite, positive, maybe in answer to your question."

"I see, and what will happen to these dots when this class finishes with them?"

"Oh, you'll be seeing them around."

Personals

Wanted: Girl to break the monotony of my incessant studying. Must be single, unattached and willing to give up weekend nights for a good cause. Will be in attendance at tonight's dance with white mustang and shining tie clip. Knight

St. Louis U. Washington, I still love you in the Webster way. The Reandos are coming to the dance tonight, why don't you?

Library director introduces broad facility improvements

All systems are go as director of the library, Mr. Chester Gough, plans and guides into completion many new projects to keep the library progressing right along with the rest of the school.

Prime emphasis has been placed on organization of the purchasing procedures and processing of books in order to get them on the shelves as quickly as possible. Under the new system, books are available to the students three weeks from the date ordered.

The number of books in the library has also increased. Since last June, an estimated \$10,000 in books has been purchased, three times as many as last year. These new additions to the library include current best sellers and text books, as well as substantial books of past decades. Emphasis has also been placed on acquiring new periodical subscriptions dealing with the three divisions of sciences, social sciences and the humanities. Subscriptions to three more newspapers, the Christian Science Monitor, Washington Post and The Worker, have also been received.

Tentative plans call for acquiring a subscription to the New York Times on film. Mr. Gough hopes to obtain back issues of the paper which date from 1861 on film, thus supplying the library with 100 years of day-by-day history of the world. Success depends upon the acquisition of a micro-film reader.

Another pet project is organizing audio-visual equipment. Mr. Gough is trying to acquire more standard and overhead projectors.

The great race is on

by Lucy Christman

This Monday marks the start of the annual 26-day classic of the academic world. Actually, the great race really began back on Aug. 30 when the faculty forged ahead to take an early lead. They've maintained it so well that they have been out of sight for some time now. In fact, they'll probably win by at least 50 miles.

Nobody else will emerge victoriously though. The rest of the participants, numbering roughly 1000, will straggle across the finish line on Dec. 17, tired, fatigued, exhausted and, for all practical purposes, dead.

Even though the race has been going on all semester, the last 26 days are of crucial importance since this final part is a deadly obstacle course. It is also at this point that many students suddenly realize that they're in the running and had better get started.

I would like to ease the way for all you late-comers by cautioning you about Obstacle No. 1, the term paper trap. Consider the case of a typical contestant, Ima Websterite, a bright, intelligent person whose tragic flaw is an ability to procrastinate very well. Notice how she falls headlong into the trap.

Quite naively Ima has been saving a number of assignments to do over the Thanksgiving holidays. One of them happens to be a 15 page paper.

However, on the Monday before Thanksgiving, she can't become sufficiently concerned about the dangers which lie ahead. She knows she has dallied around a bit too much; but she figures that, if she really buckles down over Thanksgiving vacation, she will get a good chunk of the work finished.

The holidays begin quite inno-

cently enough on Nov. 24. On that day eager-beaver Ima wakes up at 11 A.M. With the day half-spent already, she wisely concludes that she will not bother to start on her term paper the very first day of vacation. It would be similar to doing one's homework on Friday night. It's just not done. Besides, a brief rest for her brain will make it more ready to work when the time comes. So long, Wednesday.

On Thanksgiving Day, family obligations keep her from doing the things she wants to do, let alone the things she has to do. Farewell, Thursday.

Friday, bright and early, she trots up to the library. During the course of the day, she makes three ghastly discoveries. Of all the highly promising books she listed on the bibliography for her paper, half are checked out of the library; and the other 50 per cent are not so helpful after all.

It is now painfully clear to Ima that it is going to take her a lot longer to write this term paper than she had expected. She is now fairly bogged down in the term paper trap, and disgustedly concludes that she will have to traipse off to every library in the city to get enough material to amass a respectable-looking bibliography. Returning home in a sour mood, she finishes off the day reading the first of five books she is supposed to have read by the end of the semester.

Saturday, Ima goes librarying on a wide scale, but in vain. She can gather only scraps of information. Bitterly, she wonders how she can be expected to write comprehensively on a subject which no older and wiser adult has ever bothered to undertake.

Thoroughly sick of her term paper, our contestant devotes the day to catching up on a class notebook which she was to keep up on a weekly basis. Happily, she is only seven weeks behind. Ima is slowly plunging into the depths of despair. Not willing to give up yet, she resolutely determines to begin writing her 15 pages that night. By carefully organizing her notes and by drawing extensively on them, she finds that she can muster up a whole six pages.

At this point, I'm afraid we have to leave Ima tearing her hair and muttering to herself. Thanksgiving vacation is over. The rest of her fate is too depressing for me to relate here. Anyway, you will soon have the opportunity to live through the nightmare yourselves as you head down the home stretch. On your mark . . . Get set . . . Go!

SEEKING A GALLERY?

In keeping with the use of the Kirk House (we're still looking for a more significant name for the House), we ask anyone on campus—faculty or students—who would like to hang a one-man show to contact Sr. Veronica Ann's office. The front entrance to the House offers a redwood paneled wall that should be an interesting spot for three drawings or paintings. Adjacent white walls could accommodate two others—a bit larger. In this way, faculty and students who are invited to use the House (as well as off-campus visitors in general) should enjoy seeing the show. We propose to hang a show from two to three weeks, depending on the campus response to this invitation.

Sister Mary Rhodes
dean of studies



Mrs. Jean McIntosh, left, of the Student Services Office, discusses some of the job opportunities and other means of financial assistance available on campus with Sister Vincent M.S.I., senior, and Janet Noel, freshman.



Child-like discovery: a learning experience

As the pictures on this page verify, the method of discovery in playing instruments can provide children with a unique musical experience. Working in the College School with WIMSA, Sr. Rose Annette and Sr. James Anthony, both of the music department, are trying to develop new techniques for exploring ways of making music.

Thus far they have followed the Carl Orff method of integrating movement, singing and improvisation by using such instruments as xylophones, recorders and ukeleles. Carl Orff is a German opera composer interested in teaching children how to feel rhythm. He developed instruments such as the

metalophone to have them play music while simultaneously learning how to read notes and count beats. The College School is the only school in the St. Louis area using these instruments in its music program.

Some of the children have just completed a unit on rhythm in which they had to write their own compositions for the class to play. And Dr. Joan Mack, also of the music department, has inaugurated a string ensemble in the fifth and sixth grades.

The pictures on this page were taken by Jim Middleton, the official photographer for WIMSA — Webster Institute for Math, Science and the Arts.



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Council vote alters comps

In response to the request initiated by department chairmen in session Nov. 9, 1965, the President's Council voted unanimously Dec. 2, 1965, to "put the responsibility of decision for the form of the senior comprehensive or overview in the hands of each department." This will mean that the format of the senior comprehensive may vary from department to department in contrast to comparative uniformity now required.

"The form each department adopts," the President's Council further voted, "will go into effect for the academic year 1966-67, the form to be filed with the dean by Apr. 1, 1966. The dean, in turn, will prepare a compendium of the departmental forms for the library in order to make the information available to all members of the college community."

This action on the part of the President's Council (the president, vice president and academic dean, vice president and director of development, business manager and dean of students) represents another step toward putting authority and responsibility at the "grass roots level." The Council previously gave departmental chairmen the responsibility for all recruiting and hiring of personnel in their respective departments—faculty for summer school and Saturday classes included.

The present program for comprehensives will hold through the July class of 1966. This program provides for Plan A—a four-hour written exam plus a 40-minute oral exam; Plan B—a four-hour written plus a representative activity or display in those departments where such is desirable, e.g., the fine arts; Plan C—two written examinations, each three hours in length.

Some experimentation in the format of the overview has already been allowed by previous vote of the President's Council. The music department, in 1963-64, and the theatre arts department, in 1964-65, petitioned the Council, on an experimental basis, to substitute the senior coordinating seminar for comprehensives as a means of bringing together the work of the four years.

Consensus of department chairmen in making the November, 1965, proposal to the Council was that some comprehensive knowledge of the senior's major field should be manifested. Further, the chairmen feel that each department can best work out the manner of getting the overview in the department's own discipline. The vote of the President's Council concurs in this attitude.

Russian musician highlights concert

The St. Louis String Ensemble will present a program on Dec. 13 at 8:15 p.m. in the auditorium. The ensemble, comprised of 18 non-professional musicians, will be guest conducted by Oleg Kovalenko. Guest soloist will be Miss Barbara Liberman, a member of Webster's faculty, who will play the harpsichord. The concert will consist of four selections, one each by Corelli, Barber, J. S. Bach and C. P. E. Bach.

Oleg Kovalenko, the guest conductor, was born in Kiev, Russia, and came to the United States in 1948. He has studied at the University of California, at Stanford University.

Barbara Liberman, a concert pianist, is a graduate of the Juilliard School of Music and has studied at Northwestern University and the Chicago Musical College.



Two freshmen, Donna Gerstle and Danielle deNevers, help the juniors deck the halls by wreathing themselves in Christmas spirit. The chairman of the decoration committee was Mary Jean Meads.

Board approves study toward co-education

In their latest meeting, Nov. 18, the Board of Trustees authorized Webster College to "proceed cautiously toward extension of co-education." The following is the text of the motion which was approved by the board: "Mr. Lloyd moved that Webster College proceed cautiously toward extension of co-education; that prior to any decision, however, a thorough examination be made of potential problem areas; and that the possibility of a project of continuing education for Peace Corps returnees be considered as a way of implementing co-education that would leave Webster College free to evaluate the decision after having experienced it in operation."

This directive was carefully phrased and designed to reflect what the board members took to be the general attitude of the faculty recommendation, i.e., that co-education be extended, but only after further study. (See Nov. 19

Web and this issue's Letters to the Editor.)

According to Dr. Joseph Kelly, vice president and newly appointed secretary to the Board of Trustees, the Board raised many of the same questions that the faculty and students had raised at the forums. To settle these questions the board ordered a thorough examination of potential problem areas.

They want to explore, for example, the differences that the extension of co-education would make in the staff: Would it require the addition of some faculty, for example, an instructor in physical education? Would it necessitate a dean of men? Would it mean needing a change in food service or doctor service? There are also questions about changes that might be necessary in the physical layout of the college—on-campus housing, for instance.

If, after studying the problem areas, the extension of co-education is found to be financially feasible, the Peace Corps proposal will be considered.

The Peace Corps proposal suggested, in essence, that every year a certain number of returned volunteers be allowed to enter each class. The Board seized upon this idea as a means of allowing some sort of preliminary testing of the fully co-ed situation before an absolute commitment is made.

The administration is hoping to start preliminary investigations at the beginning of next semester. Dr. Kelly commented, "The extremely cautious statement by the Board of Trustees seems to preclude any over hasty action on the decision."

The Web

Webster College

Webster Groves 19, Mo.

VOL. XLII

December 10, 1965

No. 6

The Queen and the Rebels presents the problem of evil

Last night marked the opening production of Ugo Betti's *The Queen and the Rebels*, which will run Dec. 9 through Dec. 12.

The play, which takes place in a small village whose country is in revolution, is based on a contemporary theme in which characters in the play come face to face with the problem of evil. The play questions the response of human beings in regard to evil.

"In the fourth act, the modern philosophy of despair and hopelessness is pitted against the eternal hope of fulfillment and search for human dignity in a debate between Amas and Argia," commented Sister Marita, director of the play.

Elaine Knudsen and Celia Muellerleile appear in the lead roles. Elaine portrays Argia, the prostitute who comes to attain human dignity and finds self-respect, and Celia plays Elizabeth, called "the queen", who is the symbol of the aristocracy of the old regime and who is searched out to be killed.

Others in the cast include Wayne Loui as Amas, Bob Kruger as Raim, John Keck as Beamte, Tom Kampman as Maupa, John Fitzke as the Porter and Dan Ochs as the Engineer.

Tickets are \$1.50, and curtain time is 8:30 p.m. for the remaining three performances.

Eighteen get Dec. degrees

December graduates will be the first to receive Webster diplomas written in English rather than in Latin. Eighteen women will complete undergraduate study and receive diplomas Dec. 18. This is the largest group of December graduates in Webster's history. It is also the most diversified, for degrees represent eight fields.

Judy Marsh will receive the only Bachelor of Science degree in biology. All other degrees are Bachelor of Arts. Receiving these degrees are Martha Jacobi, also in biology; Marydeth Scheppers in chemistry; Myra Batia, Fran Nally, Mary Frances Summers in math; Sharon Heck, Linda Lupario, Mrs. Doris Schumacher in social science.

Beverly Schultz will receive her degree in history; Leslie Howard in art; Margaret Jenkins, Shirley O'Neill, Virginia Peters, Mary Martha Skinner in English; and Elaine Bauman, Barbara Heinrich, Sister M. Josepha Roberts, RSM, in elementary education.

As their fields vary, so do their future plans. Mary Martha Skinner will use her English degree as a service representative for McGraw-Hill Publishing Company. Fran Nally and Mary Frances Summers will work at Webster with Madison Project and at the College School.

There will be no formal ceremony Dec. 18, and no honors will be bestowed then. The only official graduation ceremony will take place in May. Mid-year grads are invited to participate in this also.

Fr. Padberg talks on aggiornamento

The updating of the Roman Catholic Church was Father John W. Padberg's theme when he spoke at the Dean's assembly, Monday, Nov. 29. Father Padberg of St. Louis University delivered a resume of his historical interpretation of the updating of the Church.

Father Padberg's talk was concentrated upon the integral part which historical movements have played in the development of the Church. He stated that during the first 15 centuries of its existence the Church assimilated cultural aspects of the times.

At the time of the Protestant Reformation, however, the Church immersed itself in isolation.

Father Padberg felt that, through the efforts of Pope John XXIII and Pope Paul VI toward modernization, the Church will once again become a living institution which has relevance to the faithful of the present and the future.



After distributing "honorary" diplomas, Mary Grennan, acting Santa, reports on the good behavior of the December graduates to Sandy Blase, student association president.

The Web

Webster College

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Planning festivities for Webster Family Week are students Ann Barrett, head of reception committee, Jean Keough, head of entertainment, Betse McNamara, chairman of family week, Addie Dittmar, on reception committee, and Nancy Broad, chairman of the father-daughter dance.

Tuition, board rates increased; meet private institution demands

Sister Jacqueline Grennan, president, announced an increase in tuition and board costs for the 1966-67 academic year at a student assembly Jan. 14. The tuition fee per credit hour will be raised from \$35 to \$40 and the board costs for resident students will be increased \$45 a semester.

In her talk Sister Jacqueline explained that as a private institution Webster College receives revenue from three main sources: 1) tuition 2) interest from endowments and 3) fund raising. And unlike state universities, the college cannot depend upon the state legislature to appropriate funds. Therefore with the costs for all education going up so rapidly, Sister Jacqueline pointed out it is necessary to raise the tuition fee. The primary investment of this money will be towards an increase in faculty salary in order to maintain and further the quality of instructors already present.

In regard to the board increase, Sister Jacqueline explained its

DISPOSITION OF EDUCATIONAL DOLLAR		
	64-65	65-66
Instructional Cost	.49	.54
Administrative	.16	.15
Student Services	.07	.05
Maintenance of Plant	.17	.15
General Expense	.11	.11
SOURCES OF EDUCATIONAL DOLLAR		
	64-65	65-66
Student Tuition	.67	.62
Sisters of Loretto	.09	.06
Grants	.15	.22
Other Gifts	.09	.10

necessity as a result of higher maintenance and food costs.

Such a tuition raise is also an attempt to keep the percentage that a student pays toward the total cost of his education from dropping thus causing the percentage subsidized by the college to increase. This phenomenon is illustrated by the chart above showing the source and disposition of each educational dollar spent and received for the student.

As can be observed, the student tuition decreased as a source of revenue from 1965 to 1966 even though the costs the student paid had been raised with last year's transition from a flat tuition fee to \$35 per credit hour. As it stands right now, each student is receiving at least a 38% scholarship for the total cost of his education.

Sister Jacqueline feels that the future of private institutions will lie in government and foundation grants as well as private gifts. Schools such as Harvard receive bequests which are transferred into endowments and yield an income through their interest.

Therefore as a private college, Webster needs endowments to delay any further increases in tuition and fees.

For the building program the capital will have to be raised through fund raising by Sister Jacqueline and Dr. Joseph Kelly, vice-president and director of development, government and private loans and from businesses and foundations. Besides the Science Building no other building is planned until the money to pay for it can be raised.

One factor concerning tuition payment under reconsideration is that while student nuns from the Sisters of Loretto pay full tuition, student nuns from other orders are presently receiving a 40% discount subsidized through other funds.

Because she feels students are responsible for their education and will ultimately make the decision concerning the quality of it, Sister Jacqueline addressed the student body and told them of the rising costs while on the same day sending letters to parents informing them of the increases.

Stop the world Feb. 8-13 for Webster family week

Stop the world . . .

Webster's in motion! This is the spirit that sparks the campus as the liveliest week in the college calendar nears. From its very first stages, planned and organized by Jack Lindsay, director of public affairs and events, and Betse McNamara, student chairman, Family Week is enlivened with the spirit of dynamism that is Webster. Previously confined to a three-day weekend, the program has been enlarged this year to extend from Tuesday, February 8, to Sunday, February 13. Nine exciting events pack the six-day week.

Stop the world . . .

Festivities begin the eighth! Tuesday's preview performance introduces the most exciting attraction of the Family Week program, the musical *Stop the World—I Want to Get Off*. Choice of this controversial play by Anthony Newley and Leslie Briscombe is consistent with the Webster in motion spirit of the Week—Webster experimenting with new ideas. Not a typical musical, it has been described by *Time Magazine* as a "new type of art form: a fusion of the musical comedy element, mime, myth, and mockery." It is the beautifully moving story of Mr. Littlechap, a cocky, carefree ladies' man—an "everyman" kind of person who enjoys life, who "wants to be rich with money to burn," who wants "to be completely unencumbered" . . . until he meets Evie—Evie, a "typically English rosebud"—who's "fed up to my typically English teeth!" Presented mostly in music and mime, *Stop the World* describes the life cycle of a man—from his birth, through his career and loves, to his encounter with death. It includes such delightful songs as "What Kind of Fool Am I," "Someone Nice Like You," "Once in a Lifetime."

The cast, headed by Wayne Loui and Bunny Cain, includes Cynthia David, Jean Keough, Barbara Anderson, Margie Burns, Pamela Mathews, Joanne Ragusa, Daria Robbiano, and Diane Stephen. Di-

recting the show is Mr. Michael Flanagan, Phyllis Grennan is student producer, and Rosemarie Schieffer is production stage manager.

Stop the world . . .

There is action behind the scenes! An imaginative crew is hard at work directing promotion for the musical. Matters of finance and sales are handled by Mary McDonald, business manager, and Margaret Beltz, ticket chairman. Excitement mounts as the publicity committee under the direction of Martha Ferrario continues to advertise the play in and out of Webster. Mrs. Rosemary Ferrario and Pam Tracy are busily preparing the accommodations for all other activities.

Stop the world . . .

First activities of the week focus on the musical. Tuesday is preview night, the performance open only to those members of the faculty, administrative staff, and their guests who have been presented complimentary tickets. Wednesday, the performance is preceded by the alumni champagne supper. The Social Planning Committee has scheduled a theatre party following the performance Thursday. The musical will be the major attraction Friday; a parents' matinee is planned for Saturday afternoon; the final performance is Sunday.

Stop the world . . .

Saturday is packed! The day begins at 9:30 a.m. with campus tours. A feature of the morning excursion is the Inner City Project on Mullanphy Street. The trip terminates at the lobby of the Loretto-Hilton, and includes a tour of the new theatre. From the theatre guests will be escorted to Maria Hall for the family-faculty luncheon, especially designed to give parents an opportunity to meet Webster's faculty. Dr. Kelly will speak on "Moving the World at Webster." Following the matinee performance of the musical, mothers will be served cocktails and will attend a buffet supper. The father-daughter dinner dance at Convention Hall ends the lively day. For this event, Jan Metternich and Marva Kadane promise "interesting entertainment."

Sunday is the final day! Two family masses will be celebrated at 9:30 and at 11:30 a.m. A brunch buffet will begin at 10:30. This day and the entire Family Week activities will end with the closing performance of *Stop the World*.

Sister Lucy Ruth Rawe, of the English Department, has assumed responsibility during the second semester as the Acting Registrar. She replaced Sister Alexander Marie Barthel who was granted an extended leave of absence because of ill health.

Science Dept. reorganized

The Chemistry, Biology, and Physics departments at Webster are currently being reorganized into one large department under the supervision of Sister Ann Kathleen.

Instead of the three separate departments, there will only be one, the Science Department, which will include the majors in Physics, Chemistry, and Biology, and also offer a general science major for those planning to teach science in the elementary grades.

This department will be in full swing by September, 1966. Sister Ann Kathleen will be head of the department when it is organized for the 1966-67 school year. She says that the main projected purposes of the new department will be to coordinate all the sciences more efficiently and also to provide a general science curriculum for undergraduate liberal arts students.

The Science Department is now applying for grants for next year from the U.S. Office of Education in the hope of providing fifteen fellowships for graduate students who will teach science in the primary grades. Students on such a program would have to have had two years' teaching experience. They would be able to earn a MAT degree in one academic year and one summer session.

Two British one-act plays open tonight on thrust stage

The third studio production of the Webster College theatre department premieres this evening with the presentation of *A Slight Ache* and *A Phoenix Too Frequent*, two contemporary plays which will run through January 29 and 30.

The plays, which will be presented on a "thrust" stage with the audience sitting on three sides of the action, will be directed by Sister Marita of the department.

A Phoenix Too Frequent is a delightful comedy written by Britain's Christopher Fry, author of *The Lady's Not for Burning*. Phoenix is a "love story of two people who have never learned what love really is," says Sister Marita.



Wayne Loui and Bunny Cain star in *Stop the World—I Want to Get Off*.

"They are in love with their ideals: Tegius with his sense of honor as a soldier and Dynamene with her duty as the devoted widow who decides to bury herself and her servant alive in the tomb of her deceased husband."

Jr. Jeanne Jenkins plays the role of Doto the servant. Marva Kadane, Jr., and Dave Huffmann, Jr., take the roles of Dynamene and Tegius respectively.

In contrast to Christopher Fry's play is *A Slight Ache* written by another contemporary British dramatist, Harold Pinter. Sister Marita commented that Pinter is "probably the most significant writer of the theatre of the absurd today."

"*A Slight Ache* is a very strange play which deals with the problem of communication and love," she continued. "The weird ending is typical of the absurd theatre."

In this play, Jr. Cecelia Muellerleile takes the role of Flora and John Pantermuehl from Eden Seminary plays Edward. Bob Kruger, Sr. drama major, plays the silent match-seller who never shows his face but stands for the unknown fears of the two people. As Flora and Edward try to make the matchseller talk, they are forced to reveal themselves wholly. Admission for the plays is \$1.00.

The Web

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January 28, 1966

Editorial Comment, 1966

Last semester the editorship changed hands from Barbara Wilson (me) to Mary Martha Skinner. This change was accomplished chiefly to allow Miss Skinner to move up to a position of which she was worthy; to give her the experience and responsibility of such an office, etc. She has now, however, graduated. And since the Web's pay scale is somewhat less than McGraw-Hill's she has declined to continue as editor.

I have, in this event, accepted the editorship for the second time. I will hold this office until sometime after mid-term, while training other staff members for the editorship, at which time one will be chosen.

The state of the union is excellent. A policy similar to what we have been following will again be in effect. Yet new ideas for layout, reporting and photography are being researched and will appear in the paper during the year.

barbara wilson
editor-in-chief

Variety of opinion sought by evaluators

The Evaluation Committee held an open forum on Wednesday evening, January 20. The purpose of the committee, a joint student-faculty group, is not to change the grading system here at Webster, but simply "to consider any problems related to the evaluation of the learning experience of students at Webster College." The committee is chaired by Sr. Marie Francis, and the members are Sr. M. Bernard, Ed Clark, Roslyn Harrison, Richard Singer, William Walton, Consuelo Wise, Kathy Brock, Ruth Ann Corvetti.

In their initial report to the students and faculty at Webster, the committee gave three reasons why the present grading system is unsatisfactory. They are, first, that different teachers have different criteria for grading; second, that grades are given in specific courses and hence do not always reflect progress to overall educational goals, and third, that grades give only gross information. Grades yield very little information about the students' understanding of specific topics. The question was asked those attending, "Do you concur?"

Similar questions were asked to

begin the interchange of ideas and thoughts, such as, Do we want a drastic change or to work on the present system? Can someone define the present system? Is there actually a system? Do students realize that a "C" is a perfectly acceptable college grade? Are they aware of the differences between college grading and high school grading? Are their parents aware of the same?

Sr. M. Roger believes that in some courses there is a definite need for more than one grade. Also, disciplines vary and a letter grade might be best for some and not for others.

Teachers grade on many different bases and this should somehow be indicated in a teacher's final evaluation, pointed out sophomore Ann Garrity.

This raised the question, "Should or could there be a uniform basis?" Sr. Deborah remarked that the grading system with all its risks does reflect the teachers. "If you have uniform grades, you would have to have uniform teachers. And who wants it?"

If the grades were abolished and some form of written evaluation given, how would it affect students applying to graduate schools? Mr. Corbet asked, "How many of our students actually go to graduate school?" Sr. Mary Rhodes, dean, replied that at present there were no statistics available, but that the number was steadily increasing.

Ed Clark has investigated the question as to how many graduate schools would work with undergraduate schools not on the A, B, C, etc. system. He found out that many graduate schools were quite willing to do so, judging the student's sophistication on the courses completed. However, large universities were reluctant to take students from ungraded systems. It was pointed out,

—beth stearns
exams, because a teacher should provide a means of measuring, but what a student makes on these is not public property.

There is a very definite need for more sensitivity as to what the student is getting out of the course rather than on the grade. Grades oftentimes discourage self-evaluation. Though grades are supposedly an evaluation, the question was asked, "Do we evaluate ourselves by ourselves, or are we influenced by what the teacher thinks?"

Grades for some courses and teachers are fairly sufficient, but not for others. Would it be worth it to provide for multiple grading alternatives in regard to certain courses?

Dr. Pitts explained that all are in the business of measuring and that there are certain rules concerning measuring that must be kept in mind. A good measuring device must have reliability and validity. Then there are two different realms of progress. First, how much does a person know; and secondly, does this knowledge actually increase a person's ability to solve real problems? No matter how you do it, you have to build into the course positive contingencies, he emphasized.

Also discussed at the meeting was whether or not a student should be able to pull out of a course whenever he wants to without it showing on his transcript.

Mr. Walton pointed out that as regards the present grading system, many teachers don't want to fail a student because of the trauma associated with an "F," when really the student shouldn't be given credit for having taken the course.

"But we're not grading a person, just his work. Grades are not the end-all be-all of a course," responded Mrs. Fugate.

Letters to the Editor

Athens of the Midwest

Dear Editor:

Concerning the Assembly of January 14 on the rise of tuition, room and board at Webster College, the "Athens of the Midwest": I realize that the price of an education is on the rise at schools throughout the United States, but I do not understand why Sister J. chose such schools as Monticello, Loretto Heights and Harvard to compare Webster with. Schools such as Harvard, and the other Ivy League colleges offer much more than Webster can ever hope to, at least in the near future. Both Loretto Heights and Monticello are finishing schools. I chose Webster College not to become a lady, but to become an educated woman. When I think of some finishing schools an age old verse comes to my head—"Sadie was a lady though her past was dark and shady."

I chose Webster because it was not a Harvard or a Radcliffe and most certainly not a Monticello or a Loretto Heights. Can I wait around for Webster to realize its potential? Is it going forward like Harvard? Possibly. Is it going to compare to Monticello or Loretto Heights? Never, I hope. Help!

Sincerely,
Maureen McDonald

A bad day sad

Dear Editor:

This letter is written to protest the situation regarding meal tickets. It has been noticed by myself and my colleagues that for the past school year a new and urgent necessity has arisen around the possession of a meal ticket. It can be understood that knowing one's number is important but when, in the midst of rushing to classes, meetings, rehearsals, etc., one finds that she has left behind her meal card, despite the fact that she remembers her number, she is thereby denied the privilege of

eating. A privilege we paid for.

We realize that our school is growing enormously in size and that it is a difficult task to keep an efficient cafeteria in the process. But please, gentlemen, remember that it makes a bad day sad when a busy student is told she must return first to the apartments if she wishes to eat.

Sincerely,
M. Cain, B. Smith, M. Ondresky,
S. Smith, M. P. Reuwer, B. Seaman,
M. Stephens, N. McAvoy,
L. Goldstein

Who wants to get off?

Dear Editor:

In the initial report of the evaluation committee on learning experience at Webster there was written the following paragraph:

Grades are also a motivating factor, an aspect of grades which may tend to diminish their usefulness in evaluation. Furthermore there is some feeling that grades often result in a highly undesirable form of motivation.

As a beginning step in eliminating, or at least minimizing, this undesirable type of motivation, I suggest that Webster cease publishing the Dean's List.

Certainly for those of us who "made it" last semester, it was more than a pleasurable experience. Yet it seems to set up a fear of C's and love of A's which I consider unhealthy. For once having reached a high point, who wants to get off?

The Dean's List seems to emphasize the "all-around good student," i.e. a "C" eliminates one from the competition. This appears to eliminate many excellent students who just aren't rounded off very well in a particular area.

But even if the Dean's List depended only on the G.P.A., let us say, it would still encourage an unhealthy interest in grades themselves.

The Dean's List seems to work on that very form of motivation

which is undesirable. It does not reflect an individual's instructor's evaluation of the student's knowledge in his area. It does not alter the G.P.A., which is kept in the permanent files. Surely prospective employers and graduate schools depend much more on an individual's records and analyses than on an arbitrary list compiled from such data.

For these reasons, I submit that the Dean's List is inconsistent with a general pattern trying to de-emphasize the undesirable motivational factors of grades.

Sincerely,
Pat Eichman

Sing ho for Pooh

Dear Editor:

It was a sellout crowd. The auditorium was filled by the faculty, students and administration. The speaker, desirable, the lights on full force with no thought of the electricity bill, the auditorium clean and congenial, the tickets free—everything usually required to win the audience. But . . . on January 14, that wonderful day, Sr. Jacqueline spoke pro-cash while the audience patiently listened anti-up. The atmosphere ran the gamut from laughter to damns and hmmms. I will avoid statistics and exact amounts lest mass pandemonium emerge once again. Instead, I will relate to you a few impulsive (note: people are typically honest when impulsive or drunk) comments some of the students offered following the fundraising assembly.

Fuzzy Donegan: "just one question, if you were hiring and had to choose between a Webster College graduate and a Harvard graduate, which would you choose?"

Paulette Peterson: I understand.

Kathy Burke, Frosh.:

Sing ho! for a bear

Sing ho for pooh

I don't much care if it

snows or thaws cause

I've got lots of honey on

my nice clean claws . . .

Sing ho! for the life of a bear!

I guess that honey's just

about everything. Worth it?

Hell, no.

What more to say, Kids?

Anybody: Damn

Everybody: Hmmm

Nobody: silence

Sincerely,
Kay Coco



Katie Gruenheck, Sr. Gabriel Mary and Dr. Pitts listen attentively to the first report of the grade evaluation committee.

though, that all graduate schools demand more than a transcript from applicants.

Kevin Manning said he thought a student should be able to pass from one course to another without a symbol other than a record of attendance as the only official record. The teacher would decide if the student is to be given credit for the course. Another student quickly pointed out that this wasn't facing reality, that teachers have to require something other than attendance. A third student stated that a teacher has no right to require anything from a student, he or she can only suggest things a student could do.

Mr. Walton thinks that Webster should consider not having any grades at all as a definite possibility. The student takes courses because he wants to learn something. It might be possible to rate a student by the sophistication of courses he reaches. This doesn't mean there wouldn't be any

Sr. Mary Roger suggested that students be allowed to change their registration any time they wanted to an adult or something similar that would show that the student was present, but not actually receiving credit for the course.

Sr. Ann Kathleen declared that a teacher doesn't reach an insight; this is something that cannot be graded. Therefore, the only things that teachers are justified in grading are objective or what a teacher thinks he wanted the student to get.

As you can see, the purpose of the committee is to get a feeling about the grading system. They have no mandate from the Dean to change the present system. They are a long term committee to evaluate and make recommendations.

A paper explaining what a grade means in terms of the present system will be made available to interested students and faculty in a short time.

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Women emerge from household

by Jacque Black

Years ago the only acceptable role of women was that of wife and mother and the locale of her work was the confines of her own home. Today things are quite changed and we find women engaged in almost every walk of life. But the enthusiastic plunge by many women into the fields now open to them is often accompanied by some rather troublesome questions. Will the serious pursuit of a professional career detract from my image as a feminine person or make me any less of an "ideal type" of marriage partner? If I do marry would I, if I wished, be able to combine my career with my marriage and successfully pursue both vocations? Would I have to sacrifice my career, perhaps even unwillingly?

There is no definite answer to these questions. There does seem to be, however, a trend set by the ten million married, yet career-pursuing, women in our nation today which would indicate that a successful pursuit of the two vocations is indeed possible. And judging from my talks with a few of the married women who are teaching on the Webster campus, the combination of the two is both beneficial and stimulating.

Mrs. Gatchell, one of the mainstays of our Spanish department, in referring to her recent visit to Mexico, pointed out the graciousness of culture developed by the Mexican women. They concentrate almost wholly on their homes and families and entertain virtually no great outside interests. The vast amount of enriching experiences missed by these women due to their lack of real contact and involvement with the world outside their homes would, perhaps, create a serious, personal gap in the lives of the women of our culture.



Mrs. Mary Fugate, a member of the Webster College faculty, proudly holds her young daughter, Kathy. Mrs. Fugate teaches several English courses from Monday through Friday each week of the school year. At the same time, she maintains a household, a year-round job.

I asked Mrs. Gatchell if she felt there existed any conflict between her two careers. Her unhesitating reply was "No, they very definitely complement each other." Having a child at home, in Mrs. Gatchell's viewpoint, is invaluable to her as an aid in understanding young people and improving her effectiveness as a teacher.

Mrs. Harrison, who teaches within Webster's social science department, feels that whether or not a woman maintains her image of femininity while pursuing a profession is "completely dependent upon the individual woman and the way in which she acts." Any person involved in a profession must fulfill his or her responsibilities in a systematic manner. A

woman should, suggests Mrs. Harrison, think of her life in terms of stages, as a time when she will have children, a time when her children will be gone and her husband retired, and a time when she may once again have to support herself. A woman should prepare for these stages of her life by maintaining her mental agility through a career or interests outside of her family. The combining of the marriage career with a profession makes each a "richer experience."

The role of women in the world is slowly but steadily changing. Women are no longer thought of as suited only to the managing of household chores and child-raising. Women have emerged into the light of society as capable, thinking human beings and necessarily so. For the woman who discovers and develops her talents as thoroughly as possible and strives to make herself as complete a person as she is capable of being, not only fulfills a most urgent obligation to herself, but also an obligation to her husband and to her children, for the more she is, the more she is able to give to them.

Webbles

by Jeanne Jenkins

Once there was a little car who had big ambitions. It had always dreamed of being a really big car, but unfortunately it came from a modest compact family. The little car's environmental determinates all seemed to prevent it from bettering itself.



But lo! One day, an older car, a black limousine, told it about a marvelous liberal-minded garage in the suburbs. This garage attracted all kinds of odd cars and taught them to be really big and powerful. The garage was just chock full of learning vehicles.

The little car managed to get a grant from the Ford Foundry and the local V.W. Legion to finance its education. It loved the garage. It was receiving a well-rounded education. It learned how to be polished from one of the black limousines. It learned the makes of other cars from a cute little sportscar. It learned how to move gracefully from a box-like bus. Most important of all, it learned how to shift for itself.

But a rut appeared in the little car's highway of life. A fearful marauder began to plague the garage. It had a crafty way of sneaking up on the car-students and pasting little signs on them. It maliciously glued the signs to the cars' windshields so they couldn't see. The signs said vile things like . . . "parking in this area is prohibited . . ." The glue with which the notes were stuck on was cement-type airplane stuff that only came off with boiling

water. The whole situation was painful and vexing.

Weeks went by and the situation became worse. More and more sticky signs appeared. At last the day came when all the cars found themselves covered with stickers from fender to bumper. They were all thoroughly enraged. Their motor reflexes reacted violently. One of them wanted to throw a rod at the Sign Sticker. Another wanted to kill his engine.

They formed a car pool and visited the head black limousine who had a simple solution to the problem. Parking meters were installed to invalidate the rule on the sticker signs. And of course, a committee was formed to investigate the matter.

That night while talking to a brick wall, the little car accidentally took a turn for the worse. It crashed into a telephone pole and was killed because it could not see through the stickers. And the Sneaky Sticker is still amongst us.

Pinned

Mary Etling, St. Louis Jr. to Robert W. Fogler, Phi Kappa Theta, Rolla; Kathy Schneider, St. Louis Soph. to Tim Miller, Sigma Chi, Washington U.; Joyce Dohr, St. Louis Soph. to Michael Bytnor, Sigma Kappa Phi, Rolla.

Engaged

Kris Daeumler, Webster Groves Jr., to Dave Brewer, Crestwood, Mo.; Nancy Kalbfleisch, Des Peres Fresh to Pat Ryan, U.S. Army; Kathy Bailey, St. Louis Sr., to Tom Meyer, St. Louis; Joyce Bonderer, St. Louis Sr., to William Moran; Joanne Gulbrandsen, Kirkwood Sr., to Leslie M. Ball, St. Louis; Jeanne Herye, St. Louis Sr., to Joseph H. Austin Jr., Kirkwood, Mo.; Mary Frances Summers, Atlanta, Ga. to Robert Tapscott, Denver, Colo.; Jackie Sucher, St. Louis Sr., to Michael Leonard, St. Louis; Judy Chik, St. Louis Jr., to Tracy Bollinger, St. Louis; Susan Heinkel, St. Louis Sr., to Edward Bayer, Kansas City, Mo.; Joan O'Connell, Webster Groves Sr., to John R. Barrett, St. Louis.

Married

Barbara Semon, St. Louis Sr., to Phillip Streib, St. Louis; Pamela Hampton, St. Louis Jr., to Tom Linehan.

Contraception controversy reviewed

by Dianne Bechtold

Miss Mary Louise Burg of the theology department and reporters from the *Web* were granted an interview with John T. Noonan, advisor to the papal commission on birth control and author of the book *Contraception, A History of its Treatment by the Catholic Theologians and Canonists*. Mr. Noonan is professor of law at Notre Dame and editor of the *Natural Law Forum*. The following are comments on his work and excerpts from the interview.

Birth control has long been a subject of controversy. Contraceptive techniques were employed as early as the time of the Roman Empire. As time passed birth control methods became more diverse and sophisticated. Tracing a parallel path in its development was the teaching of the Roman Catholic church on their use. It is the history of these teachings that John Noonan has carefully documented in his book.

John Noonan goes beyond the mere presentation of the writings and pronouncements of the theologians and canonists of the church in each period. He places each teaching in its historical context demonstrating the influences and conditions that prompted each teaching; for example, early in the history of the church the

practice of birth control was accompanied by the use of magic. It is not clear at this point whether the condemnation of birth control that resulted was directed at the use of magical formulas or at the practice itself.

The use of contraceptives has caused controversy in our own age. Now, after much debate, federal funds support birth control as part of our foreign aid program. Close examination will be needed to discover the moral implications of public and private birth control programs—examination particularly by Roman Catholics whose church has legislated against the use of contraceptives, excluding the rhythm method.

Those who are concerned with the outcome of the study of birth control are asking questions such as these: What are the personal implications of the study of birth control and marriage in the council and in the papal commission? How will future teachings of the church affect the lives of the faithful living in the church in the immediate future.

The *St. Louis Review* for Friday, Dec. 3 quoted Mr. Noonan as saying: "On a theoretical basis the matter of contraception is open to question. On a practical level no Catholic now has a

choice about the practice of contraception."

Further explaining his statement Mr. Noonan said that although the Council could not make any rules on the practice of birth control, as the matter had been taken out of their hands by the pope's decision to refer it to a special commission, there was "a tremendous advance in the theology of marriage in the document" (schema 13). "It starts out with a strong recognition of the value of conjugal love and of marital intercourse." As was shown in his book this is a relatively new idea.

Mr. Noonan advanced a second point: "The council for the first time solemnly affirms the ultimate responsibility of the parents themselves to decide how many children they should have. Having first said that the human and Christian responsibility of procreation is to be a matter of decision in the light of (quoting schema 13) 'the conditions, both material and spiritual of the life of the couple . . . this judgment ultimately is to be made before God by the spouses themselves.' That's a very strong statement and there's nothing like it in earlier documents."

(Continued on Page 4)



John Hawkes, noted novelist and playwright, discusses with students the processes of writing and of learning to write.

Noonan

(continued)

"Then they go on to say there are those who would bring to these problems indecent solutions. They will not shrink from killing. Life from the moment of conception is to be guarded with the greatest care. Both abortion and infanticide are terrible crimes. Here is a doctrinal advance in that you see the fetus from the moment of conception being treated as sacred. Of course theologians have already said that, but never so strongly have they marked off the moment of conception from what comes before."

Questioned about the individual's responsibility to observe the existing rule even though no final statement on birth control has come forth, Mr. Noonan replied: "It seems to me that one of the prices one pays for being in a community is that you accept the rules of the community and here it is perfectly plain what the rule is. But I think that to the extent that this is now in the area of simple legislation the Catholic couples could consider whether there were any reasons excusing them from observance of the law."

Mr. Noonan compared the current study in the church to the situation where the constitutionality of a state law is being appealed to the Supreme Court. Until the court has come to a final decision we are still bound to observe the law.

One of the vital reasons for the law, according to Mr. Noonan, was to try to safeguard life by setting up a rule to safeguard the whole process. "While this is not a problem for middle class well-educated American Catholics, it is a problem in many parts of the world where people are very poor, to distinguish between abortion and contraception.

"I can see some hesitation being justified in giving way the rule in fear that the ignorant masses will not distinguish very well, but I think that if we have ceased to be paternalistic, if we're going to trust people more, if we're going to say we really have to think more of the mature Christians, then we could give up the rule."

Mr. Noonan declined to predict the outcome of the papal commission's study, but he stated that the long run trend was away from the very old position that procreation was the only lawful purpose for marital intercourse.

What of the future? Perhaps the best key can be found in the closing words of John Noonan's book. "Through a variety of formulas five propositions have been asserted by the Church. Procreation is good. Procreation of offspring reaches its completion only in their education. Innocent life is sacred. The personal dignity of a spouse is to be respected. Marital love is holy. In these propositions the values of procreation, education, life, personality and love were set forth. About these values a wall had been built; the wall could be removed when it became a prison rather than a bulwark."

John Hawkes discusses his writing experiences

John Hawkes, novelist and playwright, who is described by some people as "surrealistic" in his writings, spoke to the Philosophical Analysis class, interested students, and faculty at Webster College on January 22.

The author of *The Second Skin*, *The Cannibal*, and *The Lime Twig*, John Hawkes, is a writer in residence at Brown University.

At present he is interested in a new way of teaching students to write. Called the "voice project" his method involves having students tape responses to kinds of questions and stimuli. By repeated playbacks, an effort is made to help the student get hold of his own speaking personality, thus he comes to realize who he is as a speaker. In this he should come to find his own style.

An extension of this might be found in the author's comment that he doesn't "write novels out of intellectual compulsion or schematic forms," but he creates and shapes them "out of the inner man."

John Hawkes describes his own fiction as "about terror and about innocence," and that the value of general fiction "is to demonstrate that anything at all is possible."

Students to elect Glamour nominee

Glamour's tenth annual "Best Dressed College Girls in America" contest for the first time will find a Webster candidate among the contestants.

In this contest Glamour emphasized the importance of intelligent and creative thinking in choosing and coordinating an attractive wardrobe. "Great looks don't just grow on you unless you care and think about them and care for them," Glamour stresses.

The girls nominated on our campus for best-dressed are Sharon Ambro, Catherine Crezmeyer, Jacque Datesh, Susan Kilker, and Nancy Nordmann.

These girls will be evaluated according to the following points: 1) a clear understanding of their fashion types; 2) a workable wardrobe plan; 3) a suitable campus look—in line with local customs; 4) appropriate—not rah-rah-look for off-campus occasions; 5) individuality in use of colors, accessories; 6) imagination in managing a clothes budget; 7) good grooming, not just neat, but impeccable; 8) clean, shining hair; 9) deft use of make-up (enough to look pretty, but not overdone); 10) good figure, beautiful posture.

Voting is scheduled for February 1-4 in the colonnade.

Our winner will be photographed in a campus outfit, off-campus outfit, and a party dress. These three photographs will be sent to Glamour to be judged by a panel of Glamour editors.

The winners of the contest will be photographed by top fashions editors in late spring for Glamour's August College issue. In June winner will go to New York.

Of his novel *The Second Skin*, Mr. Hawkes commented: "This novel is an effort to confront death in a sad way and to expose our own potential for evil as well as for good and to arrive at compassion by its opposite.

"Only by accepting death can you live. If you keep fighting the dark figure of death you are almost too afraid to live. A man's probably not alive unless he has died or struggled with death."

French society honors Chicoineau

Mr. Jacques C. Chicoineau and Miss Barbara Seaman, two of Webster's French faculty, presented an exhibit at the triennial convention of the French Honor Society, Pi Delta Phi, held Dec. 28 at De Paul University. This exhibit was devoted to "La Jeanne d'Arc," Webster's French bulletin, published monthly since Sept. 1962.

At the same convention, Mr. Chicoineau was elected vice-president of Pi Delta Phi. He will be in charge of the western part of the Middlewest, from the Mississippi to the Rockies. Mr. Chicoineau is also moderator of the Webster College chapter, Beta Kappa, established in 1954. The society has chapters in 57 universities and 59 colleges throughout the United States.

While in Chicago attending the convention, Mr. Chicoineau visited the Consul General of France, who pledged to furnish a series of movies in French. The movies are part of a series entitled "Chronicles of France". They will be shown at 2 p.m. every Tuesday and Wednesday in the Oregon Room. The student body is invited.

Social Science dept. to sponsor sabbatical

The Social Science department is planning a summer sabbatical in Northern Montana. Ten students and two instructors (most probably Sister Veronica Ann and Peter Rompler) will conduct a six-week community study in a town of less than 10,000 population. Economy, social structure and life style in the region will be investigated.

Nine hours of credit are offered. Admission to the program is by arrangement with the social science department. Students in all fields and of all class ranks may apply.

Faculty-alumni dialogues explore Mullanphy project

Conversations with the Faculty II was held Jan. 25, in Maria Lounge. Sr. Ann Christopher, S.L., director of Inner-City project, and Dr. Carl Pitts, chairman of the Social Science Department, held a discussion of the inner-city practicum and sabbatical.

Conversations is a new experiment in making college a continuing educational process, not a four-year package, to act as an intellectual agent in the lives of alumni and friends. It is a means for faculty and alumni to know each other, and to explore together important issues in society.

The topic for Conversations II, hosted by Ann O'Connell, vice-president of the Alumni Association, was the necessity of the inner-city project at Mullanphy which students take sabbaticals and practicums to live and work in the Mullanphy project.

Dr. Pitts said, "the social science department exists to make

sense out of behavior. Through the inner-city project, students learn how to live in a situation that is intellectually and personally demanding. The purpose is to find ways to operate more effectively in areas such as education of pre-schoolers, political power and neighborhood action."

Sr. Ann Christopher said, "Theoretic and real tools are combined in a practicum. At first, we were only participating observers, but by moving down to Mullanphy and living there, we were accepted as a part of the community."

Sister and the students on sabbatical set up a pre-school project to prepare the pre-school children for school and to arouse interest in education. They involved the parents in the children's programs and help train the mothers to get jobs in Headstart. They renovated a dilapidated apartment house with the help of "local vandals" whom Sister says, "... take pride in accomplishing something constructive."

Some controversies raised were the safety of the girls, the increasing concentration of the problem by more people moving in, the developing political power, the worthwhileness of the project when others, such as Pruitt-Igou failed, the misunderstanding of what poverty really is, and the lack of imagination in solving the problems.

B. Petersen wins Ford Scholarship

Bob Petersen, a Webster freshman from Kirkwood, Missouri, has been awarded a Ford Foundation scholarship to study with the National Ballet of Washington, D.C., a professional ballet company.

Bob will go to Washington in September, 1966, and will study for two years with the company. The scholarship, which includes an allowance and all classes free, leads to a position with the company.

"John Fitzgerald Kennedy," a 25-minute film, will be shown in the Silent Smoker this afternoon by the Young Democrats.

CYR officials meet in Columbia

Seven Webster students attended the Missouri College Young Republican Executive Board Meeting in Columbia on January 22.

Vernon Bruckerhoff, State Chairman of CYR's of Southeast Missouri State College presided. Joanne Bruegge of Webster served as secretary. Madonna McGrath, president of Webster's YR's and Co-Chairman of Region 7 of the Midwest Federation of YR's gave a report on Midwest activities.

Student Governor, J. Terry Smith, of Kansas City explained the functions of MISL, Missouri Intercollegiate Student Legislature, to be held in Jefferson City on May 7. This student legislature consists of a mock state assembly in which Young Republicans and Young Democrats from campuses throughout Missouri send delegates to draft bills and elect candidates of their parties to state office.

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